

AC 2025 – 2026 Assessment

Ed Leadership M.Ed. (503) - Annual Report

Division: Gallaspy College of Education and Human

Development Department: School of Education

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Northwestern Mission. Northwestern State University is a responsive, student-oriented

institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service.

Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Educational Leadership Program Mission Statement. The Educational Leadership program develops and supports building effective leaders for schools who can improve the lives of every K-12 student. The program cultivates and enhances dynamic, high-performing leadership for the renewal and improvement of schools. The program is designed to help those in leadership roles to provide effective leadership for teaching-learning.

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Methodology:

The assessment process for this program includes:

1. Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
2. Content and key assessments in each program/course are aligned with the respective professional preparation/application standards, and candidates apply the standards in all their coursework.
3. Data from assessment tools are collected and returned to the program coordinator.
4. The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes and discusses the results with program faculty.
5. Annually, program faculty and stakeholders review data to make data driven, curricular decisions.
6. The program coordinator, in consultation with program faculty and other relevant stakeholders, proposes needed changes to measurable outcomes, assessment tools for the next assessment period, and the curricula and overall program.

Student Learning Outcomes:

SLO 1: Demonstrate Discipline-Specific Content Knowledge

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge. (ETS: SLLA)	Students demonstrate content knowledge with a qualifying score of 151 on the School Leaders Licensure Assessment (SLLA). (Test Code 6990). <i>90% of candidates will meet proficiency (minimum passing score of 151)</i>

Course Map: EDL 6200 Internship in School Administration

Measure 1.1. (Direct—Knowledge)

Prior to program completion or completion of EDL 6200, Internship in School Administration, students should pass the SLLA. Passage of the SLLA is required for licensure, Educational Leader Level 1, by the Louisiana State Department of Education. This exam is produced by Educational Testing Services (ETS) and reflects the most current research on professional judgment and experience of educators across the country. ETS uses the National Educational Leadership Preparation (NELP) and Professional School for Educational Leaders (PSEL) standards for current and future iterations of the SLLA exam.

Finding. AC 2025 – 2026 the target was met.

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Analysis.

In AC 2024 – 2025, the target was met. 91% (n=11) of candidates achieved proficiency (minimum passing score of 151) on the SLLA. Based on their latest performance, School Leader Licensure Assessment test-takers scored lowest in climate/culture-based leadership.

Based on the information gathered from an analysis of the AC 2024 – 2025 data, program faculty made the following changes to drive the cycle of continuous improvement. Educational Leadership program faculty implemented more climate/culture-based leadership resources and experiences to ensure they have the knowledge and awareness of how establishing a strong climate/culture positively impacts overall school success. These changes helped to improve candidates' ability to demonstrate proficiency; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 – 2026 the target was met. These changes had a direct impact on the student's ability to achieve proficiency (minimum passing score of 151) on the SLLA. 100% (n=3) of candidates achieved proficiency (minimum passing score of 151) on the SLLA in 2025-2026.

Decision.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. To better assist candidates—as developing leaders, faculty will support them with more instructional leadership-based opportunities to ensure they understand how to assure alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development with content standards. These changes will improve candidates' ability to meet proficiency in demonstrating discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

SLO 2: Apply Discipline-Specific Content Knowledge in Professional Practice

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice. (Paper-in-Lieu)	Students engage in inquiry through conducting research, analyzing, and evaluating data and drawing conclusions from their practice. <i>90% of candidates will meet proficiency (80% or better) on the paper-in-lieu of thesis.</i>

Course Map: EDUC 5850 Action Research for School Improvement

AC 2025 – 2026 Assessment

Measure 2.1. (Direct—Knowledge, Skills, and Dispositions)

Students enrolled in EDUC 5010 and EDUC 5850 complete an action research project focused on Educational Leadership, which includes the following: introduction; review of the related literature; methodology; results; summary, conclusions, and recommendations; and an oral presentation/defense. The action research project is conducted in the students' schools/districts in which they are employed. The research project is evaluated using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work. Each student is assigned a major professor and committee members who review students' written work and oral presentation/defense to ensure and maintain high quality in regard to the assessment rubric and final student product.

