Ed.S. in Educational Leadership Academic Assessment Plan 2012-13

College of Education
Bernie Oliver
beoliver@coe.ufl.edu

Office of the Provost

University of Florida

Institutional Assessment

Continuous Quality Enhancement

Table of Contents

Academic Assessment Plan for Ed.S. in Educational Leadership

College of Education

A. Mission

The Educational Leadership program is tailored to provide working administrative professionals and teachers an Educational Leadership degree from a nationally ranked research university (the highest ranking by a Florida university). Coursework is based on the **Florida Principal Leadership Standards** and delivered by nationally known faculty and experienced principals and superintendents. The program includes mentoring and support for practicing school leaders.

The mission of the Education Administration Program aligns with the mission of the College of Education to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community. The program also aligns with and supports the overall mission of the University of Florida noted below.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century. These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Candidates will identify and describe the core curricular areas of educational leadership including: school finance and law, human resources, technology, data-driven decision-making, diversity, organizational theory, supervision and strategic planning.	Candidates will achieve satisfactory scores from their respective university faculty advisory committees on the qualifying exam.	Campus
Skills	Candidates will apply and defend advanced levels of skill in the core areas of educational leadership.	Candidates will achieve satisfactory scores from their respective university faculty advisory committee on the qualifying exam.	Campus
Skills	Candidates will identify and explain competencies and skills of instructional leadership, operational leadership and school leadership to promote the success of all students.	Candidates will achieve satisfactory scores from their respective university faculty advisory committee on the qualifying exam.	Campus
Professional Behavior	Candidates will apply ethical behavior, professional conduct and communication.	Candidates will demonstrate successful completion of all assigned tasks and ratings tracked via the Educator Assessment System (EAS) and successful completion of the qualifying examination as measured by the candidates' university faculty advisory committee.	Campus
Professional Behavior	Candidates will promote the success of all students by understanding the larger political, social, economic, legal and cultural issues.	Candidates will demonstrate successful completion of all assigned tasks and ratings tracked via the Educator Assessment System (EAS) and successful completion of the qualifying examination as measured by the candidates' university faculty advisory committee.	Campus

C. Research

While this is not a research degree, Educational Leadership Ed. S. students will learn to be active consumers of research in order to plan curriculum and design classroom and student learning activities. Additionally, students may participate in professional organizations and in the practice of scholarship through professional presentations, journal manuscripts, and/or attendance at national, state, or local professional organizational meetings.

D. Assessment Timeline

Program: Ed.S. in Educational Leadership   College: Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
#1	Written Qualifying Exam (Upon Coursework Completion)	Oral Qualifying Exam (Upon Coursework Completion)	
Skills			
#2	Written Qualifying Exam (Upon Coursework Completion)	Oral Qualifying Exam (Upon Coursework Completion)	
#3	Written Qualifying Exam (Upon Coursework Completion)	Oral Qualifying Exam (Upon Coursework Completion)	
Professional Behavior			
#4	Key Tasks (Tracked in EAS; During Coursework)	Written Qualifying Exam (Upon Coursework Completion)	Oral Qualifying Exam (Upon Coursework Completion)
#5	Key Tasks (Tracked in EAS; During Coursework)	Written Qualifying Exam (Upon Coursework Completion)	Oral Qualifying Exam (Upon Coursework Completion)

E. Assessment Cycle

Program: Ed.S. in Educational Leadership   College: Education
Analysis and Interpretation: Completed by September 30
Program Modifications: Completed by December 15
Dissemination: Completed by February 28

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1	X	X	X	X	X	X
Skills						
#2	X	X	X	X	X	X
#3	X	X	X	X	X	X
Professional Behavior						
#4	X	X	X	X	X	X
#5	X	X	X	X	X	

F. Measurement Tools

Students will successfully complete and receive satisfactory ratings from program faculty on tasks aligned with the Florida Principal Leadership Standards and documented in the Educator Assessment System (EAS) tasks, as well as pass both the written and oral portions of the Comprehensive Exam.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Bernie Oliver	School of Human Development and Organizational Studies	beoliver@coe.ufl.edu	273-4358
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: RATING SCALE FOR THE QUALIFYING EXAM

Student Name_____Chair_____

Committee Member_____

External Committee Member_____

Term of Exam_____Oral Exam_____

PLEASE RETURN THIS FORM TO THE COMMITTEE CHAIR

Please indicate carefully on the following scale your rating of this paper. It may be helpful to keep in mind the readers of examination papers in the College of Education have traditionally been guided by the following criteria, among others:

I.   Understanding of Material and Concepts.

   Indicates familiarity with basic concepts and materials in area; is precise in use of concepts and ideas; uses educational language effectively, avoiding inappropriate jargon and clichés.

II.   Clarity of Expression.

   Keeps discussion relevant to question; is clear and concise; logical flow of ideas.

III. Evidence of Scholarship.

   Knows basic sources and major research in area; uses references appropriately. Gives   facts accurately and cites generalizations correctly.

IV.   Critical Mindedness.

Supports beliefs and evidence; evaluates sources cited; presents evidence of reflection on reading.

V.   Creativity.

Is sensitive to ramifications of problems; synthesized own solutions to problems; shows insight in diagnosis; proposes own solutions.

_____   _____

                    Pass   Fail

NOTE: Use the space below and back to make comments regarding your appraisal of the paper. You may keep the attached copy of the examination.

                    Return only the Rating Scale to the committee chair.

COMMENTS:

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Rating			Comments
		Met	**Partially Met**	**Not Met**	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Component	Criterion	Rating			Comments
		Met	**Partially Met**	**Not Met**	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				