M.Ed. Educational Leadership	
Required Evidence Alignment:	**Assessment Used:**
1. State Licensure Test for Content Knowledge	PRAXIS II Content Exam
2. Assessment of Content Knowledge	Comprehensive Examination
3. Assessment of Ability to Plan Instruction	Observation and Conference Project
4. Assessment of Student Teaching/Internship	Internship Portfolio
5. Assessment of Candidate Impact on Student Learning	School Improvement/Performance Plan
6. Other Assessment(s) Addressing SPA Standards	Guide to Home-School-Community Relationships Project

Table 1. M.Ed. in Educational Leadership Key Assessments

Praxis II

The Praxis II is a proprietary, computer-based assessment created by Educational Testing Services that is aligned to InTASC Standards 1-10. Candidates are required to earn specific scores on their Praxis II as directed by the South Carolina Department of Education: https://www.ets.org/praxis/sc/requirements/. In 2020-2021, all completers met the state-required Praxis II score:

Test # 5412 - Educational Leadership: Administration/Supervision	# of students	Qualifying Score	Raw Points Available	Mean	Range	% of candidates passing Content Knowledge	% of candidates passing Content Knowledge on 1st Attempt
2020-2021 Academic Year	N=20	146		167	150-177	100.0%	100.0%
Strategic Leadership	N=20		16	12	8-15		
Instructional Leadership	N=20		23	17	12-20		
Climate and Cultural Leadership	N=20		18	13	9-17		
Ethical Leadership	N=20		16	11	8-15		
Organizational Leadership	N=20		12	8	6-12		
Community Engagement Leadership	N=20		13	10	7-13		

Table 2. M.Ed. in Educational Leadership Praxis II Data, 2020-2021

Coastal Carolina University's goal is for at least 80% of all candidates to pass the Praxis II on their first attempt. The college has established baseline measures to work towards a target first-time pass rate of 80% in each respective program by 2024. As noted in Table 2, 100% of program completers passed on the first attempt in 2020-2021, with a mean score (167) that was significantly higher than the required qualifying score (146).

Comprehensive Examination

The Comprehensive Exam was created by university faculty to assess candidates' overall knowledge and skills at the culmination of their program. The rubric is implemented in the last year of internship, and is aligned to the Educational Leadership Constituent Council (ELCC) Standards. Candidates must earn a mean score of 2.0 or higher for successful completion of the Comprehensive Exam. A copy of the rubric may be located here: {link to rubric}.

In Fall 2020, 30 candidates completed the Comprehensive Exam, and all 30 met the required passing mean score of 2.0 or higher. Candidate data, including mean scores, score ranges, standard deviations, and the number of candidates earning "Proficient" or "Accomplished" on each indicator may be found here: {link to Fall 2020 data}.

Observation and Conference Project

The Observation and Conference Project was created by university faculty to provide practical experience with the supervision of teachers to assess candidates' content knowledge of

instructional and supervision concepts contained in the ELCC standards. The candidate's overall performance on the Observation and Conference Project provides an assessment of each candidate's proficiency relative to ELCC Standard 2. Candidates must earn a mean score of 3.0 or higher for successful completion of the Observation and Conference Project. A copy of the assignment and rubric may be located here: <mark>{link to rubric}</mark>.

In Spring 2021, 23 candidates completed the Observation and Conference Project, and all 23 met the required passing mean score of 2.0 or higher:

Indicator	Mean	Range	Std. Dev.	Expectation Not Met (1.0)	(2.0)	Proficient (3.0)	(4.0)	Exemplary
PART I 2.1 Candidates understand and can sustain a school culture and instructional program conductive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	5.0		0	-	-	-		23 (100%)
PART II 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	5.0	0	0	-	-	-		23 (100%)
PART III 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program.	4.30	1 (4.0-5.0)	0.95	-	-	-	8 (34.8%)	15 (65.2%)
Part III 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	4.83	1 (4.0-5.0)	0.56	-	-	-	2 (8.7%)	21 (91.3%)

Table 3. M.Ed. in Educational Leadership Observation and Conference Project Data, 2020-2021 (n=23)

Internship Project
The Internship Project was designed by faculty to assess the candidate's knowledge and skills related to strategic leadership, ethical leadership, and management of school discipline policies and procedures. As a culminating internship project, this assignment aligns with ELCC Standards 1, 3, and 5. Candidates must earn a mean score of 2.0 or higher for successful completion of the Internship Project. A copy of the assignment and rubric may be located here: <mark>{link to rubric}</mark>.

