

**M.Ed. in Educational
Leadership Academic
Assessment Plan
2012-13**

College of Education
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Office of the Provost

University of Florida

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.Ed. in Educational Leadership

College of Education

A. Mission

The University of Florida offers the Master's of Education in Educational Administration/Leadership leading to Florida Certification. This 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, law, human resources, technology, data-driven decision-making, diversity, organizational theory, supervision & strategic planning.	Candidates will successfully complete and receive satisfactory ratings on tasks tracked via the Educator Assessment System (EAS) tasks, as well as achieve passing scores on the Comprehensive Final or successfully defend a Master's Thesis and achieve passing scores on the Florida Educational Leadership Exam (FELE).	Both
Skills	Candidates will apply competencies and skills of instructional leadership, operational leadership and school leadership to promote the success of all students.	Candidates will successfully complete tasks aligned with the Florida Principal Leadership Standards and receive satisfactory ratings on tasks from program faculty on Educator Assessment System (EAS), as well as achieve passing scores on the Comprehensive Final or successfully defend a Master's Thesis or a Satisfactory Evaluation of EDA 6948, The Practicum, from their approved university advisor and program faculty. Additionally, candidates will receive a passing score on the Florida Educational Leadership Exam (FELE).	Both
Professional Behavior	Candidates will apply ethical behavior, professional conduct, and communication.	Candidates will successfully complete tasks aligned with the Florida Principal Leadership Standards and receive satisfactory ratings on tasks from program faculty on Educator Assessment System (EAS), as well as achieve passing scores on the Comprehensive Final or successfully defend a Master's Thesis or a Satisfactory Evaluation of EDA 6948, The Practicum, from their approved university advisor and program faculty. Additionally, candidates will receive a passing score on the Florida Educational Leadership Exam (FELE).	Both

Professional Behavior	Candidates will promote the success of all students by understanding the larger political, social, economic, legal and cultural issues.	Candidates will successfully complete tasks aligned with the Florida Principal Leadership Standards and receive satisfactory ratings on tasks from program faculty on Educator Assessment System (EAS), as well as achieve passing scores on the Comprehensive Final or successfully defend a Master’s Thesis or a Satisfactory Evaluation of EDA 6948, The Practicum, from their approved university advisor and program faculty. Additionally, candidates will receive a passing score on the Florida Educational Leadership Exam (FELE).	Both
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C. Research

While this is not a research degree, Educational Leadership 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: M.Ed. in Educational Leadership College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
#1	Key Tasks (Tracked in EAS; During Coursework)	Comprehensive Final Exam or Master's Thesis (Upon Coursework Completion)	Florida Education Leadership Exam (FELE) (Upon Coursework Completion)
Skills			
#2	Key Tasks (Tracked in EAS; During Coursework)	Comprehensive Final Exam or Master's Thesis or Satisfactory Evaluation of EDA 6948, The Practicum (Upon Coursework Completion)	Florida Education Leadership Exam (FELE) (Upon Coursework Completion)
Professional Behavior			
#3	Key Tasks (Tracked in EAS; During Coursework)	Comprehensive Final Exam or Master's Thesis or Satisfactory Evaluation of EDA 6948, The Practicum (Upon Coursework Completion)	Florida Education Leadership Exam (FELE) (Upon Coursework Completion)
#4	Key Tasks (Tracked in EAS; During Coursework)	Comprehensive Final Exam or Master's Thesis or Satisfactory Evaluation of EDA 6948, The Practicum (Upon Coursework Completion)	Florida Education Leadership Exam (FELE) (Upon Coursework Completion)

E. Assessment Cycle

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

Analysis and Interpretation: by Sept. 30th

Program Modifications: Completed by Dec. 15th

Dissemination: Completed by Feb. for Catalog Changes

SLOs	Year	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
Professional Behavior							
#3		X	X	X	X	X	X
#4		X	X	X	X	X	X

F. Measurement Tools

Candidates will successfully complete and receive satisfactory ratings from program faculty on Educator Assessment System (EAS) tasks aligned with the Florida Principal Leadership Standards, as well as achieve passing scores on the Comprehensive Final or successfully defend a Master’s Thesis.

