

Academic year 2024-2025

**MED in Teacher Leadership - MED-AMTL Learning Outcomes**

**Student Learning Outcome 1**

The teacher leader candidate will demonstrate scholarly writing skills they have gained in the program. Proficiency abilities, specifically applying correct mechanics, grammar, spelling, language usage, persuasive dialogue, and communication, and organizing appropriate content.

MEASURES	RESULTS	ACTIONS
<div>Assessment 1</div> <div>Assessment One (Assignment #2 in Module #1 of PEDG 5376): In PEDG 5376, a capstone course, candidates submitted a Philosophy of Teacher Leadership paper detailing their beliefs about what teacher leadership is, the role of a teacher leader, a description of the qualities and skills a teacher leader should demonstrate, and an explanation of how they could best display their leadership skills in driving change in their school and district.</div> <div>Direct - Assignment</div> <div>Practicing Teacher Leadership: PEDG 5376</div> <div>Target</div> <div>85% of program candidates score High Proficient (level 4 out of 5) or higher level on the writing of the Philosophy of Teacher Leadership rubric.</div>	<div>MET</div> <div>Assessment 1</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>96%</div></div> <div><div>Not Met:</div><div>4%</div></div> <div><div>Met Total:</div><div>96%</div></div> <div><div>Not Met Total:</div><div>4%</div></div> <div>Analysis</div> <div>From the Assessment 1 data analysis, it was found that 96% of program candidates scored <i>Meets Criteria</i> (Level 3 out of 4) or <i>Exceeds Criteria</i> (Level 4 out of 4)</div>	<div>Maintain Assessment Strategy</div> <div>The learning outcome benchmark for student learning outcome #1 exceeded the assessment benchmark. Careful analysis of the assessment results revealed that even though most teacher leader candidates scored high with their content knowledge, some candidates could could benefit more from the guidance on their academic writing mechanics. Therefore, faculty will continue providing necessary support and guidance for the teacher leader candidates to demonstrate scholarly writing skills because this skill set requires continuous improvement efforts.</div>
<div>Assessment 2</div> <div>Assessment Two (Module 2 assignment, Literature review, of PEDG 5307): In PEDG 5307, Introduction to Research, teacher leader candidates complete literature review for a research topic that they select to study.</div> <div>Rationale: The faculty determined that completing a literature review is a good example that can show teacher leader candidates' ability to demonstrate how well they can synthesize extant research information.</div> <div>Direct - Assignment</div> <div>Introduction to Research: PEDG 5307</div> <div>Target</div> <div>Assessment #1: 85% of program candidates score High Proficient (level 4 out of 5) or higher level on the writing of the Philosophy of Teacher Leadership rubric.</div>	<div>MET</div> <div>Assessment 2</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>95%</div></div> <div><div>Not Met:</div><div>5%</div></div> <div><div>Met Total:</div><div>95%</div></div> <div><div>Not Met Total:</div><div>5%</div></div> <div>Analysis</div> <div>From the detailed Assessment 2 data analysis, Teacher Leadership program candidate scores showed <i>Meets Criteria</i> (Level 3 out of 4) or <i>Exceeds Criteria</i> (Level 4 out of 4) with the following percentages in the order of Research Literature Introduction, Body, Conclusion, References, and Assignment Mechanics: 91.94%, 88.31%, 88.8%, 89.61%, and 87.9% respectively.</div>	<div>Maintain Assessment Strategy</div> <div>The learning outcome benchmark for student learning outcome #2 met the learning outcome benchmark. Detailed analysis of the assessment results revealed that some teacher leader candidates could benefit more from the guidance on the academic writing mechanics by appropriately apply APA writing guidelines. Therefore, faculty will be providing extra support in this area.</div>

## Student Learning Outcome 2


The teacher leader candidate will identify current research in the field of education and demonstrate its effective use and application to their current educational environment. The faculty think this skill is a core requirement for all professional educators.

