Assurance of Student Learning 2019-2020	
College of Education and Behavioral Sciences	School of Teacher Education
Master of Arts in Education - Secondary Education for Teacher Leaders (0435)	

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 key assessment 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.	Met	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 program is undergoing changes to best meet the needs of customer base--regional teachers. The program originated with partnership with regional districts to develop a program to meet school needs. However, as time has passed, the program has not adequately continued to communicate and update to satisfy the district needs. Additionally, the price per credit hour at WKU became higher than other graduate institutions. Recently, new efforts have been made to reduce the tuition per credit hour which will hopefully revive the program. In addition, curriculum revisions are also in place to make the program more nimbly to district needs.

Commented [1]: Unfortunately, this is a poorly worded section of this report template. Instead of Program Summary, it should say something like "Summary of Overall Program Assessment Results." What we are looking for is a brief paragraph or so that describes the faculty's overall sense of where the program stands based on the results of the current assessment cycle

Commented [2]: Yellow highlights are my suggestions.

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, or others in TCHL 500).		
Criteria for Student Success	Each student will score at proficient or above on the Individualized Program key assessments (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**	95% of students will earn an overall score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than 2.
Methods	This Program key assessment 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			

Commented [3]: Using a rubric to score a project is an excellent strategy to use in program assessment. I love what you're doing here! I have one suggestion for how you could extend this process to make it more powerful as a continuous improvement tool. It appears that your rubric has six dimensions: Discussion of Standards; Roles of Teacher Leaders and beliefs of effective teacher leadership; Self-Assessment including areas of strengths and weaknesses; Impact On Student Learning Directly and Indirectly; Organization and Use of Scholarly Writing Format; and Professional Language and Mechanics . I would recommend you look at the average score across all students for each of these dimensions individually. Your Program Success Target could say something like "95% of students will earn an overall score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than X.X." Let's say you picked X.X to be 2.0 for example. If the average score across all students was 1.8 in the dimension of, say, Impact on Student Learning Directly and Indirectly, that would tell you that this particular important dimension might be something the faculty could investigate as a possible area for improvement. Breaking it down and looking at each rubric dimension individually can be extremely useful in detecting specific areas for further investigation. I'll be happy to discuss this with you in more detail.

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.

Scoring Guide :

	Beginning (1)	Developing (2)	Proficient (3)	Distinguished (4)
Discussion of Standards	No discussion of standards was present in the Professional Growth Plan (PGP) and philosophy.	Standards were mentioned without elaboration or connections made to the Professional Growth Plan (PGP) and philosophies of teacher leadership.	Teacher Standards and Teacher Leadership standards were discussed but examples were not provided.	A deep understanding of teacher standards and teacher leader standards was evident throughout the Professional Growth Plan (PGP) and philosophy with clear examples and connections provided.
Roles of Teacher Leaders and beliefs of effective teacher leadership	Roles of teacher leaders and ethical beliefs and actions were not included in the Professional Growth Plan (PGP) and philosophy.	Roles of teacher leaders and ethical beliefs and actions of teacher leaders were briefly noted without examples or connections provided.	Roles of teacher leaders and ethical beliefs and actions of teacher leaders were discussed with either examples OR connections provided but not both.	A deep understanding of the roles and ethics of teacher leaders and their effectiveness was evident throughout the document with examples and connections provided.
Self-Assessment including areas of strengths and weaknesses	Self-Assessment reflection was not included in the Professional Growth Plan (PGP).	Reflection upon self-assessment was mentioned without discussion of strengths and weaknesses nor professional development/growth implications.	Reflection upon self-assessment and areas of strengths and weaknesses were discussed but a deep understanding of paths to professional growth was not evident.	Deep Reflection upon self-assessment and areas of strengths and weaknesses was evident and a clear plan of paths to professional growth as a teacher leader was evident within the document
Impact On Student Learning Directly and Indirectly	Impact on student learning was not included in philosophy.	Impact on student learning was addressed briefly but discussion did not include all of students, families, and community factors.	Impact on student learning was addressed briefly with some discussion of students, families, and community factors with some examples provided.	Impact on student learning was thoroughly addressed through discussion of activities with families, communities, students, collaboration with colleagues, and their growth as learners with extensive examples provided for each.