In Spring 2021, 35 candidates completed the internship assignment, and all met the required score. Data for each indicator can be found in Table 4:

Indicator	Mean	Range	Std. Dev.	Expectation Not Met (1.0)	Expectations Minimally Met (2.0)	Expectation Met (3.0)
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	3.0	0	0	-	-	35 (100%)
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	3.0	0	0	-	-	35 (100%)
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.	2.91	1 (2.0-3.0)	0.28	-	3 (8.6%)	32 (91.4%)
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	3.0	0	0	-	-	35 (100%)
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	2.77	1 (2.0-3.0)	0.42	-	8 (22.9%)	27 (77.1%)
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.	2.97	1 (2.0-3.0)	0.16		1 (2.9%)	34 (97.1%)
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	3.0	0	0	-	-	35 (100%)
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	3.0	0	0	-	-	35 (100%)

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.	3.0	0	0	-	-	35 (100%)
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	3.0	0	0	-	-	35 (100%)
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	3.0	0	0	-	-	35 (100%)

Table 4. M.Ed. in Educational Leadership Internship Project Data, 2020-2021 (n=35)

School Improvement/Performance Plan
The School Improvement/Performance Plan was designed by faculty as an assessment of a candidate's proficiency in ELCC standards related to the area of teaching and learning. Candidates develop plans that engage in data-driven decision making and develop actions to support a process of continuous school improvement. This assignment aligns with ELCC Standards 2, 3, and 6. Candidates must earn a mean score of 2.0 or higher for successful completion of the School Improvement/Performance Plan. A copy of the assignment and rubric may be located here: {link to rubric}.

In Fall 2020, 27 candidates completed the School Improvement/Performance Plan, and all met the required score. Additionally, one candidate completed the School Improvement/Performance Plan, and met the required score, in Spring 2021 due to extenuating circumstances. Data for each indicator can be found in Table 4:

Indicator	Mean	Range	Std. Dev.	Expectations Not Met (1.0)	Expectations Minimally Met (2.0)	Expectations Met (3.0)
Part I: Data Collection and Summary (ELCC 3)	2.85	1 (2.0-3.0)	0.36	-	4 (14.8%)	23 (85.2%)
Part II: Data Collection and Summary (ELCC 3)	2.78	1 (2.0-3.0)	0.42	-	6 (22.2%)	21 (77.8%)
Part II: Data Collection and Summary (ELCC 6)	2.70	1 (2.0-3.0)	0.46	-	8 (29.6%)	19 (70.4%)
Part III: School Improvement Plan: Part A: Objectives (ELCC 2)	2.11	1 (2.0-3.0)	0.31	-	24 (88.9%)	3 (11.1%)
Part III: School Improvement Plan: Part B (ELCC 3)	2.15	1 (2.0-3.0)	0.36	-	23 (85.2%)	4 (14.8%)

Table 5. M.Ed. in Educational Leadership School Improvement Plan Data, Fall 2020 (n=27)

Indicator	Mean	Range	Std. Dev.	Expectations Not Met (1.0)	Expectations Minimally Met (2.0)	Expectations Met (3.0)
Part I: Data Collection and Summary (ELCC 3)	3.0	-	-	-	-	1 (100%)
Part II: Data Collection and Summary (ELCC 3)	3.0	-	-	-	-	1 (100%)
Part II: Data Collection and Summary (ELCC 6)	2.00	-	-	-	1 (100%)	-
Part III: School Improvement Plan: Part A: Objectives (ELCC 2)	3.0	-	-	-	-	1 (100%)
Part III: School Improvement Plan: Part B (ELCC 3)	3.0	-	-	-	-	1 (100%)

