

## STUDENT LEARNING ASSESSMENT REPORT

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**PROGRAM:** Education (MEd), Administration and Supervision

**SUBMITTED BY:** SISTER PATRICIA EARL AND JESSICA LEWIS

**DATE:** 9-30-16

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:**

Data is collected each semester from the Director of the Catholic School Leadership Program who is responsible for seeing that data is compiled in the Education Database on the "S" drive of the School of Education and Human Services in the Education folder under Assessment. Data is submitted electronically through Google Surveys. The database is managed by the Clinical Experiences Coordinator for Education is password controlled. Only the Chair of the Department, the Director of the program, Assessment Coordinator, and Clinical Experiences Coordinator have access.

### EXECUTIVE SUMMARY

**Program description from the Course Catalog:** Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

This master's degree program is designed to prepare candidates for school administration in public and private schools. It also provides the Catholic values and perspectives essential to fostering Catholic unity and identity within a school community. In addition to developing competencies in educational leadership, the program focuses on the Church's history, teaching, and moral perspectives while encouraging participants' own faith and spiritual growth. A unique feature of the program is that most of the courses are offered online.

**List all of the program's learning outcomes:** *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
<ul style="list-style-type: none"> <li>• demonstrate high moral, ethical, and legal standards in their relationships with students, faculty, and parents;</li> </ul>	2012	YES	

<ul style="list-style-type: none"> <li>exhibit an effective and caring attitude that seeks to develop the whole child intellectually, physically, emotionally, socially, and spiritually;</li> </ul>	2013		2017
<ul style="list-style-type: none"> <li>exemplify a love of teaching, appreciation for diversity, respect for the unique gifts and talents of all, and understand the importance of integrating the values of faith;</li> </ul>	2014		2018
<ul style="list-style-type: none"> <li>demonstrate effective problem solving skills, tools of inquiry, and analytical abilities that generate multiple solutions for practical decision-making that can affect the school, student development, the parish, and the wider community;</li> </ul>	2012	YES	
<ul style="list-style-type: none"> <li>employ appropriate and effective instructional and budget planning processes and leadership strategies that impact the curriculum and assessment of all students;</li> </ul>	2013		2017
<ul style="list-style-type: none"> <li>understand supervision evaluation strategies for faculty/staff growth and development;</li> </ul>	2014		2018
<ul style="list-style-type: none"> <li>understand basic legal issues and demonstrate knowledge of resources related to safe and effective management of student, faculty, and school issues.</li> </ul>	2013		2017

*\* Program Evaluation was completed in 2015 and no annual report was completed.*

**Describe how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan:**

This program is designed to prepare candidates through a rigorous and integrated graduate curriculum for school administration in public and private schools. It also provides the Catholic values and perspectives essential to fostering Catholic unity and identity within a school community. In addition to developing competencies in educational leadership, the program focuses on the Church’s history, teaching, and moral perspectives while encouraging participants’ own faith and spiritual growth.

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:**

**DESCRIPTION:**

The assessment process of the Catholic School Leadership program (CSLP) is built on 5 critical assignments and the internship experience (ED 593) of the program. The following courses - ED 582, 583, 584, 587 and 591 - have each identified one assignment that represents the broad purpose of the course and focuses on the standards for school leadership as set by the Interstate School Leaders Licensure Consortium (ISLLC) Standards which have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership. The Program in Educational Leadership uses the ISLLC standards as a requirement for the student's [Learning Portfolio](#). The assignments are part of the normal curriculum of the course. The instructor first scores the assignment based on the criteria set for the class and then re-scores the assignment in light of the ISLLC standards. The score, based on ISLLC standards, is then forwarded to the Director of the Catholic School Leadership Program who compiles the data, and forwards it to the Clinical Coordinator for Education who then enters results into the database. The internship of the CSLP is the capstone of the program and three evaluations are part of the assessment system.

Both the On-site Supervisor and the University Supervisor complete the same evaluation that focuses on the behaviors of the student (intern). The intern also uses the same form for a self-evaluation which is then discussed at the time of the internship visit. The student also completes a portfolio that is submitted to the Director of the CSLP. The ratings for these instruments or documents are gathered by the CSLP Director.

