Program: Instructional Leadership   Dept. Chair: Dr. Clinton Smith   Date: 10/28/2022

Student Learning Outcome 1	Assessment	Benchmark	Process (Who, How, When, Where)
Students will score at or above the national and state average for percent correct on the SLLA 6990 (Praxis) in the domain of *Community Engagement Leadership* (Category VI).	SLLA 6990	EDLD 730 Key Assessment Culturally Responsive Leadership: Community Engagement	Instructor evaluates key assessments & module activities using rubrics aligned to the PSELS, the NELP and the TILS. Professor of Record: Dr. Amanda Batts

DATA RESULTS AND ANALYSIS

Our 2018-2019 SLO # 1 was "Students will score at or above the national and state average for percent correct on the SLLA 6990 (Praxis) in the domain of *Strategic Leadership*." **We met our goal** scoring above both national & state averages.
 Our 2019-2020 SLO #1 was "Students will score at or above the national and state average for percent correct on the SLLA 6990 (Praxis) in the domain of *Organizational Leadership*."   **We met our goal** scoring above both national (+0.55%) & state (+1.76%) averages while also improving the UTM average score by 8.80%.
Our 2020-2021 SLLA 6990 data, Community Engagement Leadership (Category VI) had the largest deficit.   Not only did UTM candidates perform below both state (-4.28%) and national (-4.43%) averages for percent correct, UTM candidates scored well below last year's average (-10.62%).
Our 2021-2022 SLLA 6990 data analysis shows that we met SLO 1. The average percent correct of our 2021-2022 UTM students improved by 13.03%. We met our goals of scoring at or above the national average percent correct by 7.95% and scoring at or above the state average percent correct by 8.75%.

September 2021 - August 2022 SLLA 6990 Assessment Results

	Average Percent Correct								
	2019-2020 National	2020-2021 National	2021-2022 National	2019-2020 State	2020-2021 State	2021-2022 State	2019-2020 UTM	2020-2021 UTM	2021-2022 UTM

Category: VI. Community Engagement Leadership	72.39	69.89	69.74	71.92	69.71	70.54	76.08	65.46	78.49	

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)

To meet this SLO, the following action steps were implemented:

1. Existing EDLD 730 course content was analyzed to ensure precise alignment to standards (TILS, PSEL, NELP, & TN Instructional Leadership Literacy Standards (ILLS)). In EDLD 730, Family & Community Engagement, candidates lead, plan, implement, and evaluate community and family engagement initiatives that promote continuous school improvement. They explore theory of practice, methods, models, and protocols for school to engage family and community members to maximize each student's academic success and well-being. Candidates have opportunities to reflect on their own beliefs, values, and leadership style while considering parental involvement, community partners as well as social, economic, and cultural factors. Candidates learn to understand the importance of systems that support communication with family members and community partners and the use of data for decision making to promote school improvement and equity for all students including the underserved.
2. EDLD 730 course assignments & academic vocabulary was analyzed to ensure alignment to the expectations of the standards (TILS, PSEL, NELP, & TN Instructional Leadership Literacy Standards (ILLS)).
3. Required field experiences were embedded to align to SLLA 6990 Community Engagement Leadership focus areas & the Examples of Evidence of Candidate Competence (NELP) to guide needed changes to course content and activities.
4. The program coordinator ensured faculty who taught and continue to teach the course have practical experience in community engagement leadership
5. The placement of EDLD 730 in the course sequence continues to be examined. EDLD 730 is currently a summer course. This placement of this course continues to be analyzed.
6. The program coordinator collaborated with the Primary Partner district for guidance on course activities to ensure rigor, relevance, & reasonableness. Tennessee State Board of Education (SBE) policy 5.504 (Educator Preparation Policy), requires educator preparation programs including instructional leadership programs to develop formalized partnership agreements with a district (LEA) for the purpose of collaborative development and design of high-quality, needs-based clinical experiences.
7. Materials and resources continue to be analyzed to ensure they are of high quality. The textbook for EDLD 730 was changed to better align with the expectations of the standards (TILS, PSEL, NELP, & TN Instructional Leadership Literacy Standards (ILLS)).
8. Scoring rubrics for class assignments, written activities, & key assessments were aligned to the SLLA 6990 scoring criteria. The SLLA 6990 has four constructed response questions. All key assessments have four components designed with the ADIE format: Analyze; Design/Develop; Implement; & Evaluate. Each component requires students to engage in a specific clinical experience, reflect, and write. Rubrics used to score the key assessments are directly aligned to the NELP, TILS, & PSELS; the NELP & PSELS are directly aligned to the framework of the SLLA 6990. The data collected from the scored assessments & module activities will be analyzed and used to make adjustments in activities and courses to ensure we are meeting and exceeding the expectation.

