Annual Assessment Report
UAS Educational Leadership
2019

PROGRAM OVERVIEW

The UAS Educational Leadership Program is a unique and rigorous one-year cohort program to prepare building level administrators. The UAS College of Education Educational Leadership Program offers a master's in educational leadership for building leaders, which leads to a Type B endorsement. Our program earned National Recognition from CAEP and is fully accredited.

As a cohort program, the students spend the month of July taking classes all day. As a cohort, this is an opportunity to come together and build a community of learners and scholars. This community building experience also helps carry everyone through the year with fall and spring distance classes and an internship experience at a school site for the fall and spring. The cohort returns to Juneau the following June for a full month to finish the program. Throughout the school year, students work with a mentor, who they meet with on a weekly basis. Ideally, this is the building principal or Assistant Principal. In some cases, normally in rural areas, area principals, superintendents or district office staff who have solid principal experience may serve as a mentor.

PROGRAM STUDENT LEARNING OUTCOMES

ED 637

1.0 *The Role of Leadership*	
Goal: To understand and begin to internalize leadership styles	
Topics:	**Outcomes:**
General Leadership Models	1.1 Learners will analyze their leadership skills using the Leadership Practices Inventory
Educational Leadership Models	1.2. Learner will develop a digital story focused upon their unique leadership values
Characteristics of effective School Leaders	1.3 Learners will share a presentation on a preferred leadership model
	1.4 Learners will internalize the key characteristics of effective principals based upon MCREL's Meta Analysis of the literature
2.0 *The Challenges and Benefits of Change*	
Goal: To gain a working understanding of applying change strategies in a learning organization	
Topics:	**Outcomes:**
Kotter's Eight Step Change Model	2.1 Learners will practice locating the indicators for the need for change..
Force Field Analysis	2.2 Learners will use the practice of a force field analysis to identify the driving and restraining forces regarding desired change
Culture and Climate	2.3 Learners will be gin to able to assess the culture and climate of a building
Overcoming Resistance Change	2.4 Learners will internalize the importance of ownership, collaboration and professional development strategies
3.0 *School Improvement*	
Goal: To learn one model of systemic school improvement	
Topics:	**Outcomes:**
Data Driven Decisions	3.1 Learners will analyze available from their schools to identify areas of strength and need.
Formative and Summative Assessment	3.2 Learners will apply targeted interventions with demonstrable evidence of growth detailed.

	3.3 Learners will complete an Alaskan School Improvement Plan template and learn about Alaska STEPP.
Intervention and Professional Development Options	
4.0 Collaborative Leadership Tools	
Goal: To develop a repertoire of skills to build a peak performing school	
Topics:	**Outcomes:**
Key Communicators	4.1 Learners will learn and apply the Key Communicators concept
Collaborative Budget/Negotiations	4.2 Students will begin to internalize the techniques of collaborative budgeting and negotiations
Peer Coaching Plan	4.3 Learners will develop a plan for applying peer coaching within their district's evaluation system.
5.0 *Leadership Voices and Professional Reflection*	
Goal: To reflect upon how school leaders can inspire excellence from the entire school community	
Topics:	**Outcomes:**
Online Reflections: Leadership Quotes Community Communication Final Paper	5.1.Learners will reflect on critical leadership questions to inspire school wide excellence 5.2 Learners will jointly design a template for sharing information and inviting the community into the school 5.3 Learners will complete a final reflection on what they have learned, how to apply it in their schools and how they have grown as leaders.

ED 627

The primary purpose of this course is to give the prospective education leader instruction and practice in the following areas:

1. Creating research-based funding proposals
2. Develop a research plan to investigate a topic of interest and potential funding.
3. Read and critically evaluate educational research reports in terms of the following components:
   - Statement of the problem or need
   - Intervention
   - Research question
   - Literature being reviewed
   - Research design/methodology
   - Evidence
   - Summary

ED 638

1.0 *The Impacts Of Curriculum Development*	
Goal: To understand the power of curriculum through the creation of sample units.	
Topics:	**Outcomes:**
Curriculum as a roadmap for teaching/learning.	1.1 Learners will internalize the elements of curriculum development.
	1.2. Learner will demonstrate understanding of the Parallel Curriculum Model.
The power of interdisciplinary curriculum.	1.3 Learners will develop a Parallel Curriculum Model Unit framework that emphasizes concepts and generalizations that is interdisciplinary and based on ascending student intellectual needs.
The impacts of curriculum on both the local community and the global society for students.	

