

## PROGRAM SUMMARY

Department: Educational Leadership, Policy, & Instructional Technology	Report Type: Interim Year : 2018-2019
Program Name and Level: Master of Science in Teacher Leadership	Academic Year: 2018-2019
Report Preparer: Olusegun Sogunro	Date Completed: 12/10/2019

Program Assessment Question	Response
<p><b>1) URL:</b> Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p><a href="https://www.ccsu.edu/elpit/teacherLeadershipMS/learningOutcomes.html">https://www.ccsu.edu/elpit/teacherLeadershipMS/learningOutcomes.html</a>            Learning Outcomes: Graduates of the program are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Develop and facilitate learning environments and programs that are responsive to personal, cultural, linguistic, and learning differences.</li> <li>2. Design, implement, and evaluate instructional programs to promote student learning.</li> <li>3. Design, implement, and evaluate professional development activities that promote teacher learning.</li> <li>4. Use evidence-based decision-making to improve student learning.</li> <li>5. Demonstrate growth in professional self-knowledge by engaging in reflective practice.</li> <li>6. Apply social, cultural, political, and historical perspectives to critically analyze and assess policy and school practices.</li> <li>7. Understand, interpret, critique, and apply educational research.</li> </ol>
<p><b>2) LO Changes:</b> Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.</p>	N/A
<p><b>3) Strengths:</b> What about your assessment process is working well?</p>	<p>Yes. Formative assessments/rubrics help students to see growth in their work. However, there are no common assessments across courses except for the capstone seminar sequence.</p>

<p><b>4) <u>Improvements:</u></b> List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)</p>	<p>Teams of faculty working together to develop common assessment rubrics.</p> <p>Faculty will be working together to develop common assessments on additional program learning outcomes during the Spring 2020 semester. The goal is for these assessments to be ready for Fall 2020 in order to begin collecting more comprehensive data on student performance throughout the program.</p>
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**For Each Learning Outcome (LO) complete questions 1, 2 and 3:** Many programs have a large number of LOs, please limit the report to no more than five.

<b>LO 1_ Understand, interpret, critique, and apply educational research (program LO #7)</b>	
<b>1.1) <u>Assessment Instruments:</u></b> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Capstone projects: (a): Research proposal (b) Research reports (see rubrics attached)
<b>1.2) <u>Interpretation:</u></b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Teaching faculty
<b>1.3) <u>Results:</u></b> Using this year's Findings, list: <i>a.</i> The conclusion(s) drawn <i>b.</i> The changes that were or will be made as a result of those conclusion(s)	Conclusion: Need to focus more on research methods
	Changes: Provide more coaching and samples.  Faculty have identified need to revise the capstone rubrics in order to explicitly assess more program-level learning outcomes. This revision will help the capstone project serve as an explicit summative assessment of students' attainment of those program learning outcomes.

**1. LO 2. Apply social, cultural, political, and historical perspectives to critically analyze and assess policy and school practices (program LO #6).**

<b>2.1) <u>Assessment Instruments:</u></b> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Capstone projects: (a): Research proposal (b) Research reports (see rubrics attached)
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<p><b>2.2) Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>Teaching faculty</p>
<p><b>2.3) Results:</b> Using this year's Findings, list:  <i>a.</i> The conclusion(s) drawn  <i>b.</i> The changes that were or will be made as a result of those conclusion(s)</p>	<p>Conclusion: Outcomes are fairly strong, but reveal need for improving students' ability to apply research to understanding/evaluating practice.</p>
	<p>Changes: Provide more coaching and samples.</p>

**LO 3. \_\_\_\_\_ N/A no other LOs currently have common assessments**

<p><b>3.1) Assessment Instruments:</b> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	
<p><b>3.2) Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	
<p><b>3.3) Results:</b> Using this year's Findings, list:  <i>a.</i> The conclusion(s) drawn  <i>b.</i> The changes that were or will be made as a result of those conclusion(s)</p>	<p>Conclusion:</p>
	<p>Changes:</p>

Capstone Project Rubric results (2018-2019 academic year; n=22 students)

Performance Criterion <sup>1</sup>	Associated program learning outcome(s) <sup>2</sup>	Does not meet standards (Frequency)	Partially meets standards (Frequency)	Meets Standards (Frequency)	Exceeds Standards (Frequency)
Abstract	7	1	12	6	5
Introduction	7	1	-	12	11
Literature Review	7	-	1	6	15
Research Methods	7	2	2	12	8
Data Collection Techniques	7	1	2	18	3
Data Analysis Methods	7	1	4	16	3
Research Results/Findings	7	-	3	14	7
Discussion and Implications	6, 7	1	3	10	10
Writing Quality and Format (APA)	7	-	4	11	9
<b>Totals</b>		7	31	105	71

<sup>1</sup> See appended course rubric for full details on each performance criterion. *Appendices* criterion was not included due to infrequent applicability.