Both a strength and a challenge of our assessment system for the all programs in the Education Department is that it plays an essential role, not only for internal accountability but also for the requirements of our accrediting body, the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) and to satisfy the requirements of our programs to maintain approval by the Virginia Department of Education.

**Planned improvements:**

- ◆ Since our last reporting, CAEP (the current accreditation body for Education programs) has released new requirements for assessment instruments that are used for data collection. The new requirements are more rigorous in the relationship to instrument validity and rater reliability. Although, our accreditation cycle does not occur until 2020, it is necessary to begin work on revision of all rubrics and assessment instruments. Therefore, during the 2016-2017 academic year the above assessments will be revised, sent to CAEP for feedback, and field tested. The new rubrics will be fully used beginning in fall 2017.
- ◆ Additionally, national standards and state evaluation standards for principals have changed since the last reporting. Therefore, rubrics and evaluations must not only focus on Marymount's Student Learner Outcomes but new standards as required by the Virginia Uniform



Performance Standards and Evaluation Criteria for Principals and the Professional Standards for Educational Leaders (formerly ISSLC Standards).

**Describe how the program implemented its planned improvements from last year (last reporting cycle 2014):**

<p style="text-align: center;"><b>Outcome</b></p>	<p style="text-align: center;"><b>Planned Improvement</b></p>	<p style="text-align: center;"><b>Update</b> <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i></p>
<p>Administration and Supervision graduates will exemplify a love of teaching, appreciation for diversity, respect for the unique gifts and talents of all, and understand the importance of integrating the values of faith;</p>	<p>Based on positive past performance as well as the current evaluation, the Director of the Catholic School Leadership Program will continue to emphasize the importance of high moral, ethical, and legal standards in candidates' relationships with students, faculty, and parents through community building, administration, community building and curriculum design and implementation as it is developed in course content in ED 582, ED 583, and ED 584. The Director will review with the faculty, especially for ED 584 how to evaluate the various standards in each of the courses so that there is more consistency in the approach to grading. The Director and faculty will also look at what can be done to give students, especially in ED 584, a stronger experience into cultivating a School Vision of Learning (ISLLC Standard 1) and a greater</p>	<ul style="list-style-type: none"> <li>● Individual discussions were held with professors for ED 582 and 584 and the Director teaches ED 583 to implement the moral, ethical and legal standards and integrate into Community Building (ED 582), Administration (ED 583) and Curriculum Design (ED 584). More Case Studies requiring these skills were integrated into these courses.</li> <li>● The Director spoke individually, with the other professors, especially in ED 584, regarding the purpose of evaluating the standards and provided more specific details on how to rate the Critical Assignments in order to provide more consistency in the approach to grading.</li> <li>● Regarding School Vision of Learning (ISLLC Standard 1) and Community</li> </ul>

	<p>opportunity for Community Involvement (ISLLC Standard 4), especially through the use of case studies that focus on these two standards. In addition to maintaining their importance in working with the interns and in advising the On-Site Advisors of the types and kinds of experiences that are needed, time will be taken to outline in better detail the expectations of an intern in the area of spiritual leadership since this was below the aggregated score given by the On-Site advisors. There will be an increased use of case studies so that candidates have more opportunities to relate theory to practice and, thus, have more opportunities to demonstrate the school vision of learning, community involvement, and spiritual leadership.</p>	<p>Involvement (Standard 4), Case Studies that give students more experience in these areas were used in Discussion Board and student analysis.</p> <ul style="list-style-type: none"> <li>● Regarding the Internship experience and the role of On-Site Advisors with each student, the Director reviewed with each On-Site Advisor student expectations related to Spiritual Leadership. Because there are generally different On-Site Advisors each year, this discussion needs to be held annually. In addition, the Director will add written directions for scoring the internship and standards, especially in Spiritual Leadership for the 2015-16 year. The Director used Case Studies in the Issues class (ED 586) as well as Administration (ED 583) to provide more experience for the interns in this area of Spiritual Leadership which may cause the MU Supervisor's evaluation to be higher than the On-Site Advisor's.</li> </ul>
<p>Administration and Supervision graduates will understand supervision</p>	<p>Looking to the future, we will work on providing more dialogue with professors on the purpose of scoring the major</p>	<ul style="list-style-type: none"> <li>● The Director spoke individually, with the other professors, especially in ED 584, regarding the purpose of</li> </ul>

