

Academic Year 2025-2026

MED in Teacher Leadership - MED-AMTL Learning Outcomes

Student Learning Outcome 1 **MET**

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
Assessment 1 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. Direct - Assignment <i>Practicing Teacher Leadership: PEDG 5376</i> Target 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. Disposition-Rubric 2025-02-22 - 2026-03-23.xlsx FDLD-5301 Week 2 Assignment 1 2025-10-08 - 2025-10-23 Week 2 Assignment 1 - Literature Review(1).xlsx PEDG-5307 Week 5 Assignment 1 2025-10-23 - 2025-10-29 Week 5 Assignment - Research Proposal.xlsx Professional-Portfolio 1 2 2025-02-19 - 2026-03-30 .xlsx Professional-Portfolio 2 2 2025-02-23 - 2026-03-31 (1).xlsx	MET Assessment 1 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 98% Met: 2% Met Total: 100% Not Met Total: Analysis Student performance on SLO #1 remains strong and above benchmark expectations, with both assessments exceeding 95% proficiency. Compared to 2024–2025 results (96.7% and 88.31%), performance improved, particularly in the literature review assignment, where proficiency increased from below 90% to approximately 98%. However, rubric-level data indicate that writing mechanics and APA formatting remain the lowest-performing subdomains, with averages notably lower than content knowledge and reflection scores. This aligns with prior-year findings that candidates demonstrate strong content understanding but require continued development in scholarly writing conventions.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
Assessment 2 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. 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. Direct - Assignment	MET Assessment 2 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 98% Met: 2% Met Total: 100%	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

Introduction to Research: PEDG 5307 Target 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. Disposition-Rubric_2025-02-22 - 2026-03-23 .xlsx EDLD-5301 Week 2 Assignment 1_2025-10-08 - 2025-10-23 Week 2 Assignment 1- Literature Review(1).xlsx PEDG-5307 Week 5 Assignment 1_2025-10-23 - 2025-10-29 Week 5 Assignment - Research Proposal.xlsx Professional-Portfolio 1_2_2025-02-19 - 2026-03-30 .xlsx Professional-Portfolio 2_2_2025-02-23 - 2026-03-31_(1).xlsx	Not Met Total: Analysis Student performance on SLO #1 remains strong and above benchmark expectations, with both assessments exceeding 95% proficiency. Compared to 2024–2025 results (96.7% and 88.31%), performance improved, particularly in the literature review assignment, where proficiency increased from below 90% to approximately 98%. However, rubric-level data indicate that writing mechanics and APA formatting remain the lowest-performing subdomains, with averages notably lower than content knowledge and reflection scores. This aligns with prior-year findings that candidates demonstrate strong content understanding but require continued development in scholarly writing conventions.	
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Conclusion

Analysis of Results

Student performance on SLO #1 remains strong and above benchmark expectations, with both assessments exceeding 95% proficiency. Compared to 2024–2025 results (96.7% and 88.31%), performance improved, particularly in the literature review assignment, where proficiency increased from below 90% to approximately 98%.

However, rubric-level data indicate that writing mechanics and APA formatting remain the lowest-performing subdomains, with averages notably lower than content knowledge and reflection scores. This aligns with prior-year findings that candidates demonstrate strong content understanding but require continued development in scholarly writing conventions.

Improvement Plan (2026–2027)

- Implement required APA and writing mechanics mini-modules early in both PEDG 5376 and PEDG 5307
- Add draft submission checkpoints with formative feedback before final submission
- Provide annotated exemplars of high-quality scholarly writing
- Require structured peer review cycles focused explicitly on writing mechanics

