

Insert Academic Degree Name Here

Annual Program Report Template

Year:	2021 - 2022
Program:	M.Ed. in Teacher Leadership
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

One of the program goals is to develop leadership skills through higher order thinking skills and technology integration in an education setting. As part of student learning outcome for the program goal is for our program candidates to demonstrate how they supported P-12 students learn through data driven decisions and technology integration. Even though our collected program data from 2020-2021 to 2021-2022 showed that our program candidates met the learning benchmark target for that category, the faculty saw the need to increase the emphasis on the impact on P-12 student learning as a result of our program. Accordingly, program improvement efforts were made by adjusting candidates' professional portfolio requirements, evaluation criteria and rubric. Therefore, the learning benchmark target data can reflect impact on P-12 student learning.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g., new courses, course changes, SLO changes, course deletions).

Respond here:

During the reporting year of 2021 and 2022, there were major content updates in two courses in the Teacher Leadership program: PEDG 5310 Research for Teachers & PEDG 5344 School Law for Teachers. Course prefix and title change occurred for both courses. The former got changed to PEDG 5307 Introduction to Research and the latter got changed to EDLD 5321 School Law for Teachers.

To reflect most up to date information in both courses, teams of content experts got convened from various departments and they developed all new learning activities that are aligned with state, national standards, and the mission of college of education and human development at Lamar University.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Critical Thinking Skills through Reflective Practices. To equip candidates in the Teacher Leader program through critically reflective practices by clearly and persuasively communicating beliefs, ideas, and action plans to provide information for making sound decisions for the classroom, campus, and/or district.	Reflective Practice through Academic Writing. Graduate students in the Teacher Leadership program will demonstrate academic writing abilities, specifically by applying correct mechanics, grammar, spelling, language usage, persuasive dialogue/communication, and organizing appropriate content knowledge. Rationale: The faculty agreed that this is core knowledge and expectant behavior of all educators.	Philosophy of Teacher Leadership. In the capstone course (PEDG 5376), Teacher Leadership program candidates develop their professional portfolios as a culminating project. In their portfolios, candidates submit a Philosophy of Teacher Leadership paper detailing their beliefs about what teacher leadership is and the role and responsibilities of a teacher leader, a description of the qualities and skills a teacher leader should demonstrate,	Scoring Rubric	85% of program candidates will score High Proficient (level 4 out of 5) or higher level on the writing of the Philosophy of Teacher Leadership rubric.	During the current reporting year of 2021-2022, 100% of Philosophy of Teacher Leadership paper showed Proficient or higher-level writing from a total of 36 portfolios that were evaluated by the graduate faculty in the Teacher Leadership program.	Even though students exceeded the learning target, this is due to the academic support faculty members provided throughout the process by allowing students to work on their draft and revise their work. As we have seen the success of the learning results during this evaluation cycle, the faculty identified a goal to provide continued academic support for their learning progress.

		<p>and an explanation of how they could best display their leadership skills in driving change in their school and district. Professional portfolios are evaluated by course instructors who hold graduate faculty status, and three graduate faculty members can be formed when needed.</p> <p>Rationale: Being able to demonstrate academic writing abilities through self-reflection is one of the critical elements graduate students are expected to master in the Teacher Leadership program. The faculty determined that the philosophy of teacher leadership paper is a good example to measure graduate</p>				
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		students' self-reflection and academic writing abilities.				
		<p>Personal Growth and Goals. In the capstone course (PEDG 5376), Teacher Leadership program candidates develop their professional portfolios as a culminating project. In their portfolios, candidates submit a Personal Growth and Goals for Future paper describing professional growth as a teacher leader and setting goals by stating specific action plans. Professional portfolios are evaluated by course instructors who hold graduate faculty status, and three graduate faculty members can be formed when needed.</p> <p>Rationale: Being able to</p>	Scoring Rubric	85% of program candidates will score High Proficient (level 4 out of 5) or higher level on the rubric for Personal Growth and Goals for Future.	During the current reporting year of 2021-2022, the results show Proficient or higher-level of 100% in the Personal Growth and Goals for Future paper.	As we have seen the success of the learning results during this evaluation cycle, the faculty identified a goal to provide continued academic support for their learning progress.

		demonstrate academic writing abilities through detailing professional goals is one of the critical elements graduate students are expected to master in the Teacher Leadership program. The faculty determined that the Personal Growth and Goals for Future paper is a good example to measure graduate students' academic writing abilities.				
Leadership with Professional Knowledge and Analytical Thinking Skills. To develop leadership skills by identifying and applying current research in the field of education and demonstrate its effective use and application to their current educational environment.	<p>Literature Review. Candidates in the Teacher Leadership program will identify and apply current research in the field of education and demonstrate its effective use and application to their current educational environment.</p> <p>Rationale: The faculty agreed that this skill is a core requirement for all professional educators.</p>	Literature Review. In the course of Research for Teachers (PEDG 5310), students write a literature review as part of an Action Research Proposal. Candidates are expected to develop and propose a research plan including literature review on a chosen	Scoring Rubric	85% of program candidates will score Meets Criteria (level 3 out of 4) or higher level on the writing of the Action Research Proposal rubric.	During the current reporting year of 2021-2022, 98.71% showed Meets Criteria or higher-level scores in the literature review section of action research proposals. This finding is from a total of 192 action research proposals.	Based on the data analysis, the faculty determined that even though we met the learning goals with the target learning outcomes, it would be beneficial to provide further academic support because some students fell below the cut off points, and some students had room to improve to reach Level 4 in the rubric.