2.0 *The Challenges and Benefits of Building Professional Growth Relationships*	
Goal: To gain first-hand experience supervising staff in an environment of trust, continuous growth and mutual respect with student performance at the core of all conversations.	
Topics:	**Outcomes:**
5 Dimensions of Teaching and Learning	2.1 Learners will experience using the 5 Dimensions of Teaching and Learning as a Self-Assessment.
Professional Development Plan	2.2 Learners will utilize a Professional Development plan to enhance continuous improvement as a coaching tool. Additionally, the learner will be able to apply the elements of the PDP to an Improvement Plan.
District Teacher Evaluation Process	2.3 Learners will utilize district-developed tools for the supervision process.
	2.4 Learners will develop a reflective narrative on the process.

3.0 *Professional Development*	
Goal: To model leadership in a professional learning community	
Topics:	**Outcomes:**
Collaboration	3.1 Learners will model collaborative professional growth strategies
Adult Learning Theory	3.2 Learners will use adult learning techniques and to meet colleagues needs.
Professional Development Options	3.3 Learners will provide a professional growth opportunity for their team members.

4.0 *Time on Task Management*	
Goal: To develop an understanding of the many tasks that principals must prioritize and complete.	
Topics:	**Outcomes:**
Instructional Leadership Tasks Management Tasks	4.1 Learners will review, study, and discuss effective use-of-time strategies they can implement on the job

5.0 *Instruction*	
Goal: To internalize classroom practices that are proven to offer greater research-based student performance results based upon learning theory.	
Topics:	**Outcomes:**
Social Learning Theory Critical Pedagogy Constructivism Behaviorism	5.1. Learners will research a Learning Theory of interest and provide two journal critiques. 5.2 Learners will prepare a PowerPoint on their learning theory research and present to cohort members.

ED 691 FALL

1.0 The Importance of an Active, Authentic Voice
Goal: To gain increased confidence in one's own positive, active leadership voice

Topics:
Reflections on daily successes and challenges in schools
Active participation in cohort and school activities

2.0 The Role of Budget Development
Goal: To demonstrate understanding of how enrollment, and revenue streams impact the expenses of program such as materials, staffing and equipment in the intern's site budget.

Topics:
Impact of Enrollment
Impact Legislative Action
Impact on Staffing
Impact on Program, Facilities and Community

3.0 School Improvement
Goal: *To demonstrate the importance of continuous improvement and the need for ongoing monitoring of the school improvement plan.*

Topics:
Using Data to Drive Instruction
Using both Formative and Summative Assessment
Importance of School Climate and Culture
Use of Professional Learning Communities and Capacity Building

4.0 Student Safety
Goal: To develop an awareness of all areas affected by student safety issues.

Topics:
Crisis Management
Communication Issues
Community Partnerships

5.0 Community Communication
Goal: To use strategies to employ two-way communication with the school's community.

Topics:
Newsletters
Key Communicators

ED 639

I. *The Impacts Of Curriculum Development*	
Goal: To understand the power of curriculum through the creation of sample units.	
Topics:	**Outcomes:**
Curriculum as a roadmap for teaching/learning.	1.1 Learners will develop a Parallel Curriculum Model Unit that is interdisciplinary and based on ascending student intellectual needs.
The power of interdisciplinary curriculum.	1.2 Learners will work in groups to develop a service learning unit that addresses a real community need and models the importance of civic engagement.
The impacts of curriculum on both the local community and the global society for students.	
II. *The Challenges and Benefits of Building Professional Growth Relationships*	
Goal: To gain first hand experience supervising staff in an environment of trust, continuous growth and mutual respect with student performance at the core of all conversations.	
Topics:	**Outcomes:**
5 Dimensions of Teaching and Learning	2.1 Learners will experience using the 5 Dimensions of Teaching and Learning as a Self-Assessment.

