

Mission

The Masters in Educational Leadership is a one-year, online degree program that prepares graduates to become administrative leaders in classrooms, schools and higher education institutions. Guided by a profound belief in active, collaborative, experiential, reflective, and transformative learning as well as a deep commitment to diversity and educational technology, this degree program prepares students to become educational leaders who are adaptive to current educational issues and trends.

Academic year 2025

Master of Education in Education Leadership Learning Outcomes

PLO 1. Assessment for Evidence-Based Leadership **MET**

Understand the multiple facets of assessment in education and the importance of evidence-based decision-making. Leaders use evidence to evaluate educational progress and/or the merits of proposals, practices, etc. relating to education.

MEASURES	RESULTS	ACTIONS
ED6620 Term Paper: Reflections on Educational Assessment Term Paper Instructions for Students: Reflecting on what you've learned in this course (incorporating your readings, discussions, etc.), write a paper reflecting on your own learning on the subject of educational assessment. The following are guidelines for the assignment: - Papers should be written in APA format that includes a title page with your name, a reference page, double-spaced, and use a 12-point Times New Roman or Arial font. - Papers should be approximately 5 - 8 pages in length - Writing should use formal language and correct spelling and punctuation - Topics reflected upon may include any information covered in class or in the reading from the beginning to the present - Papers may take 1 or 2 topics and examine them deeply, or more topics examined in less detail <u>When writing, consider the following:</u> - What have we studied that is interesting? - What new things have you learned about educational assessment? - How has your learning affected preconceptions or misconceptions you brought with you into class? - How does your learning affect you view of assessment, testing and evaluation? - Will what you have learned change your behavior in the future? How so? Ultimately writing these papers encourages you to find what is meaningful to you and thus it adds value to your learning. Do not simply outline or summarize the material we have covered. I want to know what the material means to you. Direct - Assignment <i>Educational Assessment: ED 6620</i> Target 80% of students will achieve a score of 3 or above on all criteria in the attached rubric ED6620 Term Paper Rubric.docx	MET Summary The artifacts scored met and exceeded the program learning assessment target of 80%. Across the cohort, students demonstrated strong abilities to critically analyze the role of assessment-based grading and its effects on learning and instruction. Reflections showed clear synthesis of personal learning, often linking course concepts to prior professional experiences. ED6620 Term Paper Scoring.xlsx TERMPA~1.PDF TERMPA~2.DOC TERMPA~2.PDF Term Paper - Reflections on Educational Assessment - CLICK HERE TO SUBMIT nm anke_attempt_2024-04-26-06-06-22_Final Paper.docx Analysis The analysis of four ED6620 Term Paper submissions shows that 100% of students achieved a score of 3 or above on all rubric criteria: C1: Analysis of Assessment-Based Grading, C2: Discussion of Challenges, Tensions, and Ethical Considerations, C3: Reflection on Learning & Synthesis of Insights, and C4: Depth of Content & Integration of Course Material The artifacts scored met and exceeded the program learning assessment target of 80%.	Gather Additional Data Not Started Since sample size is small, continue to gather additional data from future cohort.

	Across the cohort, students demonstrated strong abilities to critically analyze the role of assessment-based grading and its effects on learning and instruction. For example, several papers connected grading practices to student motivation, with one student arguing for standards-based grading as a more equitable approach. Students also provided thoughtful discussions of ethical considerations, such as bias in assessment and equity in access to resources. Reflections showed clear synthesis of personal learning, often linking course concepts to prior professional experiences. One paper discussed how the student's perspective shifted from viewing assessment primarily as a compliance measure to recognizing it as a driver for instructional improvement. Depth of content was evident, with most students integrating multiple course readings, research studies, and class discussions to strengthen their arguments. These results indicate that students not only met the expectations for PLO 1 but also demonstrated the capacity to apply course concepts in ways that reflect readiness for evidence-based leadership in educational contexts.	
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PLO 3. Effective Instruction **MET**

Research, evaluate, and understand the characteristics of effective instruction. Leaders use evidence-based research to assess the effectiveness of instruction.

MEASURES	RESULTS	ACTIONS
ED6620 Assessment Plan Description of Assignment: Assessment is the ongoing process of: 1. establishing clear, measurable, expected outcomes that demonstrate institutional effectiveness; 2. implementing programs and practices designed to achieve those outcomes; 3. systematically gathering, analyzing, and interpreting evidence to determine how well programs and practices are working at meeting their expected outcomes; and, 4. using the resulting information to understand and improve institutional effectiveness. In this course, you will apply what you've learned about classroom assessment by creating your own assessment plan. An assessment plan is a design tool. It is a set of choices regarding how student learning will be assessed in relation to your intended student learning outcomes (SLOs).(You can also substitute the SLOs with identified standards, evidence and criteria identified for your state/school). A well-aligned assessment plan is crucial for driving effective instruction. Assessment ensures	MET Assessment Plan Assignment - click here to upload and submit_jdewane1_attempt_2024-04-15-14-40-28_Dewane Assessment Plan.docx Assessment Plan Assignment - click here to upload and submit_kkomo1_attempt_2024-04-14-17-09-39_kylie_komo-assessment plan.pdf Assessment Plan Assignment - click here to upload and submit_lhorikami_attempt_2024-04-11-12-51-46_Assessment Plan.docx Assessment Plan Assignment - click here to upload and submit_nmanke_attempt_2024-04-12-05-37-54_Assessment Plan.docx Assessment PlanV3.pdf ED6620 Assessment Plan Scoring With Formulas.xlsx	No actions have been added.

instructional relevance: When assessments are aligned with learning objectives, they measure what matters most and incentivize teaching and learning that promotes deeper understanding and critical thinking. The assessment plan is assessed on alignment with identified standards or student learning outcomes, demonstration of the importance of organizing and sequencing activities in a logical progression for effective instruction, choice of appropriate scoring guide and rubric design. Direct - Assignment <i>Educational Assessment: ED 6620</i> Target 80% of students will achieve a score of 3 or above on all criteria in the attached rubric ED6620 Assessment Plan Rubric.docx	Analysis The analysis of five ED6620 Assessment Plan submissions, using the benchmark of scoring 3 or above on all rubric criteria, shows that 80% of students met the target, exactly meeting the program learning assessment goal. Four students consistently demonstrated proficient or exemplary performance across all criteria: C1: Alignment with Identified Standards or Student Learning Outcomes, C2: Organization and Logical Sequencing of Activities, C3: Selection and Use of Appropriate Scoring Guide, and C4: Design of Original Rubric. These students' work reflected strong alignment to standards, logical instructional sequencing, and well-developed scoring tools and rubrics that supported transparent and effective evaluation of student performance. One student did not meet the target due to a score below "Proficient" in C3: Scoring Guide Selection, where the scoring criteria lacked detail and alignment to the stated learning objectives. Overall, the results indicate that the majority of students demonstrate the skills and understanding needed to design high-quality, standards-aligned assessment plans. Continued emphasis on the development of comprehensive scoring guides and rubrics in course instruction could help ensure that all students consistently meet or exceed the benchmark.	
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