



## SCHOOL OF EDUCATION

# UNIT AND PROGRAM ASSESSMENT SYSTEM

Revised 01/15

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## **Maryville University School of Education Unit and Program Assessment System**

### **Introduction**

Maryville University began its unit and program assessment system in preparation for the 2001 NCATE accreditation cycle. While data have continued to be collected from that point, significant modifications, improvements, and revisions have occurred within the assessment system over these years. Every year, the faculty reviews the assessment system and makes further modifications and improvements based on actual use of assessments, feedback from the field, and ongoing research and reading. The assessment system includes two broad categories of assessment plans: initial program assessment and advanced program assessment.

The Unit Assessment System for initial education programs (preservice teachers) at Maryville University includes four types of assessment at five different transition points. The four types of assessment are: standardized assessment data; field experience assessments; program-based assessments; and portfolio assessments. The five transition points are: beginning at Maryville; at admission to the teacher education program; before student teaching; post student teaching; and post-licensure.

The Unit Assessment System for advanced education programs (inservice teachers/leaders) at Maryville University includes four types of assessment at four different transition points. The four types of assessment are: standardized assessment data; field experience assessments; program-based assessments; and portfolio assessments. The four transition points are: at admission to the teacher education program/university; mid-program assessments; at the conclusion of the program; and post-program follow-up.

Below you will find the overall Unit Assessment System (initial and advanced) followed by the detailed listings of the assessments within each program. The unit takes seriously the results from these assessments. The Coordinator of Clinical Experiences oversees collection and compilation of assessment results. The dean then presents the assessment results regularly to the faculty for analysis and review. Through this process, assessment instruments, modes, and results are regularly discussed and modified as needed. Program review and modification is undertaken by the faculty and dean based on the presented data. Regular faculty retreats (August, January, and May) allow for faculty review and discussion and the proposing of program modifications.

## Maryville University School of Education – Unit Assessment System

### Initial Programs

What/When	Beginning at Maryville	At Admission	Pre-Student Teaching	Post Student Teaching	Post-Licensure
Standardized	High School GPA <i>or</i> Transfer/UG GPA Content GPA ACT/SAT Praxis II/New Missouri Content Test (MASTI)	Overall GPA, Content Area GPA, Professional Education GPA, CBASE/MoGEA, faculty recommendation, Interview (MASTI), Writing (MASTI)	Overall GPA, Professional Education GPA, Content Area GPA, CBASE/MoGEA, MEP, advisor recommendation, criminal check	Overall GPA Content GPA Education GPA Praxis II or MoPTA and Missouri Content Tests passed	
Field Experiences and Program Assessments		Satisfactory Completion of Educ 200, Dispositions monitored Street Project evaluations	Successful Completion of Practica required before student teaching; Dispositions monitored Literacy Inquiry Project Unit Plans	Successful completion of student teaching as measured by performance of the student teaching outcomes; Dispositions monitored; Evaluation of TEP/MoPTA by candidates Teacher Performance Assessment, Capstone Project (MASTI), Evaluation of TEP by candidates	Exit Interviews State Follow-Up Surveys
Portfolios: Prof Lrng Journal & Plan		First journal & growth plan in January	Journal must be at proficient level. Review must be completed every semester (though not scored).	Final Journal and Plan Review scored at proficient level.	

### Advanced Programs

What/When	At Admission	Program-specific During Program	Program End	Post-Program
Standardized	Undergraduate GPA(3.0) Interview (EDL) Recommendation Letters Writing Sample	3.0 GPA overall	Praxis II/SLA or new MEGA Exam (cert programs) Post-Self-Assessment	Follow-up Surveys; Focus Groups and anecdotal data from schools and districts
Field Experiences and Program Assessments	Successful Teaching Experience Pre-Self-Assessment	<p><b><u>MA – TL:</u></b> EDUC 611 Cultural Assignment; EDUC 619 Action Research Proposal</p> <p><b><u>MA – Reading:</u></b> EDUC 611 Cultural Assignment; EDUC 619 Action Research Proposal EDUC 652 Case Study (Literacy)</p> <p><b><u>MA – Gifted:</u></b> EDUC 611 Cultural Assignment; EDUC 619 Action Research Proposal EDUC 615 Gifted Unit EDUC 617 Gifted Research Paper</p>	Internship (EDL, EDD, Gifted, Reading) Professional Development Action Research Project – (EdD Teacher Leadership) Capstone Project – (All Advanced Programs) Professional Conversation (EdD – Teacher Leadership and Administration)	

		<u><b>MA – EC/ECSE:</b></u> EDUC 611 Cultural Assignment; EDUC 619 Action Research Proposal ECSC Program Development Project EDUC 465/665 Parent Interview		
		<u><b>MA Leadership:</b></u> EDL 606 Synthesis Paper EDL 658 SIP project EDL 603 and 611 Mini-assessment Center		
		<u><b>EdD P-12 Leadership (Administration)</b></u> EDL 760 Starting Point paper EDL 762 CSIP Project EDL 764 Curriculum Project		
		<u><b>EdD Teacher Leadership</b></u> EDL716 Curriculum Design Project EDL 715 Professional Learning Project		
Prof Lrng Journal & Plan	Introduced in first course (Leadership Programs Only)	Assessed formatively (Leadership Programs)	Satisfactory Score Required for Program Completion (Leadership Programs)	

**School of Education, Maryville University, Assessment Plan for Program Assessments**

This plan is organized by program. An overall grid is accompanied by further detail for each gate for each program. Faculty continue to refine these benchmarks. Penny Greene, the Coordinator of Clinical Experiences, has aggregated the data requested. Faculty own the process and identify appropriate modifications.

