

## Alignment

### Alignment to National Standards

This assignment aligns with the the following components of the Missouri Leadership Development Standards(MLDS):

1. Understands how multiple sources of data connected to a mission, vision, and core values.
2. Understands a variety of research-based instructional practices and how to appropriately match learning content.
3. Understands how to assess student learning using a variety of formal and informal assessments.
4. Knows, uses, and understands multiple strategies for analyzing data to inform the instructional process.
5. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process.
6. Is flexible and willing to vary an approach when circumstances change.

### How Alignment is Assured

This assignment is administered as part of the EDAD 5960: Data Analysis for School Leaders course for all educational leadership candidates working on their initial principal certification. Alignment to standards is identified for students on the course syllabus. This course examines educational research and data analysis within the context of the school improvement process. This assessment aligns with the Instructional Leader Domain.

## Evidence Overview

### Use of Assessment as Part of the Quality Assurance System

Students will work with a current educational leader (principal) to create or revise a questionnaire, based on an identified problem or challenge, that will be distributed to staff, students, or parents. The survey results will be analyzed and shared with appropriate groups. The assessment will end with recommendations for what the next steps would be based on the collected data.

### Details of Assessment Administration

This assignment is administered as part of the EDAD 5960 Data Analysis for School Leaders course which is typically taken in the second or third semester of the student's program of study. Students have access to the assignment materials from the beginning of the semester through Blackboard. All students in the course are required to complete this assignment.

### How the Evaluation is used to Measure Candidate Progress

This assignment is used to provide formative feedback to candidates on their progress towards certification requirements. The faculty member of this course monitors candidates' abilities.

## Evidence and Analysis

### Directions Delivered to Candidates

Students are provided the following directions:

Students will work with their principal to identify a clear purpose for a survey based on perceived problems or challenges within the school. The student will then create a questionnaire for either parents, staff, or students to gather data around the perceived problem or challenge. The questionnaire will then be piloted with a small group to gather feedback about the questions and format of the questionnaire. Appropriate modifications will be made and then it will be distributed to the appropriate group for their perceptions. Students will then distribute that survey to the appropriate group and collect results. Once the results are collected analyze the results and develop a way to share the results in an easy to understand format with appropriate groups. This may be a group presentation or a document that is shared. Based on the results, develop a plan for how improvements will be made.

### Evaluation Instrument

Rubric for the assessment:

Work with your principal to identify one area that would be valuable to gather perceptual data. Pay specific attention to the **8 steps in the Questionnaire Process**.

Assignment Components	Weak - 2pts	Proficient - 4pts	Excellent - 5pts
Purpose (Step 1)	The purpose of the questionnaire is unclear.	The purpose of the questionnaire is defined.	The purpose of the questionnaire is clearly defined.
	<b>Weak - 5pts</b>	<b>Proficient - 8pts</b>	<b>Excellent - 10pts</b>
Questionnaire Development (Steps 2 & 3)	There is minimal or no description of how content was determined, the questionnaire was developed or piloted.	There is a description of how content was determined, the questionnaire was developed and then piloted.	There is a clear and thorough description of how content was determined, the questionnaire was developed and then piloted.
	<b>Weak - 2pts</b>	<b>Proficient - 4pts</b>	<b>Excellent - 5pts</b>
Data Collection (Step 4)	There is a minimal description of how and when the questionnaire was administered.	There is a description of how and when the questionnaire was administered.	There is a clear and thorough description of how and when the questionnaire was administered.
	<b>Weak - 5pts</b>	<b>Proficient - 8pts</b>	<b>Excellent - 10pts</b>
Data Analysis and Reporting (Steps 5-7)	There is no or very little description of how the results were analyzed and reported back out.	There is a description of how the results were analyzed and reported back out.	There is a clear and thorough description of how the results were analyzed and reported back out.
	<b>Weak - 5pts</b>	<b>Proficient - 8pts</b>	<b>Excellent - 10pts</b>

Use of Results (Step 8)	There are minimal or no recommendations based on the results from the survey.	There are recommendations based on the results from the survey.	There are clear and thorough recommendations based on the results from the survey.
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### Assurance of Reliability and Validity

We review multiple years of data to ensure consistency and reliability. This assessment has been reviewed by administrators in the field to assure content validity.

### Presentation of Data Years 2019-2022

**N = 128**

2019-2020	2020-2021	2021-2022	Totals
n =44 44/44 (100%) met the benchmark	n = 50 50/50 (100%) met the benchmark	n = 34 34/34 (100%) met the benchmark	<b>N = 128</b> 128/128 (100%) met the benchmark

### Analysis and Interpretation

Data was collected and analyzed for N = 128 students from the years 2019-2022. During the three year period, 100% of the students met the benchmark. Meeting the benchmark consisted of scoring at the “proficient” or “excellent” level as indicated by the evaluation instrument.

## Continuous Improvement

### Focus Area(s)

Educational Administration faculty and instructors will monitor student assessment scores to determine if adjustments need to be made. At this point, the consistently high performance does not warrant assessment revision but annual monitoring will remain an essential practice of the program.