<p>evaluation strategies for faculty/staff growth and development;</p>	<p>assignments, especially in ED 584 since this is the same professor whose scores were somewhat out of sync with the other professors and courses. In addition, professors will continue to stay current on all aspects of school law (public, private, and canon or Church law), managerial leadership and understanding and working within the larger school context and use case studies or legal in-baskets that address current school issues that have legal ramifications.</p>	<p>evaluating the standards and provided more specific details on how to rate the Critical Assignments in order to provide more consistency in the approach to grading.</p> <ul style="list-style-type: none"> <li>● Regarding School Law (ED 587), Dr. Wannemuehler attends regular conferences and incorporates this knowledge into Case Studies and legal in-baskets to address current issues that have legal ramifications.</li> <li>● Case studies were used in all courses to give students practice in managerial leadership as well as working with the larger school context. All students passed the SLLA National test.</li> </ul>
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**Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:**

**The following recommendations and ways they have been addressed:**

Recommendations:	
Multiple faculty to be used for evaluations.	Critical Assignments are evaluated by 5 different faculty. On-site advisors are part of the evaluation system. The University Supervisor is the Director of the program. Analysis and interpretation are completed in collaboration with all Education faculty.
Outcomes need to be more focused with increased levels of Bloom’s taxonomy.	With VDOE revised regulations coming forward, and changes in the National Standards which this program follows, outcomes will be revised as needed to meet these required changes and will focus more on the increased levels of Bloom’s taxonomy.
Measures need to be strengthened, and a rubric provided beyond licensure standards.	With the proposed changes in the VDOE regulations and the National Professional Standards that are replacing the previous national ISLLC Standards, we will need to revise rubrics and measures to meet VDOE licensure standards as well as the national standards. The Education Department is already working on creating these so that they can be used for the 2017-2018 year.

**Outcomes Assessment 2015-2016**

**Learning Outcome 1:** As caring professional graduates will demonstrate high moral, ethical, and legal standards in their relationships with students, faculty, and parents;

**Assessment Activity**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss the data collected and student population</i></p>				<p><b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>											
<ul style="list-style-type: none"> <li>Critical Assignments for ED 582 and 583(Direct)</li> </ul>	<p>Critical Assignment Ratings for <u>ISLLC Standards 1</u> - School Vision of Learning, <u>ISLLC Standards 4</u> - Community Involvement, <u>ISLLC Standards 5</u> - Ethical and Moral Professionalism from the Critical Assignment will be at an aggregated mean of 3.5 out of a possible 4</p>	<table border="1"> <tr> <td>Means for Students n= 20</td> <td>ISLLC Standard 1</td> <td>ISLLC Standard 4</td> <td>ISLLC Standard 5</td> </tr> <tr> <td>ED 582</td> <td>3.60</td> <td>4.00</td> <td>4.00</td> </tr> <tr> <td>ED 583</td> <td>3.60</td> <td>4.00</td> <td>4.00</td> </tr> </table>	Means for Students n= 20	ISLLC Standard 1	ISLLC Standard 4	ISLLC Standard 5	ED 582	3.60	4.00	4.00	ED 583	3.60	4.00	4.00			<ol style="list-style-type: none"> <li>The Critical Assignments for ED 582 and ED 583 are scored in relation to each of the 7 ISLLC Standards based on a 4 point scale with 4 indicating Exceeds, 3 Meets, 2 Developing, and 1 Unsatisfactory.</li> <li>For the 20 students who completed their program in 2015-16, aggregated means were above the targeted mean</li> <li>Eight (8) students were rated at a 3.0, which is deemed meeting standard but is lower than target.</li> <li>Data was presented to the full ED faculty for review and analysis. The Director of the CSLP program in collaboration with the ED department chair</li> </ol>
Means for Students n= 20	ISLLC Standard 1	ISLLC Standard 4	ISLLC Standard 5														
ED 582	3.60	4.00	4.00														
ED 583	3.60	4.00	4.00														

