Expected Outcomes: Competency in research related activities

Provide program experiences which will improve the students’ uses of research for making decisions in K-12 school systems.

Assessment methods

Method: Research Project Shared with Stakeholders

Method: Student completes research project for at least one educational leadership course. For example, EDLD 8400 Ethics for Leaders. Students are asked to complete a research project and presentation on a particular topic. The presentation must be at their school and it must be an identified issue which needs to be researched for their particular school. [See student portfolio in program coordinator's office for evidence.]

Findings:

From student feedback, we realized that students are reluctant to perform actions related to research. Students do not perceive themselves as adequately prepared to lead their schools in research projects. Our students, who are school practitioners, are becoming more prepared and are able to lead research initiatives at their schools because they have been given the support needed from the educational leadership faculty.

How did you use findings for improvement?

1) We have used our findings to help the program redefine the role of the Leadership Institute. We now use the Institute to showcase work from various cohorts i.e. masters, specialist and Ph.D. students. 2) We have encouraged students to continue their research by presenting at conferences. Several students have presented in national and international venues i.e. AERA and UCEA. Others have chosen state and regional conferences. 3) We will likely formalize this component for our program to give students the skill set and practice needed to feel competent in this area.

Additional comments:

None

Expected Outcomes: Competency as a reflective practitioner

Provide program experiences which will build the reflective personal and professional practices of our graduates.

Assessment methods

Method: Reflections-depth and quality

In most educational leadership classes students are expected to engage in types of reflective practice. These practices may be small i.e. a check-in, a one paragraph reflection on an assignment. Again, reflective practices may be somewhat larger i.e. “reflexive journaling” in qualitative research.

Findings:
some students appear to take reflective practice more seriously than others. Some enjoy the practice while others do not. Because we know the importance of producing graduates from our program who excel at reflective practices, we are seeking new outcomes of this practice.

How did you use findings for improvement?

How did you use findings for improvement? 1) We have decided to have Ph.D. students keep a reflective journal throughout their program and have tied this activity to their general comprehensive exam. We will use the student reflective journal as part of their written and oral examination. 2) The journals will be used as part of the examination process but will also be used to help inform our program decisions.

Additional comments:

None