Student Learning Outcome 2 MET

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
Assessment 1 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	MET Assessment 1 ■ Exceeded ■ Met 0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 98% Met: 2%	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

part of graduate study research. Direct - Assignment <i>Introduction to Research: PEDG 5307</i> Target 85% of program candidates score High Proficient (level 4 out of 5) or higher level on the Literature Review of the Research Proposal rubric. Disposition-Rubric 2025-02-22 - 2026-03-23.xlsx EDLD-5301 Week 2 Assignment 1 2025-10-08 - 2025-10-23 Week 2 Assignment 1 - Literature Review(1).xlsx PEDG-5307 Week 5 Assignment 1 2025-10-23 - 2025-10-29 Week 5 Assignment - Research Proposal.xlsx Professional-Portfolio 1 2 2025-02-19 - 2026-03-30.xlsx Professional-Portfolio 2 2 2025-02-23 - 2026-03-31 (1).xlsx	Met Total: 100% Not Met Total: Analysis Candidate performance on SLO #2 continues to be consistently high and stable, exceeding the 90% benchmark on both assessments. Compared to 2024–2025 results (90.45% and 96.78%), proficiency improved, particularly in the research-based assessment. The data indicate that candidates effectively identify, synthesize, and apply current research to their professional contexts. High rubric scores in content knowledge ($\approx 0.95+$) and application/reflection (≈ 0.97) further support this conclusion. Despite strong outcomes, patterns across rubric rows suggest that application is stronger than synthesis depth, particularly when integrating multiple sources cohesively—an issue also identified in prior reports.	
Assessment 2 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. Direct - Assignment <i>Practicing Teacher Leadership: PEDG 5376</i> Target 85% of program candidates score High Proficient (level 4 out of 5) or higher level on the Content Papers of the Professional Portfolio rubric. Disposition-Rubric 2025-02-22 - 2026-03-23.xlsx EDLD-5301 Week 2 Assignment 1 2025-10-08 - 2025-10-23 Week 2 Assignment 1 - Literature Review(1).xlsx	MET Assessment 2 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 98% Met: 2% Met Total: 100% Not Met Total: Analysis Candidate performance on SLO #2 continues to be consistently high and stable, exceeding the 90% benchmark on both assessments. Compared to 2024–2025 results (90.45% and 96.78%), proficiency improved, particularly in the research-based assessment. The data indicate that candidates effectively identify, synthesize, and apply current research to their professional contexts. High rubric scores in content knowledge ($\approx 0.95+$) and application/reflection (≈ 0.97) further support this conclusion. Despite strong outcomes, patterns across rubric rows suggest that application is stronger than synthesis depth, particularly when integrating multiple sources cohesively—an issue also identified in prior reports.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

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Conclusion

Candidate performance on SLO #2 continues to be consistently high and stable, exceeding the 90% benchmark on both assessments. Compared to 2024–2025 results (90.45% and 96.78%), proficiency improved, particularly in the research-based assessment.

The data indicate that candidates effectively identify, synthesize, and apply current research to their professional contexts. High rubric scores in content knowledge (≈0.95+) and application/reflection (≈0.97) further support this conclusion.

Despite strong outcomes, patterns across rubric rows suggest that application is stronger than synthesis depth, particularly when integrating multiple sources cohesively—an issue also identified in prior reports.

Improvement Plan (2026–2027)

- Introduce explicit instruction on synthesis vs. summary writing
- Provide guided literature mapping tools (e.g., synthesis matrices)
- Embed scaffolded assignments building toward the final research application
- Incorporate model papers demonstrating advanced synthesis of multiple sources

Student Learning Outcome 3 MET

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
Assessment 1 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. Direct - Assignment Practicing Teacher Leadership: PEDG 5376 Target 85% of program candidates score High Proficient (level 4 out of 5) or higher level on the Professional Growth and Future Goals paper. Disposition-Rubric_2025-02-22 - 2026-03-23 .xlsx	MET Assessment 1 Exceeded Met 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 98% Met: 2% Met Total: 100% Not Met Total: Analysis Student performance on SLO #3 demonstrates strong mastery of higher-order thinking skills, with both assessments exceeding the benchmark. Compared to 2024–2025, where only one assessment was available (96.77%), the inclusion of PEDG 5373 provides a more complete evaluation and confirms consistently high performance.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

