



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

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. Post graduate survey assessment has indicated a high degree of graduate satisfaction with the MSAL program, especially in regards to flexibility and applicability to pedagogical practice.

2. Which outcome will you assess this year (2015-2016)?

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.

3. Which technique will you use to assess this outcome?

We will use a variety of formative and summative assessment techniques in assessing these learning outcomes. The successful completion of the culminating thesis or project will serve as the main targeted assessment related to these outcomes. Faculty will evaluate the degree to which these outcomes have been met using performance rubrics, and monitoring growth over time. In addition, we will monitor candidate perception across the completion of the core courses in the MSAL program.

Each core course will also have measurable benchmarks related to our two targeted standards. Again, a variety of formative assessments will be employed in measuring effectiveness and progress toward these targets.

4. Which course or group of students will you assess on the outcome chosen above and when?

We will target our Plymouth cohort (n=20) as our sample in assessing our targeted outcomes. There are a number of advantages to using this group. First, the numbers will be remaining consistent with little, if any, attrition. Second, there is an advantage to having practicing teachers in the same district in regards to learning outcomes and targets. Finally, we anticipate getting at a deeper level of reflection, which should prove rich in data.