PROGRAM OUTCOMES

Master of Arts in Education: Teacher Leadership

This document summarizes program and student learning outcomes. Additionally, it maps these outcomes to the coursework required to earn the degree.

The program outcomes for the concentration draw from the Teacher Leadership Standards (Teacher Leadership Exploratory Consortium, 2011). These themes were designed by the Educational Leadership faculty in concert with local district leaders. The themes represent the five domains of expertise on which leaders rely, as well as the cross-domain, systems-driven thinking through which leaders integrate, then apply this thinking in their school (Marshall & Fisher, 2018).

The program outcomes are organized into the four themes of 1. Equity, 2. Evidence-based Instruction, 3. Mentoring, Coaching and Collaboration, and 4. Organizational Engagement. These four themes create the structure for the program's core content coursework.

Equity	Evidence-Based Instruction
✓ Lead faculty to assess inequities in instruction and in outcomes. ✓ Promote instruction and intervention practices that result in high levels of learning for all students.	✓ Access and use research to facilitate improvements in instruction and student learning. ✓ Select and use assessments and data for school improvement.
Mentoring, Coaching, & Collaboration	**Organizational Engagement**
✓ Improve collaboration within the school and outreach and collaboration with families and the community. ✓ Foster a collaborative culture to support educator development and student learning.	✓ Use principles of implementation science to lead an initiative from exploration through full implementation. ✓ Promote high-quality professional learning for continuous improvement.

STUDENT LEARNING OUTCOMES

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The student learning outcomes for the concentration are organized into the five types of leaderly thinking: systems, data and design, culture and climate, learnership, and operational. These five types of leaderly thinking are described below.

Systems Thinking	A Systems Thinking leader must have the ability to (1) conceptualize schools as complex organizations comprised of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through systemic change and capacity building, and (3) create and articulate a shared vision of a school as a place where students are empowered and their voices are heard.
Data and Design Thinking	A Data and Design Thinking leader must have the ability to (1) access, interpret, and apply diverse forms of data to iteratively design programs, products and initiatives, and (2) inform decisions that contribute to optimal learning conditions for all.
Culture and Climate Thinking	A Culture and Climate Thinking leader must have the ability to (1) understand the current state of the school culture and climate, and (2) drive collaborative actions and relational leadership to influence optimal learning conditions for all.
Learnership Thinking	A Learnership Thinking leader must have the ability to (1) focus on the learning lives of adults and children in the school community, and (2) utilize instructional leadership practices that are driven by the belief that students voice is both an input and an outcome.
Operational Thinking	An Operational Thinking leader must have the ability to (1) orchestrate fair, legal, honest, ethical, and practices to promote student voice, and (2) create spaces for shared decision-making and stakeholder influence.

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	Student Learning Outcome	Strand	Course
1	Participants will examine school policies to determine the extent to which the outcomes are equitable, and if not how to make them equitable.	Systems	EDL 615
2	Participants will create and articulate a shared vision of an equitable school.	Systems	EDL 615
3	Participants will assess inequities by examining existing school data and designing new queries into school equity.	Data and Design	EDL 615
4	Participants will use data to promote instruction and intervention practices that result in high levels of learning for all students.	Data and Design	EDL 615
5	Participants will understand the current state of equity in the school culture and climate, and will have skills to drive collaborative actions to improve equitable practices.	Culture and Climate	EDL 615
6	Participants will explore leadership models that contribute to social justice.	Culture and Climate	EDL 615
7	Participants will focus on the experience of students and families who are a part of the school community to identify potential inequities.	Learnership	EDL 615
8	Participants will bring student voice into the conversation, both as a means to gain understanding from students and as and end to promote student voice.	Learnership	EDL 615
9	Participants will explore solutions to self-selected issues to promote fair, legal, honest, and ethical policy and practice.	Operational	EDL 615

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	Student Learning Outcome	Strand	Course
10	Participants will develop a plan for implementing a school-wide, multi-tiered system of support for academic skills and behavior.	Systems	EDL 616
11	Participants will identify sources of data to use for making school, classroom, and student-level decisions about instruction and intervention.	Data and Design	EDL 616
12	Participants will systematically examine data with teams in a continuous improvement process.	Data and Design	EDL 616
13	Participants will understand the importance of creating a school culture of data-based decision making.	Culture and Climate	EDL 616
14	Participants will understand the PLC (professional learning community) process and will effectively lead PLCs to examine data for school-wide decision making.	Learnership	EDL 616
15	Participants will use student and parent voice as a source of data for making school-wide decisions about instruction and intervention.	Operational	EDL 616
16	Participants will demonstrate skills in collaborating with teams to examine data for decision making.	Culture and Climate	EDL 616
17	Participants will explore the interconnectedness of people as resources for instruction and professional development throughout the school environment.	Systems	EDL 617
18	Participants will develop an understanding of where and how to source data related to the effectiveness of collaboration, coaching, and mentoring within school settings.	Data and Design	EDL 617
19	Participants will demonstrate an understanding of how to maximize the talents of teachers and other school leaders through collaboration, coaching and mentoring.	Systems	EDL 617

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	Student Learning Outcome	Strand	Course
20	Participants will learn strategies for facilitating high quality mentoring and collaborative relationships that promote equity and growth of students and staff.	Culture and Climate	EDL 617
21	Participants will create trusting and respectful collaborative groups and pairings that promote growth in students and faculty.	Learnership	EDL 617
22	Participants will promote high quality, collaborative relationships which lead to improvement of student success, teacher improvement, and more responsive and adaptive schools in general.	Operational	EDL 617
23	Participants will understand and use principles of implementation science to lead a school change for improvement.	Systems	EDL 618
24	Participants will lead professional learning communities to examine data to make decisions about a school change.	Data and Design	EDL 618
25	Participants will understand and use principles of invitational education to lead a school change for improvement.	Culture and Climate	EDL 618
26	Participants will bring the voice of all stakeholders, including students and families, into a conversation of the professional learning community to make a school-level decision.	Learnership	EDL 618
27	Using principles of invitational education, participants will audit the people, places, programs, processes, and policies of the school and develop priorities for intentional invitation at the school level.	Operational	EDL 618
28	Participants will synthesize information from best practices literature, PLC work, and the voices of all stakeholders to summarize a shared vision for a school.	Operational	EDL 618