To ensure we continue to meet this goal, for 2022-2023 we will maintain the above changes and do implement the following:
1. Strengthen Praxis Study Night by inviting multiple past students who successfully passed the SLLA 6990 to share their experiences with current cohort members. Teach effective test-taking strategies.
2. Encourage candidates to use *Peterson's Test and Career Prep,* a free database through our university library that allows students to review materials and take practice tests.

Student Learning Outcome 2	Assessment	Benchmark	Process (Who, How, When, Where)
Students will score at or above the state and national averages for percent correct in *Category IV. Ethical Leadership.*	SLLA 6990	• Key Assessments • Course Activities	Instructor evaluates key assessments & module activities using rubrics aligned to the PSELS, the NELP, the TN Instructional Leadership Literacy standards, and the TILS. Professor of Record: Dr. Amanda Batts

DATA RESULTS AND ANALYSIS

September 2021 - August 2022 SLLA 6990 Assessment Results

	Average % Correct								
	2019-2020 National	2020-2021 National	2021-2022 National	2019-2020 State	2020-2021 State	2021-2022 State	2019-2020 UTM	2020-2021 UTM	2021-2022 UTM

	Category: IV. Ethical Leadership	68.76	71.53	72.17	68.38	71.32	73.05	65.59	63.79	73.61

The 2019-2020 data revealed UTM average % correct for the category of Ethical Leadership was 3.17% below the national average & 2.70% below the state average.

The 2020-2021 data shows the gaps grew. UTM candidates' average % correct was 7.74% below the national average & 7.53% below the state average.

The 2021-2022 data shows we met our goal. The average percent correct for UTM was 1.44% above the national average & 0.56% above the state average.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)

UTM does not have a course in the Instructional Leadership program that is solely focused on ethical leadership. When courses were redesigned in 2018-2019, it was decided that ethical leadership and decision-making is threaded throughout all responsibilities of the principal and therefore would be threaded throughout all courses in the Instructional Leadership program.

To meet this SLO, the following action steps were implemented:
1.   The Instructional Leadership faculty coordinator communicated with adjunct faculty who teach in the Instructional Leadership program to ensure all instructors include ethical leadership behaviors, skills, and dispositions within their instruction.
2.   Course syllabi were reviewed and objectives specific to the focus areas identified for the SLLA 6990 Ethical Leadership category were added.
3.   Course activities were evaluated to ensure they intentionally include activities that align to Ethical Leadership (SLLA 6990) foci. Assumptions cannot be made that our candidates come to us with a practical understanding of ethics. We must provide purposeful scenarios and activities that challenge candidates.
4.   The program coordinator collaborated with Primary Partner district & members of the Instructional Leadership Advisory Council to develop rigorous and relevant case studies, scenarios, and/or activities aligned with the SLLA 6990 Ethical Leadership focus areas. Tennessee State Board of Education (SBE) policy 5.504 (Educator Preparation Policy), requires educator preparation programs, including instructional leadership programs, to develop formalized partnership agreements with a district (LEA) for the purpose of collaborative development and design of high-quality, needs-based clinical experiences. The Instructional Leadership Advisory Council members are building-level and district-level administrators representing districts in the west TN region.
5.   A new textbook was added to EDLD 750, Clinical Practice I, that focuses on case studies and scenarios that require candidates to think critically about ethical leadership.
6.   Scoring rubrics for class assignments, written activities, & key assessments were aligned to the SLLA 6990 scoring criteria. The SLLA 6990 has four constructed response questions. All key assessments have four components designed with the ADIE format: Analyze; Design/Develop; Implement; & Evaluate. Each component requires students to engage in a specific clinical experience, reflect, and write. Rubrics used to score the key assessments are directly aligned to the NELP, TILS, & PSELS; the NELP & PSELS are directly aligned to the framework of the SLLA 6990. The data collected from the scored assessments & module activities will be analyzed and used to make adjustments in activities and courses to ensure we are meeting and exceeding the expectation.
To ensure we continue to meet this goal, for 2022-2023 we will maintain the above changes and do implement the following:
1.   Strengthen Praxis Study Night by inviting multiple past students who successfully passed the SLLA 6990 to share their experiences with current cohort members. Teach effective test-taking strategies.

2.	Encourage candidates to use Peterson's Test and Career Prep, a free database through our university library that allows students to review materials and take practice tests. Within clinical mentor materials, provide better guidance on how to include discussions and field experience activities focusing on ethical leadership.

