Program: **Instructional Leadership EDS**

College and Department: **College of Education, Department of**

conducting research or other compliance-related activities in the United States and globally; educate members, administrators and organizational leadership of ethics committees and compliance entities to enable them to conduct their oversight and credentialing duties effectively, efficiently and professionally; promote ethical research at organizations where research is conducted through the education of research administrators and organizational leadership.

Criteria for Success (Thresholds for Assessment Methods):

1. PRAXIS Leadership Exam Scores - Candidates in licensure programs must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. Performance at a level above or comparable to the state mean on the Praxis Examination will be defined as TTU candidates having a mean score above or equal to the state mean. Praxis scores are generally reported a year behind due to a delay with state reporting.
2. CITI training modules - Candidates for the INSL EdS will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding with a minimum 80% score on the modules.

Results and Analysis:

Results 1: Candidate Content and Pedagogical Knowledge

With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023).

PRAXIS SCORES II:

Pass rates for Praxis exam (MA & EdS):

Table 1. School Leaders Licensure Assessment PRAXIS (6990)

	TTU			State		
Year	N	Pass Rate	Mean	N	Pass Rate	Mean
2019-2020	27	85.19	162.44	461	92.41	168.19
2020-2021	25	96				

COMPREHENSIVE EXAM:

	Pass	Fail	Rewrite	Total
2019-20	16	0	0	16
2020-21	12	0	0	12

In 2022-2023, C&I MA/EdS graduates had a 100% completion rate for the CITI training modules. The department's goal is to achieve the 100% completion rate annually.

Use of Results to Improve Outcomes:
Outcome 1 & Outcome 2

Multiple changes will be made to the assessment plan, specifically related to the Comprehensive Exam.

> Completion of CITI training is now a pre-requisite for admission to candidacy. All candidates complete the CITI training before or during their research courses.
> The Comp exam has been replaced with the completion of a culminating research project. Results from the rubric scoring of the project can be used to not only assess research skills, but also content knowledge and application.

OUTCOME: EFFECTIVE RESEARCH EXPERIENCE

Define Outcome:
Candidates for the INSL EdS in C&I will demonstrate research methods knowledge and skill as reflected by passing grades on the culminating research project. A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:
Research Proposal - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is finalized in CUED 7910. A rubric is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes. (Comprehensive Exam - In August 2021, traditional comprehensive examinations were replaced by the culminating research

and in-depth application)

Criteria for Success (Thresholds for Assessment Methods):
Pass rates/percentages in the research course rubric will indicate if the majority of students have met or exceeded departmental and university graduate school requirements.

Results and Analysis:
Results Outcome 2: Effective Field Research Experience

Research Course Grades (CUED 7910)

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2019-20	90.70%	6.70%	1.30%	0%	0%	1.30%	0%
2020-21	95.70%	0%	0%	0%	0%	4.30%	0%
2021-22	78.90%	16.50%	2.80%	0.00%	0.90%	0.90%	0.00%
2022-23	58.10%	19.40%	9.70%	3.20%	3.20%	6.40%	0%

Use of Results to Improve Outcomes:
Outcome 2: Effective Research Experience

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

Example research papers from the quantitative research course:

1. Gamification Versus Traditional Instruction and High School Environmental Science Achievement
2. Functional Communication Training: Comparing the Use of Communication Boards and Sign Language on Reducing Echolalia
3.

Example research papers from the qualitative research course:

1.
   Classroom: An Interpretive Case Study in a Rural Middle Tennessee School
2. An Interpretive Case Study: How Elementary School Teachers, Guidance Counselors, and Principals View the Impact of Social-Emotional Learning in a Middle Tennessee School
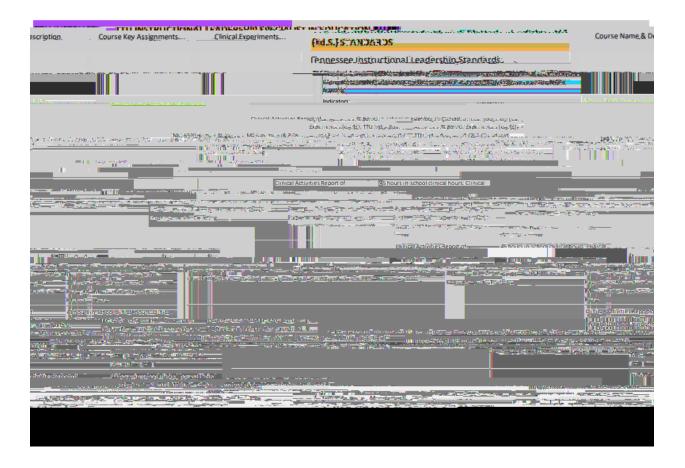
Summative Evaluation:
Outcome 2: Effective Research Experience

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

Example research papers from the quantitative research course:

1.

Appendix 1: Instructional Leadership EDS

Ed.S. STANDARDS

Tennessee Instructional Leadership Standards

TILS Standard B: Culture for Teaching and Learning. An ethical and effective instructional leader

Clinical Experiments

Course Name & Description

Instructional Leadership Standards

Tennessee Ins

...builds...professional learning and growth. An ethical and effective instructional leader develops capacity of each educator by designing, facilitating, and participating in collaborative...

Indicators

Tennessee Instructional Leadership Standards

Indicators		Clinical Activities Report of	48 hours in school clinical
hours Clinical		Experiences (CARE), TTU Individual	Activities Report of Experi
ends (CARE)	INSL 6820 School Leadership, Law & Ethics, INSL 6820	Action Plan, Lead and Literacy Action	TTU Individual Action Plan
Lead and	1. Discussion and accountability with new community per year and constraints to operate the effectiveness	Nur 7530 Practicum	Master of Arts program,
		InTasc Ing, INur 7010 Nur Nur 7403	Master of Arts program,
			Form
45 hours in school clinical hours, clinical			Clinical Activities Report of
ctivities Report of individual clinical		INSUBS1069, 557, 45, 60, 453, 6, w & 65, 3 INSL6528	Experiences (CARE), TTU Individual A
TTU to address per RESJ, day, to		Plan, Practicum, MT, Ingenior4 & 655, 3 AS, 6 se	Plan, Practicum and 565 RC, INSL 6528
address per RESJ, to address per	2. Development focuses continuously, reorganized hourly using resources per reform	INSL 7580 cie as hour & Ethics 44 & 4 this organize	Experiences Report 6, 1, 3, 4, INSL, 562
activities Report of individual clinical		L TCH, Ing, INSL 7010 INSL NSE 7400	Master of Arts Experiences, Indivi
ty, a 1, 6 Form			Form
45 hours in school clinical hours, clinical			Clinical Activities Report of
Activities Report of Experiences (CARE),			Experiences (CARE), TTU Individual
TTU and Individual Action Plan, Lead and	3. Establishes, maximum rates, and enforces a set of high expectations about educational outcomes, INSL 6520		Action Plan, Lead and Literacy Action
			Form
linical Activities Report of	48 hours in school clinical hours, clinical		
Experiences (CARE), TTU Individual	Activities Report of Experiences (CARE)		
	INSL 6523		
INL 6660			