Organization and Use of Scholarly Writing Format	Organization of the Professional Growth Plan (PGP) and philosophy was weak in that it was difficult to follow the train of thought and was not organized for clarity by use of text features etc. No utilization of scholarly style was apparent in the formatting of the piece.	Organization of the Professional Growth Plan (PGP) and philosophy was apparent in one or two sections but did not utilize headings or other text features for organization. Philosophy organization lost focus or rambled in one or two sections. An attempt was made to follow APA or another accepted scholarly literature format or style but some errors were found throughout.	Organization of the Professional Growth Plan (PGP) and philosophy was clear in most sections with headings utilized for clarity. The format clearly attempted to utilize APA style or another accepted format typical in scholarly education literature throughout document with few errors.	Organization of the Professional Growth Plan (PGP) and philosophy was clear, focused and concise and easy to follow with the utilization of headings and other text features to clarify section breaks. The document utilized APA style or another accepted style typical in scholarly education literature throughout document without errors.
Professional Language and Mechanics	The Professional Growth Plan (PGP) and philosophy of teacher leadership did not utilize professional and scholarly language from the literature/field and/or writing mechanics included numerous typos, misspellings, language usage, and grammatical errors were present.	The Professional Growth Plan (PGP) and philosophy of teacher leadership had some indication of the need for professional and scholarly language from the literature/field but did not utilize professional language throughout. Writing mechanics contained more than 3 but less than 10 typos, misspellings, or grammatical errors.	The Professional Growth Plan (PGP) and Philosophy of teacher leadership was professional and scholarly language from the literature/field was included in most sections and writing mechanics included less than 3 typos, misspellings, or grammatical errors.	The Professional Growth Plan (PGP) and Philosophy of teacher leadership was professional in that scholarly language from the literature/field was utilized throughout and writing mechanics included no typos , misspellings, or grammatical errors.
TOTAL POINTS POSSIBLE = 24		**TOTAL POINTS EARNED:**		_____ /24

NOTE TO STUDENTS: After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall "holistic score" will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 6-8
- Holistic Score of 2 = Analytic Rubric Score Range 9-14
- Holistic Score of 3 = Analytic Rubric Score Range 15-20
- Holistic Score of 4 = Analytic Rubric Score Range 21-24

Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 21 or above on this analytic rubric, the highest score you will receive in the EPS is still "3".

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 key assessment 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 key assessment 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**	95% of students will earn an overall score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than 2
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			

Commented [4]: Similar to the above: "95% of students will earn an overall score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than X.X."

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.	<mark>**Met**</mark>	**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.

Scoring Guide :

	Beginning (1)	Developing (2)	Proficient (3)	Distinguished (4)
The AR Project identifies a problem and relates it to no fewer than 3 Kentucky Teacher Standards	The Project identifies a problem area related to the candidates' work but it does not relate to the Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work but it only relates to 1 or 2 Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work and to no fewer than 3 Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work and it relates to 4 or more Kentucky Teacher Standards.
The AR Project conducts an extensive and relevant review of the literature related	The AR Project conducts a review of the literature related to the problem area identified but it is not	The AR Project conducts a relevant review of the literature related to the problem area identified but it	The AR Project conducts an extensive (at least 10 current sources) and relevant review of the literature	The AR Project conducts an extensive (more than 10 current sources) and relevant review of the literature related to the problem area identified.