Student Learning Outcome 3	Assessment	Benchmark	Process (Who, How, When, Where)
Candidates will engage in a minimum of 350 hours of effective clinical practice as determined by the Quality Measures Toolkit with the ultimate goal of 450 hours.	• Clinical Experience Log • Quality Measures: Principal Preparation Program Self-Study Toolkit—10th edition	• Clinical Experience Log • At the conclusion of EDLD 750, candidates will have completed 180-200 hours of clinical practice. • At the conclusion of EDLD 780, candidates will have completed 350-400 hours of clinical practice. • Quality Measures Toolkit Summer 2021 – Clinical Practice domain will earn a Level of Effectiveness of 3 –Meets MOST criteria in all indicators: Clinical Design; Clinical Quality; Clinical Coaching; Clinical Supervision; Clinical Placements; & Clinical Evaluation	EDLD Faculty, EDLD students, and EDLD Advisory Council will evaluate clinical experiences using the indicators for the Clinical Practice domain to determine level of effectiveness. EDLD Faculty Coordinator: Dr. Amanda Batts

DATA RESULTS AND ANALYSIS
SLO3, engaging in a minimum of 350 hours of effective clinical practice as determined by the Quality Measures Toolkit, has been met. Changing the tools candidates use to log their time has helped candidates and their clinical mentor track their time. The clinical experience log was redesigned to ensure candidates are experiencing leadership activities in at least two settings with a variety of student populations, including students with diverse learning needs and from diverse backgrounds (TSBE 5.504). Additionally, the instructional leadership program coordinator collaborated with the Primary Partner district & Instructional Leadership Advisory Council to create required meaningful and authentic field experiences for each course aligned to TILS, NELP, PSEL, & SLLA 6990.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)

For 2021-2022, the SLO #3 will remain primarily the same, however, the focus will shift to focus on the quality of the clinical experience. Candidates in our program continue to experience barriers to completing high quality clinical experiences due to a variety of reasons. Each of our candidates are working with their clinical mentors to experience and document a wide-range of activities that include leadership responsibilities of observing, decision-making, facilitating, problem-solving, & leading. The reasons for our candidates not experiencing high quality clinical experiences are unique to each candidate. Some barriers to high quality experiences include environment, scheduling, work commitments, and being assigned routine activities that others may not want (example: candidates in a high school setting serving as the administrator for all fall sporting events).   UTM Coaches are working with each candidate and clinical mentor individually to assist them and provide them with support to reach their goals.

To meet this SLO, the following action steps have been & will continue to be implemented:
1. Improve tracking of clinical experiences using the EPP's new data management system.
2. Strengthen training for clinical mentors to ensure there is a mutual understanding of high-quality clinical experiences

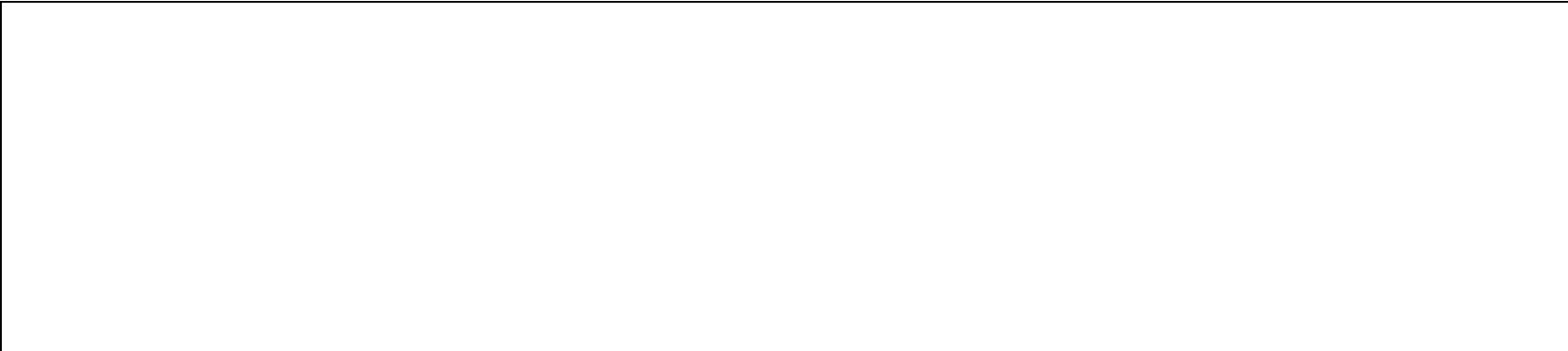| Student Learning Outcome 4	Assessment	Benchmark	Process (Who, How, When, Where)
Students will score at or above the state and national averages for percent correct in *Category II. Instructional Leadership.*	SLLA 6990	EDLD 710 Key Assessment – Culturally Responsive Instructional Leadership	Instructor evaluates key assessments & module activities using rubrics aligned to the NELP, the PSELS, the TN Instructional Leadership Literacy standards, and the TILS. Professor of Record: Dr. Amanda Batts
DATA RESULTS AND ANALYSIS			