FDLD-5301 Week 2 Assignment 1 2025-10-08 - 2025-10-23 Week 2 Assignment 1 - Literature Review(1).xlsx PEDG-5307 Week 5 Assignment 1 2025-10-23 - 2025-10-29 Week 5 Assignment - Research Proposal.xlsx Professional-Portfolio 1 2 2025-02-19 - 2026-03-30 .xlsx Professional-Portfolio 2 2 2025-02-23 - 2026-03-31 (1).xlsx	Candidates demonstrate strength in planning, reflection, and application of knowledge to authentic contexts, as evidenced by high scores in Application & Reflection rubric rows (≈0.97). However, deeper analysis suggests that while most candidates demonstrate planning and reflection, fewer candidates exhibit advanced analytical depth, particularly in connecting long-term goals with measurable outcomes.	
Assessment 2 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. Direct - Assignment <i>Student Expectations & Motivat: PEDG 5373</i> Target 85% of program candidates score Good Understanding (level 3 out of 4) or higher level on the Pre-service presentation. Disposition-Rubric 2025-02-22 - 2026-03-23 .xlsx FDLD-5301 Week 2 Assignment 1 2025-10-08 - 2025-10-23 Week 2 Assignment 1 - Literature Review(1).xlsx PEDG-5307 Week 5 Assignment 1 2025-10-23 - 2025-10-29 Week 5 Assignment - Research Proposal.xlsx Professional-Portfolio 1 2 2025-02-19 - 2026-03-30 .xlsx Professional-Portfolio 2 2 2025-02-23 - 2026-03-31 (1).xlsx	MET Assessment 2 ■ Exceeded  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 100% Met Total: 100% Not Met Total: Analysis Student performance on SLO #3 demonstrates strong mastery of higher-order thinking skills, with both assessments exceeding the benchmark. Compared to 2024–2025, where only one assessment was available (96.77%), the inclusion of PEDG 5373 provides a more complete evaluation and confirms consistently high performance. Candidates demonstrate strength in planning, reflection, and application of knowledge to authentic contexts, as evidenced by high scores in Application & Reflection rubric rows (≈0.97). However, deeper analysis suggests that while most candidates demonstrate planning and reflection, fewer candidates exhibit advanced analytical depth, particularly in connecting long-term goals with measurable outcomes.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.

Conclusion

Analysis of Results

Student performance on SLO #3 demonstrates strong mastery of higher-order thinking skills, with both assessments exceeding the benchmark. Compared to 2024–2025, where only one assessment was available (96.77%), the inclusion of PEDG 5373 provides a more complete evaluation and confirms consistently high performance.

Candidates demonstrate strength in planning, reflection, and application of knowledge to authentic contexts, as evidenced by high scores in Application & Reflection rubric rows (≈0.97).

However, deeper analysis suggests that while most candidates demonstrate planning and reflection, fewer candidates exhibit advanced analytical depth, particularly in connecting long-term goals with measurable outcomes.

Improvement Plan (2026–2027)

- Integrate explicit instruction on higher-order thinking frameworks (e.g., Bloom’s taxonomy, metacognition)
- Require goal-setting tied to measurable outcomes and data use
- Incorporate reflection prompts requiring justification with evidence
- Add presentation rubrics emphasizing analytical reasoning and problem-solving

Assessment Report Summary

Overall Program Summary: Master of Teacher Leadership

Analysis of student learning outcomes for the 2025–2026 academic year indicates that candidates in the Master of Teacher Leadership program consistently demonstrate strong achievement across all three program learning outcomes. Overall performance exceeds established benchmarks, reflects positive impact from prior improvement efforts, and demonstrates the program’s effectiveness in preparing candidates for advanced leadership roles in P–12 settings. Across all assessed courses and assignments, student proficiency rates ranged from approximately 97% to 100%, with the majority of candidates performing at or above expected levels in scholarly writing, research application, and higher-order thinking. For example, aggregated professional portfolio data indicate that 159 of 163 candidates (97.55%) met proficiency expectations, demonstrating strong mastery across multiple embedded assessments.

Program Strengths

1. Sustained High Performance Across Outcomes

All three learning outcomes met or exceeded the program’s 80–90% benchmark. SLO #1 (scholarly writing) and SLO #2 (research application) both showed measurable improvement compared to 2024–2025, while SLO #3 (higher-order thinking) maintained consistently high performance. Compared to the prior year:

- SLO #1 improved from 96.7% / 88.31% to approximately 97–98% proficiency
- SLO #2 improved from 90.45% / 96.78% to approximately 97–98% proficiency
- SLO #3 maintained high performance near or above 97%, with expanded assessment coverage beyond the prior year

These findings demonstrate that prior improvement efforts—particularly those targeting writing support and research skill development—have had a positive and sustained impact on candidate performance.