		topic by citing scholarly materials through library databases. The literature review gets evaluated using the Action Research Proposal rubric.				
		Content Knowledge Paper. In the capstone course (PEDG 5376), each graduate student develops a professional portfolio as a culminating project. In their portfolios, students write six content knowledge papers by demonstrating their learned content knowledge. In particular, all students are expected to present persuasive academic papers by citing scholarly materials. Each content paper should have a minimum of three peer-reviewed journal articles or	Scoring Rubric	85% of program candidates will score Proficient (level 3 out of 5) or higher level on the six content papers of their professional portfolios in the capstone course, PEDG 5376.	During the current reporting year of 2021-2022, 100% of content knowledge paper showed Proficient or higher-level marks by the graduate faculty in the Teacher Leadership program. This result is from 23 professional portfolios evaluated.	<p>Data indicate a need for continued improvement in student success on academic writing skills particularly for the content papers.</p> <p>Identified Goal: The content for this assessment will contribute to increased quality of academic writing skills.</p>

		<p>books. Professional portfolios are evaluated by course instructors who hold graduate faculty status, and three graduate faculty members can be formed when needed.</p> <p>Rationale: Being able to demonstrate academic writing abilities is one of the elements graduate students are expected to master in the Teacher Leadership program. The faculty determined that the six content papers in the professional portfolio is a good example to measure graduate students' literature review skills.</p>				
Leadership with Innovation and Higher Order Thinking Skills. To develop leadership skills though higher order thinking skills	Technology Integration & Higher Order Thinking Skills.The candidates in the Teacher Leadership program will demonstrate how they	Showcase of Best Work	Scoring Rubric	85% of program candidates will score Proficient (level 3 out of 5) or higher level on the Showcase of Best Work paper	During the current reporting year of 2021-2022, 100% of the show case of best work showed	<p>Data indicate a need for continued improvement in student success on academic writing skills.</p> <p>Identified Goal: The content for this assessment will contribute</p>

and technology integration in an educational setting.	<p>support P-12 students learn through data driven decisions and technology integration.</p> <p>Rationale: The faculty agreed that innovation and analytical thinking skills are core knowledge and expectant behavior of all educators.</p>			in the capstone course, PEDG 5376.	Proficient or higher-level marks by the graduate faculty in the Teacher Leadership program. This result is from 36 professional portfolios evaluated.	to increased quality of academic writing skills.
		<p>Action Research Proposal. In the course, Research for Teachers (PEDG 5310), students develop an Action Research Proposal, which includes an introduction, background, purpose, literature review, research questions, data collection procedures, research methods, data analysis, limitations, plan of action, and references. Throughout this assignment, students must demonstrate the ability to synthesize information using higher-order thinking</p>		85% of program candidates will score Proficient (level 3 out of 5) or higher level on the Action Research Proposal in the Research for Teachers course, PEDG 5310.	During the current reporting year of 2021-2022, 93.7% of the action research proposal showed Meets Criteria or higher marks (i.e., level 3 or 4 out of 4). a total of 232 action research proposal that were evaluated in the Teacher Leadership program.	<p>Data indicate a need for continued improvement in student success on academic writing skills.</p> <p>Identified Goal: The content for this assessment will contribute to increased quality of academic writing skills.</p>

		<p>skills and critical thinking. Students are evaluated using a detailed action research proposal rubric.</p> <p>Rationale: The faculty determined that action research proposals can show students' higher order and critical thinking skills.</p>				
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete</i> <i>P=Progressing</i> <i>N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals.</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Given the positive outcome, the faculty adjusted achievement target to 85% of High Proficient (level 4) accomplishments or above.	C	One of the program goals is to develop leadership skills through higher order thinking skills and technology integration in an education setting. As part of student learning outcome for the program goal is for our program candidates to demonstrate how they supported P-12 students learn through data driven decisions and technology integration. Even though our collected program data from 2020-2021 to 2021-2022 showed that our program candidates met the learning benchmark target for that category, the faculty saw the need to increase the emphasis on the impact on P-12 student learning as a result of our program. Accordingly, program improvement efforts were made by adjusting candidates' professional portfolio requirements, evaluation criteria and rubric. Therefore, the learning benchmark target data can reflect impact on P-12 student learning.
Given the high achievement level, faculty set a higher goal of meeting high proficient or higher level on the scoring rubric.	C	Even though students exceeded the learning target, this is due to the academic support faculty members provided throughout the process by allowing students to work on their draft and revise their work along with detailed instruction to set future goals that are measurable and achievable.
Identified Goal: The content for this assessment will contribute to increased quality of academic writing skills. Actions put in place: 1. Faculty will monitor student learning by breaking down elements of literature review. 2. Faculty will provided necessary academic support for students who failed to meet Level 3.	C	When compared with the previous data analysis reporting cycle, this year's report clearly showed improved student learning outcomes for each evaluation category.

<p>Actions put in place: 1. Faculty will review student data for this category and make necessary adjustments and improvements to courses in the program. 2. Faculty will provided necessary academic support for students who failed to meet Level 3.</p>	C	<p>Data indicated that the faculty actions taken to meet the goal showed positive outcomes. The learning target met for area.</p>
<p>Actions put in place: 1. Faculty will review student data for this category and make necessary adjustments and improvements to courses in the program. 2. Faculty will provided necessary academic support for students who failed to meet Level 3.</p>	C	<p>Data indicated that the faculty actions taken to meet the goal showed positive outcomes. The learning target met for area.</p>
<p>Actions put in place: 1. Faculty will review student data for this category and make necessary adjustments and improvements to courses in the program. 2. Faculty will provided necessary academic support for students who failed to meet Level 3.</p>	C	<p>Data indicated that the faculty actions taken to meet the goal showed positive outcomes. The learning target met for area.</p>