Academic Year Covered in this Report: 2022-23

Program: Instructional Leadership   Dept. Chair: Dr. Clinton Smith   Date: October, 2023

Unit Mission Statement:

Student Learning Outcome 1	Assessment	Benchmark	Process (Who, How, When, Where)
Students will demonstrate and apply the skills & dispositions necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community to ensure the success of their current and future students and adults. (NELP Standard 5)	• SLLA 6990 • Key Assessment: Culturally Responsive Leadership: Community Engagement	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).	Instructor evaluates key assessments & module activities using rubrics aligned to the PSELS, the NELP and the TILS. Passing the SLLA 6990 is required for all program completers and for Instructional Leadership Licensure in the state of Tennessee. Candidates typically take the SLLA 6990 in the final semester of the program. Coordinator of Program: Dr. Amanda Batts
DATA RESULTS AND ANALYSIS			

The 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%).

The 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%.

The 2022-2023 SLLA 6990 data shows that we **missed our goal** of scoring at or above the national average percent correct by 0.43% and the state average percent correct by 0.65%. Additionally, the average percent correct for our UTM candidates 7.44%.

	SLLA 6990 Average Percent Correct											
	2019-2020 National	2020-2021 National	2021-2022 National	2022-2023 National	2019-2020 State	2020-2021 State	2021-2022 State	2022-2023 State	2019-2020 UTM	2020-2021 UTM	2021-2022 UTM	2022-2023 UTM
Category: VI. Community Engagement Leadership	72.39	69.89	69.74	71.48	71.92	69.71	70.54	71.7	76.08	65.46	78.49	71.05

Community Engagement Leadership (Category VI) makes up approximately 10% of the content on the SLLA 6990.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

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 has ensured faculty who taught and continue to teach the course have practical experience in community engagement leadership, the coordinator is exploring other options for instructors.
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)).

Looking ahead to the 2023-2024, SLO 1 will remain & the following actions will be implemented:
The program coordinator will analyze individual student data to determine what differences, if any, are found between the average percent correct of candidates who are in differing pathways to licensure. There are two pathways for educators to meet the requirements needed for recommendation for the Instructional Leadership License – Beginning (ILL-B). Candidates can seek a Master of Science in Education in Instructional Leadership or if the prospective student has already earned a master's degree and meets the program requirements, they can seek licensure as a Non-Degree Seeking Candidates. EDLD 730 is a required course for those who are degree-seeking; the course is not required for those who are non-degree seeking candidates.

- If a significant gap occurs in the data showing non-degree seeking candidates are not meeting the goal, the program coordinator, in coordination with the chair of the department, will explore potential changes in course requirements for non-degree seeking candidates.
- If a significant gap occurs in the data showing degree seeking candidates are not meeting the goal, the program coordinator will explore potential changes to the instructor for EDLD 730.
- The program coordinator will work with district partners for feedback to potential changes in key assessments and clinical experiences to strengthen candidate's skills in this category.

Student Learning Outcome 2	Assessment	Benchmark	Process (Who, How, When, Where)
Students will demonstrate and apply the skills & dispositions necessary to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult; to evaluate, communicate about, and advocate for ethical and legal decisions; & to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. (NELP Standard 2)	• SLLA 6990 • Key Assessments	Students will score at or above the national and state average for percent correct on the SLLA 6990 (Praxis) in the domain of *Ethical Leadership* (Category IV).	Instructor evaluates key assessments & module activities using rubrics aligned to the PSELS, the NELP and the TILS. Passing the SLLA 6990 is required for all program completers and for Instructional Leadership Licensure in the state of Tennessee. Candidates typically take the SLLA 6990 in the final semester of the program. Coordinator of Program: Dr. Amanda Batts

DATA RESULTS AND ANALYSIS

SLLA 6990 Category	Average % Correct National				Average % Correct State				Average % Correct UTM			
	2019-2020	2020-2021	2021-2022	2022-2023	2019-2020	2020-2021	2021-2022	2022-2023	2019-2020	2020-2021	2021-2022	2022-2023
Category: **IV.** Ethical Leadership	68.76	71.53	72.17	72.37	68.38	71.32	73.05	72.92	65.59	63.79	73.61	78.17

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.

