



Program Assessment Report (PAR)

Education Leadership (EDL): Teacher Leader: Curr.+Instr (TL) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Teacher leader graduates will be able to 1. foster a collaborative culture to support educator development and student learning 2. access and use research to improve practice and student learning 3. promote professional learning for continuous improvement 4. facilitate improvements in instruction and student learning 5. promote the use of assessments and data for school and district improvement 6. improve outreach and collaboration with families and community 7. advocate for student learning and the profession [Based on the Teacher Leader Model Standards (2010)]

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Direct Assessment 1. Teacher leader graduates will be able to foster a collaborative culture to support educator development and student learning. Numerous course projects, mid-term & final examinations, research papers, and field experience activities and the Capstone Project in groups and individually. Assessment methods vary from rating rubrics for research paper, course project exam, and presentations as well as written feedback by mentors and WSU instructors on the research papers, and major papers. [Courses] EDL 7655 Facilitating Teams EDL 7665 Mentoring and Coaching 2. Teacher leader graduates will be able to access and use research to improve practice and student learning. Numerous course projects, mid-term & final examinations, research papers, and field experience activities and the Capstone Project in groups and individually. Assessment methods vary from rating rubrics for research paper, course project exam, and presentations as well as written feedback by mentors and WSU instructors on the research papers, and major papers. [Courses] EDL 7645 Action Research for Teacher Leaders EDL 7675 Teacher Leader Capstone Exit 3. Teacher leader graduates will be able to promote professional learning for continuous improvement. Numerous course projects, mid-term & final examinations,

research papers, and field experience activities and the Capstone Project in groups and individually. Assessment methods vary from rating rubrics for research paper, course project exam, and presentations as well as written feedback by mentors and WSU instructors on the research papers, and major papers. [Courses] EDL 7710 Leadership for School Improvement EDL 7750 Instructional Leadership and Change 4. Teacher leader graduates will be able to facilitate improvements in instruction and student learning. Numerous course projects, mid-term & final examinations, research papers, and field experience activities and the Capstone Project in groups and individually. Assessment methods vary from rating rubrics for research paper, course project exam, and presentations as well as written feedback by mentors and WSU instructors on the research papers, and major papers. [Courses] EDL 7730 Curriculum Analysis EDL 7740 Analysis of Teaching EDL 7665 Mentoring and Coaching 5. Teacher leader graduates will be able to promote the use of assessments and data for school and district improvement. Numerous course projects, mid-term & final examinations, research papers, and field experience activities and the Capstone Project in groups and individually. Assessment methods vary from rating rubrics for research paper, course project exam, and presentations as well as written feedback by mentors and WSU instructors on the research papers, and major papers. [Courses] EDL 7645 Action Research for Teacher Leaders EDL 7710 Leadership for School Improvement EDL 7750 Instructional Leadership and Change EDL 7675 Teacher Leader Capstone Exit 6. Teacher leader graduates will be able to improve outreach and collaboration with families and community. Numerous course projects, mid-term & final examinations, research papers, and field experience activities and the Capstone Project in groups and individually. Assessment methods vary from rating rubrics for research paper, course project exam, and presentations as well as written feedback by mentors and WSU instructors on the research papers, and major papers. [Courses] EDL 7680 Teaching Diverse Learners EDL 7655 Facilitating Teams EDL 7710 Leadership for School Improvement EDL 7800 Ethics and Politics in Education EDL 7820 School Law 7. Teacher leader graduates will be able to advocate for student learning and the profession. Numerous course projects, mid-term & final examinations, research papers, and field experience activities and the Capstone Project in groups and individually. Assessment methods vary from rating rubrics for research paper, course project exam, and presentations as well as written feedback by mentors and WSU instructors on the research papers, and major papers. [Courses] EDL 7680 Teaching Diverse Learners EDL 7800 Ethics and Politics in Education EDL 7820 School Law

B. Scoring of Student Work

Scoring of Work Rubric(s) for academic writings & project(s) in each course, evaluated by each course instructor, and the site mentor. Rubric(s) for academic writings & project(s) in each course, evaluated by each course instructor, and the site mentor. [Commonly Used Rubrics] Discussion Rubrics are the same across all Teacher Leader program courses, assessing 5 areas of student activities. For each student's original post, we assess 4 areas: Objectives, Presentation of Ideas, Resources, and Professionalism. Each student is also mandated to provide

professional feedback to others, and his/her Responses to Others is evaluated accordingly. Field Experiences Rubrics are also the same across all Teacher Leader Program courses, assessing 5 areas of student activities: Format, Activity Descriptions, Reflective Practice & Collegiality, and Leadership. Course Reflection Rubrics are the same across all Teacher Leader program courses, assessing 5 areas of student activities: Knowledge, Experience, Leadership Role, Logic, and Mechanics. Presentation Rubrics are the same in applicable courses of Teacher Leader Program courses, assessing 5 areas of student activities: Objectives, Presentation of Ideas, Use of Resources, Professionalism, and Substance. [Course Project Rubrics] Each course has unique projects, ranging from Strategic Planning, Compatibility Analysis, Law Case Analysis, Mission Statement Development, School Improvement Plan, to Action Research Methods (for Capstone Project). Some Course Project Research Project Rubrics are similar to the final Capstone Project for the program, assessing 10 areas of student activities: Literature Review, Research Questions, Background, Project Overview, Data Collection, Data Analysis, Validity-Credibility-Trustworthiness, Results, Conclusions, & Style and Format.

C. Indirect Assessment

Only one graduate responded to the Graduates Survey (2021-2022). This person was satisfied in the quality of advising, but would not recommend this program for unknown reasons. This individual indicated 100 % satisfaction in: Courses in major, Overall quality of instruction, Preparation for further educational study, Preparation you for future employment, and Provided field experiences/internship. This individual indicated suggestions for improvement in the following areas: Overall quality of relationships with program/major faculty, and Overall sense of community with students in program.

III. ASSESSMENT RESULTS/INFORMATION:

1. EDL coursework 2. Field Experience Activities 3. Capstone Project

1. Most Teacher Leader Program students maintained high quality work in courses. Various EDL coursework addressed different aspects of all seven learning outcomes. 2. All graduated students completed 240 hours of Field Experience Activities addressing different areas of Teacher Leader Standards (2010). Field Experience Activities were closely associated with all seven Teacher Leader learning outcomes together. 3. All graduated students completed successful Capstone projects, approved, guided, and rated by the site mentor and the WSU instructor. Capstone Project qualities indicated all seven learning outcomes together.

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Discussion with stakeholders regarding Program responsiveness to regional, state, national, and societal needs summarized as follows. Teacher leaders will be able to 1. foster a collaborative culture to support educator development and student learning. 2. access and use research to improve practice and student learning. 3. promote professional learning for continuous improvement. 4. facilitate improvements in instruction and student learning. 5. promote the use of assessments and data for school and district improvement. 6. improve outreach and collaboration with families and community. 7. advocate for student learning and the profession.

- Providing graduates with skills and knowledge for leadership roles while in classrooms is invaluable to the needs in the local workforce.
- Providing graduates with skills and knowledge for successfully facilitating teams and mentoring others to engage in action research process to advance the field is invaluable to the needs in the workforce both locally and beyond.
- Providing graduates with skills and knowledge to engage others in professional learning community for continuous improvement, advocate for the diverse students is invaluable to the needs in the workforce both locally and beyond.

Student Survey among the graduating students will be conducted in Spring 2023 to develop action plans for program improvement.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.