If seeking principal certification, candidates must receive a Satisfactory Evaluation of EDA 6948, The Practicum, from their approved university advisor and program faculty. Additionally, candidates will receive passing scores on the Florida Educational Leadership Exam (FELE).

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
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Appendix 1: Practicum Evaluation

Educational Leadership Program Practicum Evaluation: EDA 6948

Not Met: Student did not complete all requirements with a Satisfactory Evaluation.

Met with Weakness: Student completed all requirements with a Satisfactory Evaluation that indicated an area of weakness to be addressed.

Met: Student completed all requirements in a timely fashion with a Satisfactory Evaluation.

No Opportunity to Observe: No opportunity to observe.

	Not Met	Met with Weakness	Met	No Opportunity to Observe		
EDL 1.1: Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 1.2: Knowledge of instructional leadership standard as related to research-based best practices	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 1.3: Knowledge of instructional leadership standard as related to school culture	<input type="radio"/> 0	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 1.4: Knowledge of instructional leadership standard as related to instructional design, teaching and learning	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 1.5: Knowledge of instructional leadership standard as related to instructional program for students with special needs	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 1.6: Knowledge of instructional leadership standard as related to state law in education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 1.7: Knowledge of instructional leadership standard as related to federal law in education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 2.1: Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 2.2: Knowledge of managing the learning environment standard as related to funding of Florida Schools	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 2.3: Knowledge of managing the learning environment standard as related to financial accounting and auditing	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 2.4: Knowledge of managing the learning environment standard as related to facilities management	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 2.5: Knowledge of managing the learning environment standard as related to student services	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O
EDL 2.6: Knowledge of managing the learning environment standard as related to student and parental rights	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	N/O

	Not Met	Met with Weakness		Met		No Opportunity to Observe
EDL 2.7: Knowledge of managing the learning environment standard as related to federal law for education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 3.1: Knowledge of learning, accountability and assessment standard as related to state law for education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 3.2: Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 3.3: Knowledge of learning, accountability and assessment standard as related to assessment instruments and their applications	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 3.4: Knowledge of learning, accountability and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 4.1: Knowledge of technology standard in the use of technology for teaching and learning	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 4.2: Knowledge of technology standard related to school operations	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 5.1: Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 5.2: Knowledge of human resource development standard as related to performance assessment procedures	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 5.3: Knowledge of human resource development standard as related to managing personnel records	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 5.4: Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and non-renewable of school employees	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 5.5: Knowledge of human resource development standard as related to collective bargaining agreements	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 5.6: Knowledge of human resource development standard as related to data analysis	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 5.7: Knowledge of human resource development standard as related to state law for education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 6.1: Knowledge of ethical leadership standard as related to ethical conduct	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 6.2: Knowledge of ethical leadership standard as related to federal and state law for education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 7.1: Knowledge of decision making strategies standard as related to state law for education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O

	Not Met	Met with Weakness		Met		No Opportunity to Observe
EDL 7.2: Knowledge of decision making strategies standard as related to change	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 7.3: Knowledge of decision making strategies standard as related to data analysis	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 8.1: Knowledge of vision standard as related to data analysis	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 8.2: Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 8.3: Knowledge of vision standard as related to effective use of written English, appropriate word choice, and its articulation	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 9.1: Knowledge of community and stakeholder partnerships standard as related to community relations	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 9.2: Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 9.3: Knowledge of community and stakeholder partnerships standard as related to state law for education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 9.4: Knowledge of community and stakeholder partnerships standard as related to student services	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 9.5: Knowledge of community and stakeholder partnerships standard as related to student and parental rights	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 10.1: Knowledge of diversity standard as related to federal law for education and schooling	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 10.2: Knowledge of diversity standard as related to organizational communication	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 10.3: Knowledge of diversity standard as related to conceptual and organizational skills in written and oral communication	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O
EDL 11.1: The Supervised Practice in School Administration Course is designed to apply program knowledge and demonstrate required leadership competencies in K-12 schools.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> N/O

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

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			Comments
Component	Criterion	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.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

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				