Assurance of Student Learning 2018-2019	
College of Education and Behavioral Sciences	School of Teacher Education
Master of Arts in Education - Secondary Education 0432/0435 Rank 1 - Secondary Education 0124	

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	Each student develops 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 in TCHL 500).
Instrument 2	
Instrument 3	

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	Each student engages in research appropriate for the Teacher Leadership emphasis in the program. The Critical Performance for TCHL 560 encourages students to investigate classroom and school educational issues, which is an important part of professional growth and development of Teacher Leaders. Students must also demonstrate an understanding of what defines (good research) to lead to better use of educational research for decision-making.
Instrument 2	
Instrument 3	

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 demonstrate respect for diversity of peoples, ideas, and cultures.	
Instrument 1	Using appropriate student achievement and demographic data, each student will identify and address characteristics of diverse needs and incorporate appropriate strategies to address those needs in a curriculum planning project in TCHL 530.
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<mark>Met</mark>	Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The Master of Arts in Education – MAE Secondary Education for Teacher Leaders (MAE SEC TCHL) is designed to develop teacher leaders who can positively impact student learning in ninth through twelfth grade classrooms. These programs (0432/0435, 0124) share common assessments due to the core classes present within the programs. The assessments below are from classes common to each of the programs. It is divided into two instructional components: Professional Education Component (PEC) and the Specialization Component (SC). The PEC provides advanced level pedagogy, teacher leadership, and content related to Kentucky Teacher Standards and requires 16 hours of teacher leader core courses delivered through online learning.

The SC directs the student into an individual program concurrent with professional goals and may be obtained online if the courses selected offer online delivery. An endorsement may be part of the SC such as English as a Second Language, Environmental Education, Gifted and Talented, and Instructional Computer Technology.

Once the requirements for the MAE SEC TCHL program are completed, the student will qualify for the Kentucky Teacher Rank II certification as outlined by the Kentucky Education Professional Standards Board along with the Master of Arts in Education degree awarded by the university.

We are seeking to transform our Secondary 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 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	Each student develops 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 in TCHL 500).		
Criteria for Student Success	Each 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 Secondary 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	Each student engages in research appropriate for the Teacher Leadership emphasis in the program. The Critical Performance for TCHL 560 encourages students to investigate classroom and school educational issues, which is an important part of professional growth and development of Teacher Leaders. Students must also demonstrate an understanding of what defines (good research) to lead to better use of educational research for decision-making.		
Criteria for Student Success	Each 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.	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 Secondary 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 demonstrate respect for diversity of peoples, ideas, and cultures.		
Measurement Instrument 1	Using appropriate student achievement and demographic data, each student will identify and address characteristics of diverse needs and incorporate appropriate strategies to address those needs in a curriculum planning project in TCHL 530.		
Criteria for Student Success			
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 Secondary 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.