<sup>2</sup> Additional program learning outcomes may apply to various performance criteria depending on the specific project topics of individual students.  
Updated 8/2019

RUBRIC # 1

**ED 591 Curriculum, Instruction, & Assessment I**

***INQUIRY OF PRACTICE I (PRELIMINARY RESEARCH PROPOSAL): 10%***

<b>Performance Criterion</b>	<b>Developing (3)</b>	<b>Meets Expectations (4)</b>	<b>Distinguished (6)</b>
<p><b>WORKING RESEARCH TITLE</b></p> <p>No more than 12 words</p> <p><b>INTRODUCTION &amp; BACKGROUND</b></p>	<p>Missing some required information</p> <p>Background info is not clear and engaging.</p>	<p>Some required information included.</p> <p>Background info is sometimes unclear, but fairly engaging.</p>	<p>All required information is included. No extraneous info.</p> <p>Background info is engaging and leads to a clear problem statement and purpose.</p>
<p><b>PROBLEM STATEMENT</b></p> <p>You begin with a clear statement of the problem of practice you wish to investigate, and provide a logical rationale for why this topic warrants study.</p> <p>{About 1 page in length}</p>	<p>Your problem statement is unclear or fails to provide a convincing argument for why your topic is worth investigating. You do not support the problem statement with evidence</p>	<p>You begin with a clear statement of the problem of practice you wish to investigate, and provide a logical rationale for why this topic warrants study. You describe local conditions that provide evidence of the problem.</p>	<p>The problem statement is grounded in both local and more global professional concerns or issues. You connect personal practice to the profession and make a strong argument for why your focus is indeed a problem, and <b>why it should be investigated</b>. You reference specific data or evidence in support of this argument.</p>
<p><b>LITERATURE REVIEW (LR)</b></p> <p>You provide an overview of key literature and existing research related to your topic*. The review is organized thematically and identifies trends, gaps, and/or recommendations in the literature. Key aspects or major findings</p>	<p>The literature review is sparse and may not give a good feel for the range of literature and research on this topic. Information is not organized thematically, but rather is a linear set of annotated summaries of readings (not what we are looking for). Trends, gaps, and/or recommendations in the</p>	<p>You provide an overview of key literature and existing research related to your topic. The review is organized thematically and identifies trends, gaps, and/or recommendations in the literature. Key aspects or major findings of existing research are included.</p>	<p>You provide an overview of key literature and existing research related to your topic. This review is <i>representative</i> of the treatment of the topic in the literature. It need not be exhaustive. <b>The review is organized thematically</b> and identifies trends, gaps, and/or recommendations in the literature. Key aspects or major findings</p>

<p>of existing research are included.</p> <p>{About 5-7 pages in length}</p> <p>*Minimum of 10 references for the paper as a whole.</p> <p><b>NOTE: THE POINTS FOR LR ARE DOUBLE!</b></p>	<p>literature have not been identified effectively.</p> <p>DOUBLE POINTS!</p>	<p>DOUBLE POINTS!</p>	<p>of existing research are included. You include a minimum of 10 high-quality references.</p> <p>DOUBLE POINTS!</p>
<p><b>WRITING</b></p> <p>Effectiveness, clarity, and quality of your <b>writing</b>; and your ability to link components into a coherent whole; APA (6<sup>th</sup> ed.). Formatting is followed; your main points are supported with citations and references (10 minimum) to appropriate scholarly literature. Headings are used to organize your writing.</p> <p>{Overall length: 8-10 pages, not including references}</p>	<p>Your writing includes numerous grammatical and/or spelling errors, and/or lacks coherence in synthesizing the proposal components. Formatting, citations, and references may be incomplete or inconsistent. You may have failed to use, or inconsistently used, headings to organize your writing.</p>	<p>Your writing is clear, largely error-free, and attempts to weave the proposal components together in a coherent fashion. You have followed APA format, or have only minor errors. Claims are backed up with appropriate citations and references. Headings are used to organize your writing.</p>	<p>Your writing is strong, clear, and synthesizes the proposal components in a highly coherent fashion. You have mastered APA format. You use the scholarly literature to support your claims with great detail and precision. Headings are used to organize your writing.</p>

**Comments:**

ED 591 Curriculum, Instruction, & Assessment I

**INQUIRY OF PRACTICE II: FINAL PROPOSAL (30%)**

Name of Student:

<b>Performance Criterion</b>	<b>Developing 3</b>	<b>Meets Expectations 4</b>	<b>Distinguished 5</b>
<p>RESEARCH TITLE <b>No more than 12 words</b></p> <p>ABSTRACT <b>A concise summary of the research proposal</b></p> <p>INTRODUCTION &amp; BACKGROUND</p> <p>PROBLEM STATEMENT You begin with a clear statement of the problem of practice you wish to investigate, and provide a logical rationale for why this topic warrants study. {About 1 page in length}</p>	<p>Missing some required info</p> <p>Many components not addressed</p> <p>Background info is not clear and engaging.</p> <p>Your problem statement is unclear or fails to provide a convincing argument for why your topic is worth investigating. You do not support the problem statement with evidence.</p>	<p>Some required info included.</p> <p>Fairly accurate</p> <p>Some components not well addressed</p> <p>Background info is sometimes unclear, but fairly engaging.</p> <p>You begin with a clear statement of the problem of practice you wish to investigate, and provide a logical rationale for why this topic warrants study. You describe local conditions that provide evidence of the problem.</p>	<p>All required info is included. No extraneous info.</p> <p>Concise, and accurate</p> <p>Background info is engaging and leads to a clear problem statement and research purpose</p> <p>The problem statement is grounded in both local and more global professional concerns or issues. You connect personal practice to the profession and make a strong argument for why your focus is indeed a problem, and <b>why it should be investigated.</b> You reference specific data or evidence in support of this argument.</p>
<p>RESEARCH QUESTIONS</p>	<p>Do not adequately reflect the issue/issues to investigate</p>	<p>Less focused on the issue/issues to investigate</p>	<p>Clear, focused, and appropriately written to guide the research project and assist in the construction of a logical argument.</p>
<p>SCOPE &amp; PURPOSE</p>	<p>The scope and purpose of your study is unclear or insufficiently</p>	<p>You provide an explanation of the scope and purpose of your study.</p>	<p>You provide an <b>explicit and clear description of precisely what your</b></p>



<p>You provide an explanation of the scope and purpose of your study. This goes beyond the mere problem statement and suggests what you hope to accomplish and a basic description of how you plan to do this. Your research question(s) are clearly articulated.</p> <p>{About 1 page in length}</p>	<p>specified. The reader is not generally informed what it is you want to do and what it will entail. Your research questions are fuzzy, fail to specify variables, or perhaps double-dip (cover too much in one question).</p>	<p>This goes beyond the mere problem statement and suggests what you hope to accomplish and a basic description of how you plan to do this. Your research question(s) are clearly articulated.</p>	<p><b>study hopes to accomplish and how it is bounded.</b> This includes a basic description of your research plan/design. Your research question(s) clearly identify variables of interest, both dependent and independent, and your unit of analysis (i.e. individual students, classes, teachers, parents, etc.).</p>
<p>LITERATURE REVIEW</p> <p>You provide an overview of key literature and existing research related to your topic*. The review is organized thematically and identifies trends, gaps, and/or recommendations in the literature. Key aspects or major findings of existing research are included.</p> <p>{About 8-10 pages in length}</p> <p>*Minimum of 15 references for the paper as a whole.</p>	<p>The literature review is sparse and may not give a good feel for the range of literature and research on this topic. Information is not organized thematically, but rather is a linear set of annotated summaries of readings (not what we are looking for). Trends, gaps, and/or recommendations in the literature have not been identified effectively.</p>	<p>You provide an overview of key literature and existing research related to your topic. The review is organized thematically and identifies trends, gaps, and/or recommendations in the literature. Key aspects or major findings of existing research are included.</p>	<p>You provide an overview of key literature and existing research related to your topic. This review is <i>representative</i> of the treatment of the topic in the literature. It need not be exhaustive. <b>The review is organized thematically</b> and identifies trends, gaps, and/or recommendations in the literature. Key aspects or major findings of existing research are included. You include a minimum of 10 high-quality references.</p>
<p>CONCEPTUAL FRAMEWORK (CFW)</p> <p>(This may be a part of the lit review or a separate heading)</p> <p>You identify and explain a model, CFW, set of concepts, theory... a <i>lens</i> through which you will at least partly interpret your findings. Citations to appropriate literature are included (One page)</p>	<p>A conceptual framework is absent or only partially explained/developed. It is unclear how you will use a particular lens for interpreting your findings.</p>	<p>You identify and explain a model, framework, set of concepts, theory... a <i>lens</i> through which you will at least partly interpret your findings. Citations to appropriate literature are included.</p>	<p>Your CFW is connected to ideas in your literature review, revealing that it clearly emerges from your investigation of literature and research on this topic. You explain it clearly and offer a strong rationale for why it is an appropriate interpretive lens for this topic.</p>
<p>WRITING</p> <p>Effectiveness, clarity, and quality of your <b>writing</b>; and your ability to link components into a coherent whole; APA (6<sup>th</sup> ed.).</p>	<p>Your writing includes numerous grammatical and/or spelling errors, and/or lacks coherence in synthesizing the proposal components. Formatting, citations,</p>	<p>Your writing is clear, largely error-free, and attempts to weave the proposal components together in a coherent fashion. You have followed APA format, or</p>	<p>Your writing is strong, clear, and synthesizes the proposal components in a highly coherent fashion. You have mastered APA format. You use the scholarly literature to</p>