Table 6. M.Ed. in Educational Leadership School Improvement Plan Data, Spring 2021 (n=1)

Guide to Home-School-Community Relationships Project

The Guide to Home-School-Community Relationships Project is an assignment designed to assess the candidate's knowledge and skills related to school operations (ELCC 3.1 and 3.2) and building and sustaining positive school relationships with families and community stakeholders, especially in using the community's diverse resources, using technology and projecting resource needs, and serving diverse community interests and needs (ELCC 4.1, 4.2, 4.3, and 4.4). Candidates must earn a mean score of 2.0 or higher for successful completion of the Guide to Home-School-Community Relationships Project. A copy of the assignment and rubric may be located here: {link to rubric}.

In Fall 2020, 17 candidates completed the Guide to Home-School-Community Relationships Project, and all 17 met the required mean score of 2.0 or higher:

Indicator	Mean	Range	Std. Dev.	Expectations Not Met (1.0)	Expectations Minimally Met (2.0)	Expectations Met (3.0)
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	2.82	1 (2.0-3.0)	0.38	-	3 (17.6%)	14 (82.4%)
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	2.76	1 (2.0-3.0)	0.42	-	4 (23.5%)	13 (76.5%)

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	2.53	1 (2.0-3.0)	0.50	-	8 (47.1%)	9 (52.9%)
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	2.47	1 (2.0-3.0)	0.50	-	9 (52.9%)	8 (47.1%)
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	2.18	1 (2.0-3.0)	0.38	-	14 (82.4%)	3 (17.6%)
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	2.06	1 (2.0-3.0)	0.24	-	16 (94.1%)	1 (5.9%)

Table 7. M.Ed. in Educational Leadership Guide to Home-School-Community Relationships Data, 2020-2021 (n=17)

Additional Measures of Candidate Competency

Assessment of Candidate Dispositions, Advanced Level
In addition to utilizing both EPP-created and proprietary instruments to measure candidate's content and pedagogical knowledge, Coastal Carolina University also utilizes a program-created assessment instrument to assess candidate dispositions throughout the program. Dispositions are the commitments, values, and professional ethics that influence candidate behaviors toward students, families, colleagues, and communities; they are the driving forces that affect candidate learning, motivation and development toward continual professional growth. The dispositions are based on the Spadoni College of Education and Social Sciences' Conceptual Framework and also reflect entry-level licensure competencies. Evaluators rate each candidate on each professional disposition indicator. Scores that approach -2 are given to candidates who exhibit less than acceptable habits and practices. Scores that approach 2 are reserved for candidates who show especially positive behaviors. A score of 0, "No Evidence to Believe Otherwise," signifies that there have been no observations of behaviors that would suggest a disposition that is not acceptable.

In Fall 2020, dispositions were assessed for 29 Educational Leadership candidates, and all 29 candidates met the required mean score of 0 or higher for the dispositions. The Assessment of Candidate Dispositions rubric and scores may be located here: {link to rubric}.

Analysis of 2020-2021 Data
Overall, candidates in the Educational Leadership program demonstrated strength on each key assessment, with all candidates meeting both the required mean scores on EPP-created

assessments as well as the required state score on the Praxis II exam. Candidates demonstrated strength in their scores as related to ELCC Standards 1, 2, 4, 5, and 6, which were consistently above the required mean on each key assessment, thus indicating that candidates have a strong grasp of the content needed to enter their professional careers. One area where candidates appeared to experience more difficulty was with indicators related to ELCC Standard 3, which focuses on school organization, operations, and operational systems. Although candidates met the required mean score on each indicator related to ELCC Standard 3, these mean scores were consistently lower than those for other ELCC Standard Indicators. As such, faculty will continue to monitor these areas to determine what further supports are needed for Educational Leadership candidates.