			and assistant chair completed the interpretation of data.								
<ul style="list-style-type: none"> <li>On-site advisor Evaluations (Indirect)</li> </ul>	<p>Aggregated ratings from On-Site Advisor's Evaluation Instrument on criteria statements dealing with caring professionals, ability to work with staff, communicate with faculty, and relate to students will be at 3.0</p>	<p>On-Site Advisors ratings for: (n=20)</p> <table border="1"> <tr> <td>caring professionals</td> <td>3.82</td> </tr> <tr> <td>ability to work with staff</td> <td>3.67</td> </tr> <tr> <td>communicate with faculty</td> <td>3.55</td> </tr> <tr> <td>relate to students</td> <td>3.81</td> </tr> </table> <p>Collection: On-Site complete a rating on each intern at the midpoint and the end of his/her placement in either the fall and spring semesters. The scores for all students are averaged</p> <p>Population: All scores are from students who completed their program in academic year 2015-2016.</p>	caring professionals	3.82	ability to work with staff	3.67	communicate with faculty	3.55	relate to students	3.81	<ol style="list-style-type: none"> <li>The On-site Evaluation is scored in relation to the Conceptual Framework of the Department of Education which includes criteria statements supporting being a caring professional, critical thinker and effective practitioner. The evaluation based on a 4 point scale with 4 indicating Exceeds, 3 Meets, 2 Developing, and 1 Unsatisfactory.</li> <li>All 20 students were at or above the 3.0 rating on all criteria statements</li> <li>Data was presented to the full ED faculty for review and analysis. The Director of the CSLP program in collaboration with the ED department chair and assistant chair completed the interpretation of data</li> </ol>
caring professionals	3.82										
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<ul style="list-style-type: none"> <li>University Supervisor Evaluation (Indirect)</li> </ul>	<p>Aggregated ratings from University Supervisor <u>ISLLC Standards 1 - School Vision of Learning, ISLLC Standards</u></p>	<p>University Supervisors ratings for:</p> <table border="1"> <thead> <tr> <th>Means n= 20</th> <th>ISLLC Standard 1</th> <th>ISLLC Standard 4</th> <th>ISLLC Standard 5</th> </tr> </thead> <tbody> <tr> <td></td> <td>3.75</td> <td>3.52</td> <td>4.00</td> </tr> </tbody> </table>	Means n= 20	ISLLC Standard 1	ISLLC Standard 4	ISLLC Standard 5		3.75	3.52	4.00	<ol style="list-style-type: none"> <li>The University Supervisor's Evaluation is scored in relation to each of the 7 the ISLLC Standards based on a 4 point scale with 4</li> </ol>
Means n= 20	ISLLC Standard 1	ISLLC Standard 4	ISLLC Standard 5								
	3.75	3.52	4.00								

	<p>4 - Community Involvement, and <u>ISLLC Standards</u> 5 - Ethical and Moral Professionalism from the Critical Assignment will be at an aggregated mean of 3.0 out of a possible 4</p>	<p><u>Collection:</u> The University Supervisor, who is also the Director of the CSLP, completes a rating on each intern at the midpoint and the end of his/her placement in either the fall and spring semesters. The scores for all students are averaged <u>Population:</u> All scores are from students who completed their program in academic year 2015-2016.</p>	<p>indicating Exceeds, 3 Meets, 2 Developing, and 1 Unsatisfactory.  2. All 20 students were at or above the target rating of 3.0. 3. Data was presented to the full ED faculty for review and analysis. The Director of the CSLP program in collaboration with the ED department chair and assistant chair completed the interpretation of data</p>
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### Interpretation of Results

**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*

Direct measure results indicate that students exceeded the targeted goals in ED 582 and ED 583. Indirect measures from the On-Site Supervisor and the University Supervisor also exceeded the expected goals. Overall this is a strength area of our program.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

The syllabus for each of these courses (ED 582 & ED 583) is focused on developing candidates' ability to demonstrate high moral, ethical, and legal standards in their relationships with students, faculty, and parents through administration and community building as indicated by the data. The Critical Assignments (Direct Measures) were targeted for an aggregated mean of 3.5 out of 4. For both courses, the aggregated mean for Standard 1 was 3.6 and that for Standards 4 & 5 was 4. In addition, qualitative data analysis of the candidates' Progress Reports, On-site Advisor Evaluations, and University Supervisor Evaluations indicates a strong perception of the students' ability to demonstrate high moral, ethical, and legal standards in their relationships with students, faculty, and parents, especially in a Catholic school. With a targeted goal of 3, the On-site Advisors' ratings ranged from 3.55 – 3.82, all significantly above the goal. The University Supervisor Evaluations and the Portfolio Evaluations at the end of the program also show that students are highly motivated and engaged in on-going development of high moral, ethical, and legal standards. With a targeted goal of 3, the student scores ranged from 3.52-4.0, all significantly above the goal. The student interaction on the Discussion Board is an added program strength in that all students give evidence of these qualities as they work through various topics and issues for discussion.