Validity and Reliability: The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. A panel of 8 EPP faculty and external stakeholders each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates from each advanced program. CVR mean = 1.00 with CVR(Critical, 8) = .75 and no single item below critical value of .75. ICC = 0.68. ICC of .60 - .74 reflects "good" inter-rater agreement.

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 – 2025, the target was met. 100% (n=12) of candidates achieved proficiency (80% or better) on the paper-in-lieu of thesis. Based on the information gathered from an analysis of the AC 2024 – 2025 data, program faculty made the following changes in ac 2025-2026 to drive the cycle of continuous improvement. In a stronger effort to select and implement action research towards an acceptable, educational leadership-related problem of practice, research faculty supported students with more strategic leadership-based experiences and resources to ensure they are able to identify areas for refinement and conduct research and/or collect data that would provide a rationale and avenue for global improvement across a grade level, subject area, or school-wide. These changes helped to improve candidates' ability to meet proficiency; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 – 2026 the target was met. These changes had a direct impact on the students' ability to achieve proficiency (80% or better) on the paper-in-lieu of thesis. 100% (n=11) of candidates achieved proficiency (80% or better) on the paper-in-lieu of thesis in 2025-2026.

Decision.

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Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. To better assist candidates, faculty will support them in understanding how to use assessment and accountability systems to improve the quality of teaching and learning for each student through analyses of data about the performance of subgroups and all students to improve instructional programs. These changes will improve candidates' ability to meet proficiency (80% or better) in applying discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.

SLO 3: Model Professional Behaviors and Characteristics

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Teacher/Candidate Disposition)	Students use foundational knowledge of the field and professional ethical principles and practice standards to inform education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities. <i>90% of candidates will meet proficiency (80% or better) on the evaluation.</i>

Course Map: EDL 6200 Internship in School Administration

Measure 3.1. (Direct—Dispositions)

SLO 3 is measured through a Teacher/Professional Candidate Disposition evaluation in EDL 6200. The benchmark performance was that 90% or more students would score proficient or above on their overall dispositional evaluation.

Validity and Reliability: The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. A panel of 8 EPP faculty and external stakeholders each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates from each advanced program. CVR mean = 1.00 with CVR(Critical, 8) = .75 and no single item below critical value of .75. ICC = 0.98. ICC of .75 - 1.00 reflects "excellent" inter-rater agreement.

Finding. AC 2025 – 2026 the target was met.

AC 2025 – 2026 Assessment

Analysis.

In AC 2024 – 2025, the target was met. 100% (n=13) of candidates achieved proficiency (80% or better) on the Teacher/Candidate Disposition. Based on the information gathered from an analysis of the AC 2024 – 2025 data, program faculty made the following changes in AC 2025-2026 to drive the cycle of continuous improvement. Program faculty provided opportunities and support with more ethical leadership-based experiences and resources to ensure that they proactively, cautiously, and professionally act in a manner that is legally and morally sound, presenting a strong professional disposition at all times. These changes helped to improve candidates' ability to meet proficiency; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 – 2026 the target was met. These changes had a direct impact on the student's ability to achieve proficiency (80% or better) on the Teacher/Candidate Disposition. 100% (n=4) of candidates achieved proficiency (80% or better) on the Teacher/Candidate Disposition in 2025-2026.

Decision.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. To better assist candidates, faculty will support them in knowing how to develop and advocate for a system of support to ensure the welfare and safety of students, faculty, staff, and themselves. These changes will improve candidates' ability to meet proficiency (80% or better) in modeling professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

SLO 4: Exhibit Creative Thinking that Yields Engaging Ideas, Processes, Materials, and Experiences Appropriate for the Discipline

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.	Students complete a data analysis project, "state of the school" to analyze school strengths and weaknesses for instructional and school improvement.
(Data Analysis Project)	<i>90% of candidates will meet proficiency (80% or better) on the data analysis project.</i>

Course Map: EDCI 5030 Instructional Improvement and Assessment

Measure 4.1. (Direct—Knowledge and Skills)

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Students enrolled in EDCI 5030, Instructional Improvement and Assessment, are required to complete a data analysis study to develop a plan for continuous improvement using various forms of data collected in and by schools and districts. Using this knowledge, candidates identify strengths and weaknesses based on school and/or district data including LEAP, behavioral data, perception data, etc. Students create a presentation to explain the status of the schools' performance and suggest instructional best practices and other strategies for improving outcomes for students enrolled in these schools. This project requires the candidate to review the school's improvement plan and analyze accountability data to identify strengths and areas needing improvement within the school, triangulate data, and draw associations between the results of their teacher observations, the school improvement plan, and the accountability data. Candidates then make recommendations based on their knowledge of best practices. This action-based research project is conducted in the students' schools/districts in which they are employed. It was decided that this action-based research project would be evaluated using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work.