2. Strong Content Knowledge and Application Skills

Across all outcomes, candidates consistently scored highest in:

- Content knowledge
- Application and reflection

Rubric-level data show average scores above 0.95 in these domains, indicating that candidates are highly effective at:

- Applying theoretical knowledge to real-world educational contexts
- Reflecting on practice in meaningful and professionally relevant ways

This strength directly aligns with the program’s mission to prepare teacher leaders capable of implementing research-based practices in their professional environments.

3. Effective Integration of Research and Practice

Results from SLO #2 confirm that candidates can successfully:

- Identify current, relevant research
- Synthesize information from multiple sources
- Apply findings to educational settings

High proficiency rates (≈97–98%) indicate that this competency is well developed and consistently demonstrated across candidates, representing a core strength of the program.

Areas for Continued Growth

Despite strong overall performance, analysis across learning outcomes reveals several consistent areas for improvement:

1. Writing Mechanics and APA Proficiency

While candidates demonstrate strong content knowledge, writing mechanics and APA formatting remain weaker relative to other rubric domains, with lower average scores (approximately 0.82–0.88). This pattern was also identified in the 2024–2025 report, indicating that:

- The issue is persistent across cohorts
- Improvements made thus far have not fully resolved the gap

2. Depth of Research Synthesis

Although candidates effectively identify and use research, faculty analysis suggests that:

- Candidates often cite research without fully integrating it into their analysis or conclusions
- Some candidates struggle to synthesize multiple sources into a cohesive argument

- Some candidates rely on summary rather than synthesis
- Integration of multiple sources into a cohesive argument varies in quality

This finding is consistent with prior-year recommendations emphasizing the need for stronger synthesis skills in literature reviews.

3. Advanced Analytical and Higher-Order Thinking

While SLO #3 performance remains high, deeper review indicates that:

- Most candidates demonstrate proficient planning and reflection
- Fewer candidates consistently demonstrate advanced analytical reasoning, such as:
 - Connecting long-term goals to measurable outcomes
 - Using data to justify decision-making

As expectations for teacher leadership continue to evolve, strengthening these advanced skills will be critical.

Program Effectiveness and Continuous Improvement

The data collectively demonstrate that the Teacher Leadership program is:

- Highly effective in achieving its stated learning outcomes
- Responsive to data-driven improvement efforts
- Capable of sustaining high performance across multiple courses and faculty

The positive upward trend in SLO #1 and SLO #2 performance provides clear evidence of successful programmatic adjustments, particularly those related to writing support and research instruction.

At the same time, the program continues to engage in meaningful continuous improvement by:

- Identifying persistent skill gaps
- Aligning instructional strategies across courses
- Implementing targeted interventions to address specific areas of need

Planned Program Improvements for 2026–2027

To sustain high performance while addressing identified areas for growth, the program will implement the following:

Instructional Enhancements

- Integrate APA and scholarly writing modules across multiple courses
- Emphasize research synthesis strategies, including use of synthesis matrices
- Provide explicit instruction in higher-order thinking and analytical frameworks

Scaffolding and Feedback

- Introduce multi-stage assignments with required drafts
- Expand peer review opportunities focused on writing and analysis
- Provide early feedback checkpoints to prevent cumulative errors

Instructional Resources

- Develop annotated exemplars of high-quality student work
- Create non-examples to clarify common errors
- Increase access to targeted writing support resources

Conclusion

In summary, the Master of Teacher Leadership program demonstrates strong, stable, and improving student learning outcomes across all assessed domains. Candidates are highly successful in applying research and demonstrating leadership-oriented thinking, while continued attention to writing precision, research synthesis, and advanced analysis will further strengthen program quality.

Through ongoing use of assessment data to guide instructional and programmatic decisions, the program remains well-positioned to support candidate success and ensure alignment with the evolving demands of teacher leadership in educational settings.