to the problem area identified	extensive and/or relevant.	only includes 6-9 current resources.	related to the problem area identified .	
The AR Project defines an educationally relevant, focused problem that will be studied, designs an appropriate study, and acquires IRB approval for the study.	The AR Project defines a problem that is not relevant, methodology designed is inappropriate, OR does not acquire IRB approval for the study**.**	The AR Project defines a problem that is only somewhat relevant, OR methodology is only generally appropriate**.** Study acquires IRB approval.	The AR Project defines an educationally relevant, focused problem that will be studied, designs appropriate methodology, with triangulation, and acquires IRB approval for the study**.**	The AR Project defines an educationally relevant, focused problem that will be studied, designs appropriate methodology, with triangulation, and acquires IRB approval for the study**.** The study demonstrates potential for further research by the candidate.
The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to interpret findings.	The AR Project collects data that somewhat defined by the methodology and begins to analyze data to interpret findings.	The AR Project collects data defined by the methodology and begins to analyze data to interpret findings.	The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to interpret findings.	The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to cogently interpret findings.
The AR Project produces appropriate written and oral presentations of the outcomes of the study representing interpretations of the project's data along with logical next steps.	The AR Project produces incomplete written and oral presentations of the outcomes of the study, OR interpretations of the project's data are incomplete or limited.	The AR Project presentations are generally appropriate and complete, but lacking a thorough discussion of the outcomes of the study or lacking clear interpretations of the project's data or logical next steps.	The AR Project produces appropriate interpretations of research data with the relationship to other relevant research findings about the same problem discussed along with logical next steps.	The AR Project produces comprehensive written and oral interpretations of research data with the relationship to other relevant research findings about the same problem discussed along with logical next steps.
TOTAL POINTS POSSIBLE = 20			**TOTAL POINTS EARNED:**	**_____/20**

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Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- ▪ Holistic Score of 1 = Analytic Rubric Score Range 5-7
- ▪ Holistic Score of 2 = Analytic Rubric Score Range 8-12
- ▪ Holistic Score of 3 = Analytic Rubric Score Range 13-17
- ▪ Holistic Score of 4 = Analytic Rubric Score Range 18-20
- ▪

Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 18 or above on this analytic rubric, the highest score you will receive in the EPS is still "3".

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 key assessment 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**	

Commented [5]: "95% of students will earn an overall score of 3 (Proficient) or higher and on no individual rubric dimension will the average score across all students be less than X.X."

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.

Scoring Guide :

	Beginning (1)	Developing (2)	Proficient (3)	Distinguished (4)
Standards Based Unit	• This instructional unit represents current teaching practices in a classroom setting. • Achieved 0-2 of the Curriculum Focus' Criteria for Standards Based Unit (See below) • Achieved 0-5 of the Instructional and	• This instructional unit represents current teaching practices in a classroom setting. • Achieved 3-5 of the Curriculum Focus' Criteria for Standards Based Unit (See below)	• This instructional unit represents current teaching practices in a classroom setting. • Achieved 6-8 of the Curriculum Focus' Criteria for Standards Based Unit (See below)	• This instructional unit represents current teaching practices in a classroom setting. • Achieved 9-11 of the Curriculum Focus' Criteria for Standards Based Unit (See below) • Achieved 14-17 of the Instructional and

	Assessment Practices Criteria for Standards Based Unit (See below)	• Achieved 6-9 of the Instructional and Assessment Practices Criteria for Standards Based Unit (See below)	• Achieved 10-13 of the Instructional and Assessment Practices Criteria for Standards Based Unit (See below)	Assessment Practices Criteria for Standards Based Unit (See below)
Diversity Curriculum Development	• Revisions to the unit regarding diversity instructional or curriculum approaches were not related to theory, were inappropriate, or used incorrectly	• Revisions to the unit used 1 diversity instructional or curriculum approaches according to theories studies in the course	• Revisions to the unit used 2 diversity instructional or curriculum approaches according to theories studies in the course	• Revisions to the unit clearly used 2-3 diversity instructional or curriculum approaches according to theories studies in the course
Technology Integration	• Pupils use of technology is not aligned with 3-4 of the following: objectives, assessment, age/ability level, and identified standards. • Pupils do not create a technology product at all	• Pupils use of technology is not aligned with 1-2 of the following: objectives, assessment, age/ability level, and identified standards. Pupils do not create a technology product that meets the lesson requirements; i.e., does not use one of the required programs or product does not demonstrate technology integration in the unit	• Pupils use of technology aligned with objectives, assessment, age/ability level, and identified standards. Pupils create a technology product that meets the lesson requirements.	Pupils use of technology aligned with objectives, assessment, age/ability level, and identified standards Pupils create a technology product that meets the unit requirements.