The 2022-2023 data shows we met our goal. The average percent correct for UTM was 5.8% above the national average & 5.25% above the state average.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

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 continue to meet this SLO, the following action steps were implemented & will continue to be implemented:

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. 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.
3. Course syllabi were reviewed and objectives specific to the focus areas identified for the SLLA 6990 Ethical Leadership category were added.
4. 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.
5. 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.
6. 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.
7. 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.

Student Learning Outcome 3	Assessment	Benchmark	Process (Who, How, When, Where)
Students will demonstrate and apply the skills & dispositions necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. (NELP Standard 4)	• SLLA 6990 • Key Assessment: Culturally Responsive Instructional Leadership	Students will score at or above the national and state average for percent correct on the SLLA 6990 (Praxis) in the domain of *Instructional Leadership* (Category II).	Instructor evaluates key assessments & module activities using rubrics aligned to the PSELS, the NELP and the TILS. Passing the SLLA 6990 is required for all program completers and for Instructional Leadership Licensure in the state of Tennessee. Candidates typically take the SLLA 6990 in the final semester of the program. Coordinator of Program: Dr. Amanda Batts

DATA RESULTS AND ANALYSIS

SLLA 6990 Assessment Results

SLLA 6990 Category	Average % Correct National				Average % Correct State				Average % Correct UTM			
	2019-2020	2020-2021	2021-2022	2022-2023	2019-2020	2020-2021	2021-2022	2022-2023	2019-2020	2020-2021	2021-2022	2022-2023
Category: II. Instructional Leadership	74.77	74.02	72.59	73.17	74.4	73.73	72.88	73.28	69.57	71.5	77.78	74.4

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%.

The 2022-2023 data indicates we met our goal. UTM candidates scored above the averages for percent correct for the state by 1.12% and the nation by 1.23%.

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

To continue meeting this SLO, the following action steps were implemented & will continue to be 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.

Looking ahead to the 2023-2024, SLO 3 will remain & the following actions will be implemented:

The program coordinator will analyze individual student data to determine what differences, if any, are found between the average percent correct of candidates who are in differing pathways to licensure. There are two pathways for educators to meet the requirements needed for recommendation for the Instructional Leadership License – Beginning (ILL-B). Candidates can seek a Master of Science in Education in Instructional Leadership or if the prospective student has already earned a master's degree and meets the program requirements, they can seek licensure as a Non-Degree Seeking Candidates.

The program coordinator will analyze individual student data to determine what difference, if any, are found between the average percent correct of candidates who have backgrounds in traditional K-12 classrooms and those who have backgrounds in other areas such as counseling & CTE. Knowing this information will allow faculty to make instructional decisions to best meet the needs of the candidates.

Student Learning Outcome 5	Assessment	Benchmark	Process (Who, How, When, Where)

DATA RESULTS AND ANALYSIS

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Student Learning Outcome 6	Assessment	Benchmark	Process (Who, How, When, Where)
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DATA RESULTS AND ANALYSIS

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Student Learning Outcome 2	Assessment	Benchmark	Process (Who, How, When, Where)
The student will…	Multiple Assessments i.e. edTPA Praxis SLL	The goal	

DATA RESULTS AND ANALYSIS

- Use table
- Bullet points

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

- Use bullet points
- Concise
- Straight forward & to the point
- Useful & doable
- Middle & Secondary—general not by discipline area
- *If students are doing well over multiple data cycles, then shift focus.* However, address the shift and why.

Example:

Since 2018 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 have continuously met our goal** scoring above both national & state averages in 2018-2019, 2019-2020, 2020-2021, & 2021-2022. [Provide data to support the SLO shift].