Though the scores are significantly high as this is a major program strength, the courses should continue to offer opportunities through Case Studies for students to demonstrate and develop these qualities.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Our review of the VDOE regulations and those of the National Professional Standards will determine if there are any significant changes required for the curriculum or the program.

However, we can continue to:

- Add case studies with diversity to offer students the opportunity to gain more practice in dealing with real situations that demonstrate high moral, ethical, and legal standards in relationships;
- Continue to dialogue with on-site advisors to provide more practical experiences in this area;
- Increase our focus on these specific standards in the Portfolio Reflections related to the Conceptual Framework.

**Learning Outcome 2:** As effective practitioners graduates will demonstrate effective problem solving skills, tools of inquiry, and analytical abilities that generate multiple solutions for practical decision-making that can affect the school, student development, the parish, and the wider community;

**Assessment Activity**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss the data collected and student population</i></p>	<p><b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>									
<p>Critical Assignments for ED 587 and 591 (Direct)</p>	<p>Aggregated means for <u>ISLLC Standards # 3</u> Managerial Leadership &amp; <u>ISLLC Standards 6</u> Larger School Context for these Critical Assignments will be 3.5 or higher</p>	<table border="1" data-bbox="945 633 1365 787"> <thead> <tr> <th>Means N=</th> <th>ISLLC Standard 3</th> <th>ISLLC Standard 6</th> </tr> </thead> <tbody> <tr> <td>ED 587</td> <td>3.95</td> <td>4.00</td> </tr> <tr> <td>ED 591</td> <td>4.00</td> <td>4.00</td> </tr> </tbody> </table> <p><u>Collection:</u> SEE ABOVE.</p> <p>Population : SEE ABOVE</p>	Means N=	ISLLC Standard 3	ISLLC Standard 6	ED 587	3.95	4.00	ED 591	4.00	4.00	<ol style="list-style-type: none"> <li>The Critical Assignments for ED 587 and ED 591 are scored in relation to each of the 7 ISLLC Standards based on a 4 point scale with 4 indicating Exceeds, 3 Meets, 2 Developing, and 1 Unsatisfactory.</li> <li>For the 20 students who completed their program in 2015-16, aggregated means were above the targeted mean</li> <li>Data was presented to the full ED faculty for review and analysis. The Director of the CSLP program in collaboration with the ED department chair and assistant chair completed the interpretation of data.</li> </ol>
Means N=	ISLLC Standard 3	ISLLC Standard 6										
ED 587	3.95	4.00										
ED 591	4.00	4.00										
<p>On-Site Supervisor Evaluations (Indirect)</p>	<p>Aggregated means for criteria statements dealing with Response to Legal Issues, Problem</p>		<ol style="list-style-type: none"> <li>The On-site Evaluation is scored in relation to the Conceptual Framework of the Department of Education which includes criteria</li> </ol>									