<p>Formatting is followed; your main points are supported with citations and refs (10 min) to appropriate scholarly lit. Headings are used to organize your writing. {Overall: 15-17 pages)</p>	<p>and references may be incomplete or inconsistent. You may have failed to use, or inconsistently used, headings to organize your writing.</p>	<p>have only minor errors. Claims are backed up with appropriate citations and references. Headings are used to organize your writing.</p>	<p>support your claims with great detail and precision. Headings are used to organize your writing.</p>
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**Comments:**

## ED 592: CURRICULUM, INSTRUCTION, & ASSESSMENT

Evaluation of Action Research \_\_\_\_\_ Semester, 20\_\_\_\_\_

Name of Student: \_\_\_\_\_

Research Title: \_\_\_\_\_

	2	3	4	5	Score
<b>Criteria</b>	<b>Does Not Meet Standards</b>	<b>Partially Meets Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>	50%
<b>1. Abstract</b> A concise summary of a research, including purpose, participants, methods, procedures, and results/findings. conclusions, implications.....	Scanty or no description of research components	Incomplete description of components	Includes all required components	Complete and thorough description	
<b>2. Introduction.</b> Introductory statements motivate the reader to want to know more about the study.  -Clearly stated purpose, problem statement, and a rationale that sets the stage for the significance of the study.	No motivating introductory statement	Incomplete introductory statement	Strong introductory statement	Outstanding introductory statement	
<b>3. Literature Review (LR).</b> Major theories, research, and themes in the literature are included  -LR is synthesized and linked to the study  -LR is organized by themes  -LR uses relevant references.	No inclusion of major theories, research studies, and/or themes	Limited inclusion of major theories, research studies, and/or themes	Inclusion of major theories, research studies, and/or themes	Outstanding inclusion of major theories, research studies, and/or themes.	
<b>4. Research Methods</b>  -Description of research methods	A weak description of method/s....	A rudimentary description of the participants, sampling and	Researcher manifests an understanding of the method,	Researcher manifests a very clear understanding of the method, participants,	

-Description of subjects, instruments, procedures -Research questions		controls for bias, and validity are provided.	including participants, sampling, bias, and validity. Data analysis is clearly explained.	sampling, bias, and validity. Data analysis is clearly explained. The research credibility is established.	
<b>5. Data collection techniques are described:</b> Systematic collection of data	No description of data collection techniques	Incomplete or unclear description of data collection techniques	Complete description of data collection techniques	Complete and thorough description of data collection techniques	
<b>6. Data analysis methods are described</b> Use of descriptive and inferential statistics	No description of data analyses methods	Incomplete or unclear description of data analyses methods	Complete description of data analyses methods	Complete and thorough description of data analyses methods	
<b>7. Research results/findings</b> Findings are accurately described. Patterns/themes are identified. Details from data used to discuss. Figures/tables are used to present the data	Results/findings not described. No themes identified. No figures/tables used.	-No accurate description. -Themes not identified from data. -Insufficient use of figures, tables.	-Accurate description. -Themes identified from data. -Sufficient use of figures, tables.	-Accurate description in extensive detail. -Themes identified in extensive. -Comprehensive presentation of figures & tables	
<b>8. Discussion &amp; Implications on practice.</b> Conclusions are drawn from the findings. Does result help solve problem or change practice? Are areas of future research described?	No meaningful conclusions and implications	Limited or unsupported conclusions and implications	Accurate conclusions and detail implications	Insightful conclusions and implications	
<b>9. Writing format (APA)</b> -Conformity in the use of citations, references, etc. -Robustness and articulation. <b>References.</b> All citations appearing in the text match the reference list	No conformity  No references	Inadequate conformity and appropriateness.  References partially match text citations.	Adequate conformation.  References accurately match text citations	Full adeptness in the use of APA..  References accurately match text citations and extensive	
<b>10. Appendices.</b> Copies of all data collection instruments, additional tables and figures which do not appear in the text are included, if appropriate.	Not included	Partially included	Adequate inclusion	Fully included	
					Total Score

## **GENERAL EDUCATION SUMMARY**

*Non-applicable to this program.*