Validity & Reliability: The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. A panel of 8 EPP faculty and external stakeholders each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates from each advanced program. $CVR \bar{x} = 0.98$ with $CVR (Critical, 8) = .75$ and no single item below critical value of .75. $ICC = 0.98$. ICC of .75 - 1.00 reflects "excellent" inter-rater agreement.

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 – 2025, the target was met. 100% (n=8) of candidates achieved proficiency (80% or better) on the data analysis project. Based on the information gathered from an analysis of the AC 2024 – 2025 data, program faculty made the following changes in AC 2025-2026 to drive the cycle of continuous improvement. Program faculty implemented a strong emphasis of support for students to be able to effectively conduct gap analyses of relevant data, present and disaggregate the data in a relevant and meaningful way and then make data-driven decisions for effective professional development, instructional coaching, and teaching towards classroom and school improvement. These changes helped to improve candidates' ability to meet proficiency; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 – 2026 the target was met. These changes had a direct impact on the student's ability to achieve proficiency (80% or better) on the data analysis project. 97% (n=32) of candidates achieved proficiency (80% or better) on the data analysis project in 2025-2026.

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Decision.

To better assist candidates, faculty will support them with more instructional leadership-based experiences and resources to ensure that candidates effectively know how to use data-driven decision making, research, and best practices systematically to design and monitor plans, programs, and activities to achieve the vision and goals. These changes will improve candidates' ability to meet proficiency (80% or better) in exhibiting creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline; thereby continuing to push the cycle of improvement forward.

SLO 5: Make Responsible Decisions and Problem-Solve, using Data to Inform Actions when Appropriate

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions. (School-based Evaluation Project)	Students complete a school-based evaluation (instructional coaching) project in which they collect, analyze, and interpret data. <i>90% of candidates will meet proficiency (80% or better) on the school-based evaluation project.</i>

Course Map: EDL 5300 Supervision for Evaluation and School Improvement

Measure 5.1. (Direct—Knowledge and Skills)

Students enrolled in EDL 5300, Supervision for Evaluation and School Improvement, are required to complete a school-based evaluation (instructional coaching) project in which candidates demonstrate ability in collection, analysis, interpretation, and use of data. The project must be based on actual school and classroom instructional needs identified as a result of data analysis and approved by the school principal. The project is to be a program designed by the candidate that is intended to address the identified instructional improvement need based on evaluations (walk-through observations). The project will be unique to the school setting and may integrate students, staff, families, and the community; however, candidates must allow the data to determine the direction taken. Candidates, in consultation with the school principal or designee must determine what sources of data will contribute to the overall project. Candidates are expected to use existing data combined with data collected from walk-through observations to ensure that the project is objectively and not based on, for example, a questionnaire the candidate creates and distributes comprised of questions of interest to the candidate or previously completed observations.

A group of faculty and cooperating teachers collaborated to create the student learning impact assessment to align with the Louisiana Educator and Louisiana Academic Standards'

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expectations. The assessment requires candidates to plan for, create, administer, and analyze classroom walk-throughs and observations. Candidates then reflect on and make instructional decisions based on their analyses. The assessment is aligned to NELP and PSEL standards. This action-based research project would be evaluated using a rubric collaboratively developed by EDL faculty and based on academic standards indicative of graduate level work.