MEASURES	RESULTS	ACTIONS
<div>Assessment 1</div> <div>Assessment One (The literature review section of Research Proposal in Module #5 of PEDG 5307): In PEDG 5307, Introduction to Research, candidates submit a research proposal as their final project at the end of their course learning. The literature review section of research proposals can show how well candidates synthesize pertinent scholarly materials for a selected topic in the field of education. Rationale: The faculty determined that completing a literature review is an integral part of graduate study research.</div> <div>Direct - Assignment</div> <div>Introduction to Research: PEDG 5307</div> <div>Target</div> <div>85% of program candidates score High Proficient (level 4 out of 5) or higher level on the Literature Review of the Research Proposal rubric.</div>	<div>MET</div> <div>Assessment 1</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>91%</div></div> <div><div>Not Met:</div><div>9%</div></div> <div><div>Met Total:</div><div>91%</div></div> <div><div>Not Met Total:</div><div>9%</div></div> <div>Analysis</div> <div>The Assessment 1 data analysis showed 62.31% program candidates scored highest level (Level 4), 28.14% scored <i>Meets Criteria</i> (Level 3), 5.53% scored <i>Approaches Minimum Criteria</i> (Level 2), and 4.02% scored <i>Does Not Meet Minimum Criteria</i> (Level 1) in the Research Proposal Design rubric.</div>	<div>Maintain Assessment Strategy</div> <div>The faculty provided extra support in the area of academic writing, especially in the literature review after the student learning outcome review that was conducted in the previous academic year. Based on the current evaluating year, it looks like the extra support has brought positive learning outcomes. Therefore, the faculty in the program will continue to provide support in this area. In particular, program candidates have indicated a need for more support in the area of synthesizing literature review. We have several faculty members in the department who are researching effective strategies for synthesizing writing, and this extra resource can be implemented for the upcoming year.</div>
<div>Assessment 2</div> <div>Assessment Two (Content Paper in Professional Portfolio in Module 5 of PEDG 5376): In PEDG 5376, a capstone course, candidates submitted a professional portfolio paper as their capstone project. Content papers, in particular, can show how teacher leader candidates can demonstrate their content knowledge by applying their critical thinking skills and academic writing skills by specifically applying correct mechanics, grammar, spelling, language usage, persuasive dialogue and communication, and organizing appropriate content. Rationale: Being able to demonstrate academic writing abilities by organizing scholarly materials in a persuasive way is one of the critical elements graduate students are expected to master in the Teacher Leadership program. The faculty determined that the two assignments are good examples of how to measure graduate students' ability to demonstrate academic writing abilities and critical thinking skills.</div> <div>Direct - Assignment</div> <div>Practicing Teacher Leadership: PEDG 5376</div> <div>Target</div>	<div>MET</div> <div>Assessment 2</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>97%</div></div> <div><div>Not Met:</div><div>3%</div></div> <div><div>Met Total:</div><div>97%</div></div> <div><div>Not Met Total:</div><div>3%</div></div> <div>Analysis</div> <div>The Assessment 2 data analysis showed 97% program candidates scored highest level (Level 5) or <i>Approaching Mastery</i> (Level 4), 0% scored <i>Proficiency</i> (Level 3), 3%, 0% scored <i>Approaching Proficiency</i> (Level 2), and 0% scored <i>Needs Improvement</i> (Level 1) on the Content Papers of the Professional Portfolio rubric.</div>	<div>Maintain Assessment Strategy</div> <div>The faculty provided extra support in the area of academic writing, especially in the literature review after the student learning outcome review that was conducted in the previous academic year. Based on the current evaluating year, it looks like the extra support has brought positive learning outcomes. Therefore, the faculty in the program will continue to provide support in this area. In particular, program candidates have indicated a need for more support in the area of synthesizing literature review. We have several faculty members in the department who are researching effective strategies for synthesizing writing, and this extra resource can be implemented for the upcoming year.</div>

85% of program candidates score High Proficient (level 4 out of 5) or higher level on the Content Papers of the Professional Portfolio rubric.		
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Student Learning Outcome 3

The teacher leader candidate will demonstrate higher order thinking skills through planning, analyses, and monitoring their planning. With the emphasis in P-12 classrooms on promoting higher order thinking and critical thinking, it is important for teacher leader candidates to be proficient at demonstrating their ability in applying these skills.

MEASURES	RESULTS	ACTIONS								
<p><b>Assessment 1</b></p> <p>Assessment One (Professional Growth and Future Goals Paper from PEDG 5376): In PEDG 5376, a capstone course, candidates submitted a Professional Growth and Future Goals paper detailing their professional growth plans along with specific goals to achieve their plans.Rationale: Being able to make plans for one's professional growth and associated goals for the plan is an example of metacognitive skill that is part of higher order thinking skills, and faculty think this is a good assignment that can measure program candidates’ skills in the identified area.</p> <p>Direct - Assignment</p> <p><i>Practicing Teacher Leadership: PEDG 5376</i></p> <p><b>Target</b></p> <p>85% of program candidates score High Proficient (level 4 out of 5) or higher level on the Professional Growth and Future Goals paper.</p>	<p><b>MET</b></p> <p>Assessment 1</p> <p>■ Met   ■ Not Met</p>  <table><tr><td>Met:</td><td>96%</td></tr><tr><td>Not Met:</td><td>4%</td></tr><tr><td>Met Total:</td><td>96%</td></tr><tr><td>Not Met Total:</td><td>4%</td></tr></table> <p><b>Analysis</b></p> <p>The Assessment 1 data analysis showed 74% program candidates scored Mastery (Level 5), 23% candidates scored <i>Approaching Mastery</i> (Level 4), and 3% candidates scored Proficiency (Level 3) on the Professional Growth and Future Goals paper rubric.</p>	Met:	96%	Not Met:	4%	Met Total:	96%	Not Met Total:	4%	<p><b>Maintain Assessment Strategy</b></p> <p>Although the Assessment 1 indicates that learning exceeds expectations of mastery, for the academic year 2025-2026, faculty will review the current curriculum for possible improvements in course offerings to better prepare program candidates to be well prepared teacher leaders in the field.</p>
Met:	96%									
Not Met:	4%									
Met Total:	96%									
Not Met Total:	4%									
<p><b>Assessment 2</b></p> <p>Assessment Two (Module 5 assignment, Pre-service Presentation, from PEDG 5373): In PEDG 5373, Student Motivation and Expectations, teacher leader candidates analyze a selected campus such as demographics, needed areas to improve in the realm of motivation along with improvement plans. This assignment requires candidates to analyze, plan, propose and present their improvement plans. Rationale: The faculty determined that completing a pre-service presentation project is a good example that can show program candidates’ higher order thinking skills.</p> <p>Direct - Assignment</p> <p><i>Student Expectations &amp; Motivat: PEDG 5373</i></p> <p><b>Target</b></p>	<p><b>Analysis</b></p> <p>This assessment was not in rotation during the 2024-2025 academic year.</p>	<p><i>No actions have been added.</i></p>								

85% of program candidates score Good Understanding (level 3 out of 4) or higher level on the Pre-service presentation.		
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