	2.2 Learners will utilize a Professional Development plan to enhance continuous improvement as a coaching tool. Additionally, the learner will be able to apply the elements of the PDP to an Improvement Plan.
Professional Development Plan District Teacher Evaluation Process	2.3 Learners will utilize district developed tools for the supervision process.
	2.4 Learners will develop a reflective narrative on the process.

III. *Assessment*

Goal: To strengthen the use of formative and summative assessment tools to increase the effectiveness of teaching and learning..

Topics:	Outcomes:
Performance-Based Assessments Real Life Products Criterion Based Assessments Normed-Referenced Assessments	3.1 Learners will internalize the key elements of each type of assessments.
	3.2 Learners will apply appropriate assessment strategies to their PCM Units.
	3.3 Learners will research one of the four types of assessments and, both, present their findings to the cohort members and write a reflection on the application of their research.

IV. *Culturally Responsive Education*

Goal: To develop a greater awareness of the impact of culture on how young people learn.

Topics:	Outcomes:
• Alaska Cultural Standards for Culturally Responsive Schools • Guide to Implementing the Alaska Cultural Standards for Educators • Culture in The Classroom: Indicators and Evidences for Evaluating Culturally Responsive Teaching----Using the Alaska Cultural Standards for Educators	4.1 Learners will browse the ANKN website. Discuss how you could use these resources to support implementation of the cultural standards in your classrooms and school.

	4.2 Learners will discuss:
	   a. How do the cultural standards enhance engagement with communities?
	   b. How will incorporating local knowledge enrich the curriculum?
	   c. How will incorporating cultural standards improve student outcomes?

	4.3 Learners will Discuss the following with their mentor and address each question:
	   1. How are the cultural standards addressed in your district evaluation system? (see regulation below)
	   2. Is there evidence that teachers in your school are incorporating the cultural standards into their teaching practice? Give examples.
	   3. What support is there in the district for teachers who are integrating the cultural standards?

V. *Instruction*

Goal: To internalize classroom practices that are proven to offer greater research-based student performance results.

Topics:	Outcomes:
Higher Thinking Models Critical Thinking Skills Independent Study Analytical Thinking Skills	a. Learners will comprehend and be able to apply research-based teaching/learning strategies. b. Learners will apply these teaching, learning and grouping strategies to their PCM Unit

Creative Thinking Skills	

ED 690

1.0 *The Impacts Of Ethical Issues*	
Goal: To analyze and reflect on ethical issues facing principals	
Topics:	**Outcomes:**
The impacts of ethics on work, schooling, and the community	1.1 Learners will review and discuss the variety of ethical issues that principals and the educational communities they work in address.
While there is rarely one right answer, there are often solutions that cause fewer new challenges.	1.2 Learners will recognize that ethical issues are rarely simple. Ore often, they are complex and ambiguous.
	1.3 Not addressing an issue is making a choice.
2.0 *The Challenge of Legal Issues*	
Goal: To begin to critically examine the diversity of educational issues that have been addressed by the courts	
Topics:	**Outcomes:**
Student Issues Personnel Issues	2.1 Learners will present a synthesis of the research one one set of issues to the cohort.
Program Issues Finance Issues Facility Issues	2.2 Learners will build a learning activity on their area of legal expertise to help other cohort members internalize the salient concepts.
Contract Issues	2.3 Learners will understand when it is necessary to seek greater expertise on a legal issue.
3.0 *Leadership Revisited*	
Goal: To highlight the key elements of educational leadership and change	
Topics:	**Outcomes:**
Model the Way Inspire a shared vision	3.1 Learners will apply Kotter's work to their school site.
Challenge the Process Enable others to Act	3.2 Learners will apply Kouzes and Posner to their school site.
Encourage the Heart	3.3 Learners will apply Marzano and Fullan to their school site.

