

**Assurance of Student Learning
2018-2019**

College of Education and Behavioral Sciences

School of Teacher Education

Masters of Arts in Education - Elementary Education 0430/0433

Rank 1 - Elementary Education 084

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1:

Students will demonstrate the ability to evaluate professional strengths and needs relative to the Kentucky Teacher Standards (and other documents) in order to facilitate K-12 learning.

Instrument 1	All students will create an individualized program in Teacher Leadership based on professional goals and reflections based on the Kentucky Teacher Standards, Teacher Leader Standards, and other supporting documents (e.g. Professional Growth Plan, principal or supervisor documentation, School Improvement Plan, KTIP documents, or others).
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Instrument 2	
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Instrument 3	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2:

Students will engage in action research that directly impacts classroom instruction.

Instrument 1	All students engage in research appropriate for the Teacher Leadership emphasis in the program. The Critical Performance for TCHL 560 requires the student to complete an action research project involving an investigation to find a solution to an important issue.
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Instrument 2	
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Instrument 3	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3:

Students will recognize and incorporate diversity and diverse learning needs while planning curriculum.

Instrument 1	Using appropriate student achievement and demographic data, the student will identify and address characteristics of diverse needs and incorporate appropriate strategies to address those needs in a curriculum-planning project (TCHL 530).		
Instrument 2			
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
The 2018/2019 implemented programmatic revisions related to the critical performance and will continue to influence implementation based on needs to more closely align with our goal to transform our Elementary Education Teacher Leader program to be the vehicle toward a more streamlined, job embedded and field connected graduate program through the use of existing and created endorsements/certifications within STE and with external partners.			

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate the ability to evaluate professional strengths and needs relative to the Kentucky Teacher Standards (and other documents) in order to facilitate K-12 learning.		
Measurement Instrument 1	All students will create an individualized program in Teacher Leadership based on professional goals and reflections based on the Kentucky Teacher Standards, Teacher Leader Standards, and other supporting documents (e.g. Professional Growth Plan, principal or supervisor documentation, School Improvement Plan, KTIP documents, or others).		
Criteria for Student Success	The student will score at proficient or above on the Individualized Program Critical Performance (TCHL 500).		
Program Success Target for this Measurement	95% Percentage of program students sampled are desired to achieve the goal.	Percent of Program Achieving Target	92% of graduate students successfully completed the Program Critical Performance.
Methods	This Program Critical Performance is a component of the TCHL 500 course, all of our program participants are required to complete this course. The number of students that completed for the 2018-2019 year were 27. Based on faculty evaluation, 25 students successfully completed with a 3 or 4.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	

Methods		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
Course outcomes were reviewed as they relate to more global programmatic change goals and adjustments were made to organization to support continued student growth and success.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
The 2018/2019 implemented programmatic revisions related to the critical performance and will continue to influence implementation based on needs to more closely align with our goal to transform our Elementary Education Teacher Leader program to be the vehicle toward a more streamlined, job embedded and field connected graduate program through the use of existing and created endorsements/certifications within STE and with external partners.		

Student Learning Outcome 2

Student Learning Outcome	Students will engage in action research that directly impacts classroom instruction.				
Measurement Instrument 1	All students engage in research appropriate for the Teacher Leadership emphasis in the program. The Critical Performance for TCHL 560 requires the student to complete an action research project involving an investigation to find a solution to an important issue.				
Criteria for Student Success	The student will score at proficient or above on the Critical Performance for TCHL 560.				
Program Success Target for this Measurement	95% Percentage of program students sampled are desired to achieve the goal.	Percent of Program Achieving Target	100% of graduate students successfully completed the lesson plan projects.		
Methods	This action research project is a component of the TCHL 560 course, all of our program participants are required to complete this course. The number of students that completed for the 2018-2019 year were 26. Based on faculty evaluation, 26 students successfully completed with a 3 or 4.				
Measurement Instrument 2					
Criteria for Student Success					
Program Success Target for this Measurement		Percent of Program Achieving Target			
Methods					
Measurement Instrument 3					
Criteria for Student Success					
Program Success Target for this Measurement		Percent of Program Achieving Target			
Methods					
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Met</td> <td style="text-align: center;">Not Met</td> </tr> </table>	Met	Not Met
Met	Not Met				
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
Course outcomes were reviewed as they relate to more global programmatic change goals and adjustments were made to organization to support continued student growth and success.					

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The 2018/2019 implemented programmatic revisions related to the critical performance and will continue to influence implementation based on needs to more closely align with our goal to transform our Elementary Education Teacher Leader program to be the vehicle toward a more streamlined, job embedded and field connected graduate program through the use of existing and created endorsements/certifications within STE and with external partners.

Student Learning Outcome 3

Student Learning Outcome	Students will recognize and respect diversity and diverse learning needs while planning curriculum.		
Measurement Instrument 1	Using appropriate student achievement and demographic data, the student will identify and address characteristics of diverse needs and incorporate appropriate strategies to address those needs in a curriculum-planning project (TCHL 530).		
Criteria for Student Success	The student will score at proficient or above on the Critical Performance for TCHL 530: Curriculum Development.		
Program Success Target for this Measurement	95% Percentage of program students sampled are desired to achieve the goal.	Percent of Program Achieving Target	100% of graduate students successfully completed the curriculum development projects.
Methods	This Critical Performance is a component of the TCHL 530 course, all of our program participants are required to complete this course. The number of students that completed for the 2018-2019 year were 30. Based on faculty evaluation, 30 students successfully completed with a 3 or 4.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	

Methods		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
Course outcomes were reviewed as they relate to more global programmatic change goals and adjustments were made to organization to support continued student growth and success.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
The 2018/2019 implemented programmatic revisions related to the curriculum development and will continue to influence implementation based on needs to more closely align with our goal to transform our Elementary Education Teacher Leader program to be the vehicle toward a more streamlined, job embedded and field connected graduate program through the use of existing and created endorsements/certifications within STE and with external partners.		