Reflection: Analysis of Pupil Learning	Presentation of pupil performance results is not related to pre- and post-assessment scores. No charts and tables. <100 word description that does not describe pupil learning for each objective. No conclusions about pupil mastery of each objective.	Presentation of pupil performance results does not clearly compare pre- and post-assessment scores. Charts and tables are not presented in terms of rubrics created for each objective. 100-200 word description that does not clearly describes how much learning occurred on each objective by comparing results of pre- and post-assessments. Illogical conclusions about pupil mastery of each objective with 50-75 words.	Presentation of pupil performance results clearly compares pre- and post-assessment scores. Charts and tables present all results in terms of rubrics created for each objective. 200-300 word description that clearly describes how much learning occurred on each objective by comparing results of pre- and post-assessments. Clear, logical conclusions about pupil mastery of each objective with 75-100 words.	Presentation of pupil performance results clearly compares pre- and post-assessment scores. Charts and tables present all results in terms of rubrics created for each objective. 300+ word description that clearly describes how much learning occurred on each objective by comparing results of pre- and post-assessments. Clear, logical conclusions about pupil mastery of each objective with 100+ words.
Reflection: Comparison of Before and After Unit	Discussion and rationale for **2-3** of the revisions made between the Before and After instructional units; discussion is less than 150words Lists 1-2 positive dispositions from the syllabus but no discussion.	Discussion and rationale for **some** of the revisions made between the Before and After instructional units; discussion is 150-300 words Discusses 1 positive disposition or discussion very general.	Discussion and rationale for **all** of the revisions made between the Before and After instructional units; discussion is 300-400 words Discusses 2 positive dispositions.	Clear, comprehensive rationale for **all** of the revisions made between the Before and After instructional units; discussion is 400-600 words Discusses 3 or more points providing excellent discussion of positive dispositions.
Reflection: Instructional reflection	Names 1-2 general areas in which you need professional development (PD) with no discussion. Names 1-2 consideration for	Identifies one area in which you need professional development (PD) or discusses two areas in very general terms. Discusses one point of consideration for	Identify 2 areas in which you need professional development (PD). Describe each specific PD you need.	Identify 2 or more areas in which you need professional development (PD). Describe each specific PD you need, how and when you could participate in the

	diversity of pupils with no discussion. Discusses pupils technology project in very general terms and does not describe pupil performance	diversity of pupils or discussion very general. Discusses one points providing some description of pupils' performance with technology project.	Discusses 2 points providing clear, appropriate consideration for diversity of pupils. Discusses 2 points providing appropriate description of pupils' performance with technology project.	training, and new skills you will apply to your professional work setting. Discusses 2-3 points providing comprehensive, clear, appropriate consideration for diversity of pupils. Discusses 2-3 points providing comprehensive description of pupils' performance with technology project.
TOTAL POINTS POSSIBLE = 24			**TOTAL POINTS EARNED:**	**_____/24**

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- Holistic Score of 1 = Analytic Rubric Score Range 6-8
- Holistic Score of 2 = Analytic Rubric Score Range 9-14
- Holistic Score of 3 = Analytic Rubric Score Range 15-20
- Holistic Score of 4 = Analytic Rubric Score Range 21-24

Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 21 or above on this analytic rubric, the highest score you will receive in the EPS is still "3".