ED 698

1.0 *The development of a professional portfolio*	
Goal: Each learner will develop a portfolio of leadership artifacts based upon the ISLLC Standards.	
Topics:	**Outcomes:**
Documenting leadership issues: Change Professional	1.1 Learners will work with a partner to insure the best representation of one's leadership skills based upon artifacts included and amplified in accompanying narrative

HOW DATA IS COLLECTED ON THE PROGRAM SLOs

Rubrics are used to measure whether students have met SLOs in the key assessment areas of Peer Coaching, Final Portfolio, Curriculum Development and Instructional Leadership, Internship and School Improvement. Descriptions follow:

Assessment 2: Portfolio
To demonstrate that you have the knowledge, skills and dispositions to be an instructional leader (Principal) you will create a professional ~~Portfolio~~ portfolio organized to demonstrate competence in the Outcomes of the School of Education and the ELCC Standards (2011). The portfolio should consist of seven, carefully articulated, sections. It is composed of an introduction, which profiles the candidate and six sections for each of the leadership standards. Each of the following sections must be addressed and assessed as having been met:

- Introduction
- Vision
- Culture and Teaching/Learning
- Management of the Learning Environment
- Collaboration
- Integrity, Fairness and Ethics
- Advocacy

Provide evidence of your knowledge and your ability to apply knowledge to practice by supplying at least two artifacts for each statement (*e.g., curriculum unit plans, reflective papers, school improvement plans, professional development plans, coaching plans, budget projects, culturally responsive projects, Power Point presentations, iMovie's, etc*.) Provide an abstract for each standard that details how the artifact demonstrates mastery of the standard and its indicators and denotes the relationship between the evidence and the standard.

Assessment 3: Peer Coaching
The Peer Coaching key assessment demonstrates the candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. It involves the candidate in a yearlong peer-coaching project, which is similar to a full cycle of clinical supervision. This set of tasks mirrors the observation/supervision/evaluation process for teachers. It places the candidate in the supervisory role of instructional leader. This assessment provides candidates with an opportunity to apply the knowledge taught in ED 638 and ED 639. The focus is on developing a trusting, collaborative, professional growth relationship. The candidate also learns how to develop a plan of improvement, should it be necessary. The candidate is expected to utilize the district evaluation format, although not expected to file the document. It has been structured so that most candidates are working with tenured, high performing and confidant colleagues. This provides candidates with multiple opportunities to establish trusting relationships that promote professional growth. The target is always focused on improving student achievement. The candidate completes the sample model or the district process. However, it is required to complete a professional development plan that also parallels a plan of improvement. Four classroom observations and five conferences must be completed. This includes a self-assessment conference two pre-conferences and two post conferences. This assessment is evaluated using a rubric that identifies assessment components, describes the desired performance of the intern.

Assessment 6: Curriculum Development and Instructional Leadership

Description of Assessment 6: Assessment 6 focuses on curriculum work and instructional leadership. The candidate drafts a modified instructional unit. The purpose is not to specifically use to teach a unit but

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to demonstrate that he or she has a thorough understanding of the best practices of curriculum, instruction and assessment. These include the Parallel curriculum Model, integrated technology, career pathways, interdisciplinary learning, differentiated instruction and place-based learning. The second project involves refining a manual for staff to use for service learning.

Assessment 4: Clinical Internship

The University Supervisor in consultation with the mentor completes (The Site Visitation/Internship Summary) Assessment 4.   This assessment provides a rating on every key ELCC Standard Element. The Field-based Internship process is one of the culminating leadership experiences along with the development of the leadership portfolio. It is completed twice, once, mid-program, primarily by the mentor and candidate and once at the completion of the program with the university supervisor, as well as the mentor. The assessment is tied directly to the leadership standards.

Assessment 5: School Improvement

The purpose of this assessment is to provide the candidate with the opportunity to strengthen and hone their content knowledge and professional leadership skills in the domains of developing, articulating, implementing, and stewarding a shared vision of learning. Every candidate is required to complete three projects related to the School Improvement Plan. During the first summer of the program, candidates complete an entire plan for their site. This includes data-driven decision-making, development of best practice interventions and evaluation plans. Fall semester the aspiring leaders work with their site-based teams to develop a collaborative plan. Spring semester the candidate implements a monitoring plan. The following is the shortened form utilized by UAS in its entirety for this assessment, as it is the actual form principals will use with their schools.