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 – 2025, the target was met. 92% (n=13) of candidates achieved proficiency (80% or better) on the school-based evaluation project. Based on the information gathered from an analysis of the AC 2024 – 2025 data, program faculty made the following changes in AC 2025-2026 to drive the cycle of continuous improvement. Program faculty supported students with more organizational leadership-based experiences and resources to ensure that candidates are able to evaluate various school-based projects and analyze relevant output data to make appropriate decisions towards school improvement. These changes helped to improve candidates' ability to meet proficiency; thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 – 2026 the target was met. These changes had a direct impact on the student's ability to achieve proficiency (80% or better) on the school-based evaluation project. 89% (n=19) of candidates achieved proficiency (80% or better) on the school-based evaluation project in 2025-2026.

Decision.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. To better assist candidates, faculty will support them with more support in understanding how to guide and monitor individual teacher professional development plans and progress for continuous improvement of teaching and learning. These changes will improve candidates' ability to meet proficiency (80% or better) in making responsible decisions and problem-solving, using data to inform actions; thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

Program faculty made several decisions after examining the results of 2024-2025 data analysis which resulted in improved learning and program improvement for AC 2025- 2026:

SLO 1: To better assist candidates—as developing leaders, faculty supported them with more climate/culture-based leadership resources and experiences to ensure they had the

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knowledge and awareness of how establishing a strong climate/culture positively impacts overall school success. Further, program faculty transitioned the key assessment to utilize a current, common continuous improvement project required across all advanced programs that would more effectively measure these learning outcomes. However, while these common assessments were being developed and piloted, the previous measure remained in place to ensure continuous improvement efforts.

SLO 2: To better assist candidates, faculty supported them with more strategic leadership-based experiences and resources to ensure they were able to identify areas for refinement and conduct research and/or collect data that would provide a rationale and avenue for global improvement across a grade level, subject area, or school-wide. Further, program faculty transitioned the key assessment to utilize a current, common continuous improvement project required across all advanced programs that would more effectively measure these learning outcomes. However, while these common assessments were being developed and piloted, the previous measure remained in place to ensure continuous improvement efforts.

SLO 3: To better assist candidates, faculty supported them with more ethical leadership-based experiences and resources to ensure that they proactively, cautiously, and professionally acted in a manner that is legally and morally sound, presenting a strong professional disposition at all times. Further, program faculty transitioned the key assessment to utilize a current, common continuous improvement project required across all advanced programs that would more effectively measure these learning outcomes. However, while these common assessments were being developed and piloted, the previous measure remained in place to ensure continuous improvement efforts.

SLO 4: To better assist candidates, faculty supported them with more instructional leadership-based experiences and resources to ensure that candidates were able to effectively conduct gap analyses of relevant data, present and disaggregate the data in a relevant and meaningful way and then make data-driven decisions for effective professional development, instructional coaching, and teaching towards classroom and school improvement. Further, program faculty transitioned the key assessment to utilize a current, common continuous improvement project required across all advanced programs that would more effectively measure these learning outcomes. However, while these common assessments were being developed and piloted, the previous measure remained in place to ensure continuous improvement efforts.

SLO 5: To better assist candidates, faculty supported them with more organizational leadership-based experience and resources to ensure that candidates were able to evaluate various school-based projects and analyze relevant output data to make appropriate decisions towards school improvement. Further, program faculty transitioned the key assessment to utilize a current, common continuous improvement project required across all advanced programs that would more effectively measure these learning outcomes. However, while these common assessments were being developed and piloted, the previous measure remained in place to ensure continuous improvement efforts.

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Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2025-2026 and will take steps to continue to improve candidate learning in AC 2026-2027:

SLO 1: To better assist candidates, faculty will support them with more instructional leadership-based opportunities to ensure they understand how to assure alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development with content standards.

SLO 2: To better assist candidates, faculty will support them with more understanding in how to use assessment and accountability systems to improve the quality of teaching and learning for each student through analyses of data about the performance of subgroups and all students to improve instructional programs.

SLO 3: To better assist candidates, faculty will support them with knowing how to develop and advocate for a system of support to ensure the welfare and safety of students, faculty, staff, and themselves.

SLO 4: To better assist candidates, faculty will support them with more instructional leadership-based experiences and resources to ensure that candidates effectively know how to use data-driven decision making, research, and best practices systematically to design and monitor plans, programs, and activities to achieve the vision and goals.

SLO 5: To better assist candidates, faculty will support them with more support in understanding how to guide and monitor individual teacher professional development plans and progress for continuous improvement of teaching and learning.