



Applied Leadership for Teaching & Learning | 2015-2016 Assessment Report

1. Please review last year’s assessment results (2014-2015) with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

The MSAL program enrollment has nearly doubled over the past year, which we view as a significant indicator of program quality. This includes the Plymouth School District’s commitment to another cohort program for 2015-2017. Postgraduate survey assessment has indicated a high degree of graduate satisfaction with the MSAL program, especially in regards to flexibility and applicability to pedagogical practice.

We have targeted the following learning outcomes for assessment in 2015-2016:

- Graduates will demonstrate competency in managing and monitoring student learning.
- Graduates will demonstrate a focus on pedagogy and reflective practice.

2. How will you use what you’ve learned from the data that was collected?

Technique used to assess these outcomes:

We used feedback from the mandated evaluation tool used for all PK-12 teachers *Educator Effectiveness*. This utilizes a 1-4 rubric based on the Danielson model used in all area schools. Multiple observations were conducted on all cohort participants throughout the 2015-2016 school year. We focused on gathering data from Domain I, II, and III. All cohort participants demonstrated competency by scoring at levels 3 or 4 in these areas cross the semesters.

The Framework for Teaching (Danielson)			
I. Planning and Preparation	II. Classroom Environment	III. Instruction	IV. Professional Responsibilities
1a. Knowledge of Content and Pedagogy	2a. Creating an Environment of Respect and Rapport	3a. Communicating with Students	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	2b. Establish a Culture for Learning	3b. Questioning and Discussion Techniques	4b. Maintaining Accurate Records
1c. Setting Instructional Outcomes	2c. Managing Classroom Procedures	3c. Engaging Students in Learning	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	2d. Managing Student Behavior	3d. Using Assessment in Instruction	4d. Participating in a Professional Community

1e.Designing Coherent Instruction 1f.Designing Student Assessments	2e. Organizing Physical Space	3e. Demonstrating Flexibility and Responsiveness	4e. Growing and Developing Professionally 4f. Showing Professionalism
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In addition, all cohort members completed professional projects by December 2015. Successful completion of this culminating document demonstrates competency not only in the two targeted learning outcomes, but also in all of the MSAL’s learning outcomes.

MSAL Learning Outcomes

- Standard 1: Teachers are committed to students and their learning.*
- Standard 2: Teachers know the subjects they teach and how to teach those subjects to students.*
- Standard 4: Teachers are responsible for managing and monitoring student learning.*
- Standard 5: Teachers think systematically about their practice and learn from experience.*
- Standard 6: Teachers are members of learning communities.*
- Standard 7: Teachers understand how to initiate and sustain meaningful change.
- Standard 8: Teachers are knowledgeable about historical and contemporary educational reform efforts

Completers also were required to deliver a formal district presentation to Plymouth District Administrators and School Board Members, and were assessed on a 4-point rubric, which informed their mandated *Educator Effectiveness* scores.