DATA COLLECTED ON PROGRAM SLOS DURING PREVIOUS ACADEMIC YEAR

STANDARD INDICATORS	Summer 2018 N=21		
	Emerging	Meets	Exceeds
Standard 1 Vision			
Stewart a shared vision ELCC-2011.BL.1.1	0.00%	33.33%	66.67%
Use data to achieve goals ELCC-2011.BL.1.2	0.00%	26.19%	73.81%
Continual and sustainable improvement ELCC-2011.BL.1.3	0.00%	30.95%	69.05%
Evaluate and revise shared school plansELCC-2011.BL.1.4	0.00%	30.95%	69.05%
Standard 2 School Culture and Instructional Program			
Personalized Learning EnvironmentELCC-2011.BL.2.1	0.00%	21.43%	78.57%
Curricular and instructional programELCC-2011.BL.2.2	0.00%	26.19%	73.81%
Instructional and leadership capacityELCC-2011.BL.2.3	0.00%	26.19%	73.81%
Promote most effective and appropriate technologiesELCC-2011.BL.2.4	0.00%	28.57%	71.43%
Standard 3 Management of the school organization			
Monitor and evaluate management systemsELCC-2011.BL.3.1	0.00%	54.76%	45.24%
Use of resourcesELCC-2011.BL.3.2	0.00%	26.19%	73.81%
Welfare and safety of students & staff ELCC-2011.BL.3.3	0.00%	26.19%	73.81%
Distributed leadership capacityELCC-2011.BL.3.4	0.00%	21.43%	78.57%
High-quality instruction and student learningELCC-2011.BL.3.5	0.00%	23.81%	76.19%

Standard 4 Collaborating with faculty and community			
Collecting and analyzing shared information for school improvementELCC-2011.BL.4.1	0.00%	21.43%	78.57%
Appreciation and use of diverse cultural, social, and intellectual resources ELCC-2011.BL.4.2	0.00%	19.05%	80.95%
Positive relationships with families and caregiversELCC-2011.BL.4.3	0.00%	11.90%	88.10%
Productive relationships with the communityELCC-2011.BL.4.4	0.00%	16.67%	83.33%
Standard 5 Promoting social justice for each student			
Integrity, fairness and accountability for every studentELCC-2011.BL.5.1	0.00%	21.43%	78.57%
Model principles of enlightened self-awareness, ELCC-2011.BL.5.2	0.00%	14.29%	85.71%
Safeguard values of democracy, equity, and diversityELCC-2011.BL.5.3	0.00%	14.29%	85.71%
Evaluate the potential moral and legal consequences of decision makingELCC-2011.BL.5.4	0.00%	11.90%	88.10%
Promote social justice ELCC-2011.BL.5.5	0.00%	14.29%	85.71%
Standard 6 Political, social, economic, legal, and cultural context (Scoring)			
Advocate for students, families, and caregivers ELCC-2011.BL.6.1	0.00%	9.52%	90.48%
Influence local, district, state, and national educational decisions ELCC-2011.BL.6.2	0.00%	61.90%	38.10%
Anticipate and assess emerging trends and initiatives. ELCC-2011.BL.6.2	0.00%	52.38%	47.62%
Standard 7 Substantial and sustained educational leadership internship			
Substantial field/clinical internship experience ELCC-2011.BL.7.1	0.00%	16.67%	83.33%
Sustained internship experience ELCC-2011.BL.7.2	0.00%	52.4%	47.62%

EVALUATION OF THE DATA COLLECTED

All students met or exceeded the program SLOs

FUTURE PLANS TO IMPROVE STUDENT LEARNING

Our current program is aligned with the Educational Leadership Constituent Council (ELCC) standards and has "National Recognition" until 2025. However, we are in the process of transitioning to the National Educational Leadership Preparation (NELP) Standards effective with our next cohort which begins in July,2020.