September 2021 - August 2022 SLLA 6990 Assessment Results

	Average Percent Correct								
	2019-2020 National	2020-2021 National	2021-2022 National	2019-2020 State	2020-2021 State	2021-2022 State	2019-2020 UTM	2020-2021 UTM	2021-2022 UTM
Category: II. Instructional Leadership	74.77	74.02	72.59	74.4	73.73	72.88	69.57	71.5	77.78

2019-2020 data revealed UTM candidates scored 5.2% below the national average correct & 4.83% below the state average correct.

2020-2021 data indicates improvement in the average percent correct for UTM students (1.93%). The gap between the average percent correct for UTM candidates compared to the state and national averages did decrease from last year: the state decreased from -5.2% to -1.87% & the national gap decreased from -4.83% to -2.52. Although incremental improvements were made, we did not meet our SLO.

The 2021-2022 data indicates we met our goal. Not only did UTM candidates improve their average percent correct from the prior year by 6.3%, UTM candidates scored above the averages for percent correct for the state by 4.9% and the nation by 5.19%.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION? (Close the loop)

To meet this SLO, the following action steps were implemented:
1. The SLLO 6990 Instructional Leadership focus areas of 1. professional development and building
2. capacity; 2. rigorous curriculum and instruction; 3. assessment & accountability were analyzed to ensure firm understanding of candidate expectations.
3. The instructional leadership program coordinator analyzed and revised course activities (EDLD 710, EDLD 750, & EDLD 780) to ensure they align with the performance expectations outlined in the SLLA 6990 Study Plan.
4. Course content was strengthen to focus on supervision and evaluation of educators through an in depth understanding of effective instructional practices using the TEAM Evaluation Rubrics.
5. When selecting an instructor to teach EDLD 710, Instructional Leadership, the program coordinator intentionally looked for an adjunct faculty member who had extensive training in effective instructional leadership practices.
6. Scoring rubrics for class assignments, written activities, & key assessments were aligned to the SLLA 6990 scoring criteria.   The SLLA 6990 has four constructed response questions. All key assessments have four components designed with the ADIE format: Analyze; Design/Develop; Implement; & Evaluate. Each component requires students to engage in a specific clinical experience, reflect, and write. Rubrics used to score the key assessments are directly aligned to the NELP, TILS, & PSELS; the NELP & PSELS are directly aligned to the framework of the SLLA 6990. The data collected from the scored assessments & module activities will be analyzed and used to make adjustments in activities and courses to ensure we are meeting and exceeding the expectation.

Summary (2018-2022)

In the past four years, the Instructional Leadership program launched a redesign of the program including, but not limited to, course content, assessments, admissions requirements, course sequence, & switched to a cohort model. TN Department of Education changed the required PRAXIS assessment in 2019. We currently have a 100% pass rate on the current required assessment (6990). While our overall pass rate is excellent, the data for individual categories is inconsistent. Over three years or making incremental improvements, in 2021-2022 we met our SLO for the category of ethical leadership. While improving in some categories, other categories show a significant deficit: climate and cultural leadership, organizational leadership, and strategic leadership.

Faculty continue to meet with our primary partner, Paris Special School District, to analyze data & develop a plan to improve our outcomes. Additionally, the program coordinator has met with leadership from other regional districts to discuss the changes in literacy and math instruction. Because our program relies on adjunct faculty, the faculty coordinator continues to create and update "master" or blueprint courses in Canvas that will be used by adjunct faculty to create courses. Using the blue courses will ensure consistency within courses as well as ensure candidates are engaging in the required competency assessments, field experiences, & content objectives.

For 2022-2023

SLO 1 & SLO 2 will remain to ensure they are not anomalies. SLO 3 will be rewritten to read "Candidates will engage in a minimum of 350 hours of *high-quality* clinical practice as determined by the Quality Measures Toolkit with the ultimate goal of 450 hours." Additional SLOs will focus on the performance deficits in the following categories: Climate and Cultural Leadership & Strategic Leadership.