	<p>Analysis and Decision Making will be at 3.0 or higher for all exiting candidates.</p>	<p>On-Site rating for:</p> <table border="1" data-bbox="945 251 1375 414"> <tr> <td>Response to Legal Issues</td> <td>3.45</td> </tr> <tr> <td>Problem Analysis</td> <td>3.53</td> </tr> <tr> <td>Decision Making</td> <td>3.45</td> </tr> </table> <p><u>Collection:</u> SEE ABOVE.</p> <p>Population : SEE ABOVE</p>	Response to Legal Issues	3.45	Problem Analysis	3.53	Decision Making	3.45	<p>statements supporting being a caring professional, critical thinker and effective practitioner. The evaluation based on a 4 point scale with 4 indicating Exceeds, 3 Meets, 2 Developing, and 1 Unsatisfactory.</p> <p>2. One student was rated below acceptable in regard to the criteria statement “Decision Making”. Otherwise all ratings were at or above the 3.0 rating on all criteria statements</p> <p>3. Data was presented to the full ED faculty for review and analysis. The Director of the CSLP program in collaboration with the ED department chair and assistant chair completed the interpretation of data</p>
Response to Legal Issues	3.45								
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<p>University Supervisor’s Evaluation</p>	<p>Aggregated means for <u>ISLLC Standards # 3</u> Managerial Leadership &amp; <u>ISLLC Standards 6</u> Larger School Context from the University Supervisor will be 3.0 or higher</p>	<p>University Supervisor’s rating for:</p> <table border="1" data-bbox="945 950 1375 1031"> <tr> <td>ISLLC Standard #3</td> <td>3.75</td> </tr> <tr> <td>ISLLC Standard #6</td> <td>3.42</td> </tr> </table> <p><u>Collection:</u> SEE ABOVE.</p> <p>Population : SEE ABOVE</p>	ISLLC Standard #3	3.75	ISLLC Standard #6	3.42	<p>1. The University Supervisor’s Evaluation is scored in relation to each of the 7 the ISLLC Standards based on a 4 point scale with 4 indicating Exceeds, 3 Meets, 2 Developing, and 1 Unsatisfactory.</p> <p>2. All 20 students were at or above the target rating of 3.0.</p> <p>3. Data was presented to the full ED faculty for review and analysis. The Director of the CSLP program in collaboration with the ED department</p>		
ISLLC Standard #3	3.75								
ISLLC Standard #6	3.42								

			chair and assistant chair completed the interpretation of data
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**Interpretation of Results**

**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*

The direct measures in the Critical Assignments for ED 587 and ED 591 show strong student achievement for this Learning Outcome and the average scores from the 2016 graduates exceed the targeted scores. On-Site Advisors, who work with the interns in the school setting, also rate graduates at or above the acceptable level. These scores are more targeted to direct observable behaviors. The University Supervisor’s ratings are at the targeted level and support this learning outcome in regard to how the students uses analytical skills to solve managerial problems.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

In ED 587, students engage in case studies related to legal issues in daily school events. They also do legal i-baskets and analyze court cases related to school issues. A most valuable experience is their final project (Critical Assignment) in which they review and revise their own school parent-student handbook and faculty handbook, applying legal standards and theory in their revisions. Even with the online delivery of this course, students engage in lively interaction with the professor and receive on-going feedback on their handbook revisions. Discussion Board allows students to demonstrate knowledge and share in the collective review of issues. They use resources and become aware of practical ways to insure a safe and effective school climate and management that is sensitive to legal issues. With a targeted aggregated mean of 3.5, students’ scores ranged from 3.95-4.0 for both standards 3 & 6, thus showing a mastery of skills related to this course.

In ED 591, students utilize knowledge and concepts of resources related to the safe and effective management of school issues. They are required to create a school budget, as well as a five-year plan as part of the final project (critical assignment). Topics related to effective management, budget and issues of finance and development are discussed throughout the weekly Discussion Board. Through this dialogue, students sharpen their methods of inquiry and grow in their knowledge and application of concepts and theories related to finance and development. With a targeted mean of 3.5, students’ scores were 4.0 for both Standards 3 & 6, thus demonstrating a mastery of the concepts and applications. Through the internship, students have the opportunity to apply the knowledge and skills addressed in this goal on a daily basis. While scores are very high, effective problem solving skills, tools of inquiry, and analytical skills for decision-making that can affect the students, the school, the parish, and the broader community are life-long skills that can always be fine-tuned.



**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Our review of the VDOE regulations and those of the National Professional Standards will determine if there are any significant changes required for the curriculum or the program.

However, we can continue to:

- Add case /legal in-baskets to sharpen students' problem solving skills, tools of inquiry, and analytical abilities that generate multiple solutions for practical decision-making that can affect the school, student development, the parish, and the wider community;
  - Continue to dialogue with on-site advisors to provide more concrete opportunities in this area;
  - Add opportunities in the final internship summary for students to demonstrate their growth and mastery of this learner outcome
-