

School Improvement Rubric: Tools for Success. Louisiana DOE Summer 2002, pg. 98.
office files.

Some located in candidate portfolio and faculty

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

| <u>Expected Level of Achievement</u> | <u>Actual Data From Assessment</u> | <u>Actions/Decisions</u> |
|---|--|--|
| <p>Candidates will develop research-based school improvement plans (SIP) using current, relevant data. SIP will be evaluated using the rubric mandated by the state (School Improvement: Tools for Success. Louisiana DOE. Summer 2002, page 98).</p> <p>All components of the rubric must be evident in the SIP. Current and relevant data must be utilized. An acceptable SIP (as rated by the state rubric) will be included in the candidate's portfolio and is required for program completers.</p> <p>100% of candidates pass the critical thinking component of the SIP rubric.</p> <p>100% of candidates successfully complete a research-based study of the culture of their school and community.</p> | <p>100% of students responsible for developing a research-based school improvement plan (SIP) received acceptable scores on the critical thinking component on the "Tools for Success" rubric for the SIP.</p> <p>100% of the reviews of the candidates' school culture studies revealed that they were accurately defining the cultures found in those schools.</p> | <p>SIPs developed by the candidates will be used by the schools involved to orchestrate improvements</p> <p>Maintain – The assessment of critical thinking utilizing the SIP rubric will continue to be evaluated.</p> <p>A "needs index" based upon each candidate's study will be prepared. Future candidates will use this "needs index" to assess their schools.</p> |



Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

| <u>Expected Level of Achievement</u> | <u>Actual Data From Assessment</u> | <u>Actions/Decisions</u> |
|---|---|--|
| <p>Candidates will complete a field study as their capstone experience. 75% of the field studies will be coherent, well written, and grammatically correct.</p> <p>Candidates will conduct research on a selected topic and present the findings of the research. 75% of candidate research projects will meet the requirements of a departmentally developed rubric that assesses written communication to assess this assignment.</p> | <p>100% of candidates required to complete a field study as part of their capstone experience were successful.</p> <p>100% of candidates conducted research on appropriate topics, presented the findings of the research in an acceptable manner, and met the requirements as specified in the departmental rubric to include written communication.</p> | <p>A review of the field studies and research reports revealed a need to address form and style errors.</p> <p>For this reason, a term paper practice test based on APA form and style will be administered to all candidates and an individualized plan will be developed for each candidate.</p> |

Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

| <u>Expected Level of Achievement</u> | <u>Actual Data From Assessment</u> | <u>Actions/Decisions</u> |
|--|--|---|
| <p>80% of candidates will be able to promote the success of all students at a school by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.</p> <p>80% of responses on the employer survey will express a rating of “Satisfactory” or higher on the quality of the candidate related to working with students from various subgroups. (The survey scale includes ratings of: Excellent, Good, Satisfactory, Less than Satisfactory, and Poor.)</p> | <p>In 2006, the completer of the Ed.S program received “Satisfactory” or better ratings on the employer survey indicating candidate quality of performance on indicators of professional judgment in the academic environment.</p> | <p>Review of employer response was used to determine the extent to which the candidate is an effective as school leader. This candidate, as a teacher, is respected for her positive input into the school climate.</p> <p>For the next evaluation period, candidates will begin providing school performance scores as another indicator of the climate of the global community.</p> |