**M. A. in Education/Secondary Teaching and Inquiry Initial Certification Program**

**Overall Assessment Plan** (Assessments in the State of Missouri are changing for initial and advanced programs.)

What/When in MASTI	Early Access	At Admission—Module 1	End of Module 1	Pre-Internship—End of Module 2	Post-Internship—End of Module 3	End of M.A.—Module 4	Post-Licensure
Standardized/Required	Overall GPA (2.75) Professional Education GPA (3.0)	Overall GPA (3.0), Content Area GPA (3.0), Application, 3 recommendation letters, Mentoring Team Interview (Scored), Writing Sample, Praxis II/ Missouri Content Test passed before admission	Overall GPA (3.0) Professional Education GPA (3.0) MEP	Overall GPA (3.0) Professional Education GPA (3.0)	Overall GPA (3.0) Professional Education GPA (3.0)	Overall GPA (3.0) Professional Education GPA (3.0) MoPTA	
Field Experiences and Program Assessments	Successful Completion of EDUC 300		Satisfactory Completion of Summer Practicum Demo Lesson	Successful Completion of Fall Practicum Content specific assignments	Successful completion of internship as measured by performance of	Completion of internship in May/June, Evaluation of MoPTA	State Follow-Up Surveys Anecdotal Data

					the student teaching outcomes, including the content specific ones; Action Research assignment	Completion of capstone project and presentation	
Portfolios or Professional Learning Journals			Outline and 1 Artifact from Summer	Portfolio/PLJ Review must be at acceptable level for all standards Best Practices Paper	Mentoring Team Review of Portfolio or PLJ	Final Portfolio/PLJ Review and Scoring Capstone Presentation	

**M.A. in Education/Secondary Teaching and Inquiry, At Admission**

Component of the Assessment Plan	At Admission—Module 1	Who Assesses?	Who Aggregates?
Standardized/ Required	Overall GPA (3.0), Professional Content Area GPA, (3.0), Completed Application, 3 Letters of Recommendation, Mentoring Team Interview (scored), Writing Sample (scored), Praxis II/Missouri Content Tests passed before admission	Graduate Admissions Committee and Mentoring Teams	Coordinator of Clinical Experiences; Graduate Admissions Coordinator

**M.A. in Education/Secondary Teaching and Inquiry, End of Module 1**

Components of the Assessment Plan	End of Module 1	Who Analyzes?	Who Aggregates?
Standardized/ Required	Overall GPA (3.0) Professional Education GPA (3.0)	Mentoring Team	Mentoring Team
Field Experiences Satisfactory Completion of Summer Practicum Faculty	Mentoring Team Benchmark	Summer Faculty	Faculty Mentoring Team
PLJ	Reflection Question #1 and Professional Learning Goals	Mentoring Teams	Mentoring Team

**M.A. in Education/Secondary Teaching and Inquiry, Pre-Internship**

Components of the Assessment Plan	Pre-Internship—End of Module 2	Who Analyzes?	Who Aggregates?
Standardized/ Required	Professional Education GPA (3.0)	Mentoring Team	Mentoring Team; Faculty
Field Experiences Successful Completion of Fall Practicum Course Faculty	Mentoring Team; Benchmark Assignments	Content specific assignments Course Faculty	Mentoring Teams Coordinator of Clinical Experiences (as appropriate)
PLJ's	PLJ Review must be at acceptable level for all standards	Mentoring Team	Coordinator of Clinical Experiences; Mentoring Team; Program Coordinator

**M.A. in Education/Secondary Teaching and Inquiry/Post-Internship**

Components of the Assessment Plan	Post-Internship—End of Module 3	Who Analyzes?	Who Aggregates?
Standardized/ Required	Professional Education GPA (3.0)	Mentoring Team	Program Coordinator
Field Experiences and Program Assessments	Successful completion of internship as measured by student teaching outcomes, including content specific outcomes EdTPA/MoPTA	Cooperating Teachers and Supervisors Mentoring Teams and Secondary Faculty	Coordinator of Clinical Experiences
PLJ's	Review of Portfolio/PLJ	Mentoring Team	Program Coordinator

**M. A. in Education/Secondary Teaching and Inquiry/End of M.A.**

Components of the Assessment Plan	End of M.A.—Module 4	Who Analyzes?	Who Aggregates?
Standardized/ Required	Overall GPA (3.0) Professional Education GPA (3.0)	Mentoring Team; Dean	Coordinator of Clinical Experiences
Field Experiences	Completion of internship in May/June, Evaluation of TEP or MoPTA Completion of action research assignment and presentation	Faculty; Dean	Coordinator of Clinical Experiences
PLJ's	Final Portfolio/PLJ Review and Scoring	Mentoring Team	Coordinator of Clinical Experiences



**Preservice Middle, Elementary, K-12 Art/Overall Plan**

What/When	Beginning at Maryville	At Admission	Pre-Student Teaching	Post Student Teaching	Post-Licensure
Standardized	High School GPA OR Transfer GPA ACT/SAT	Overall GPA, Content Area GPA, Professional Education GPA, CBASE/MoGEA, faculty recommendation, criminal check, MEP	Overall GPA, Professional Education GPA, Content Area GPA, advisor recommendation, criminal check	Overall GPA Praxis II/Missouri Content Tests. MoPTA passed	Exit interview
Field Experiences and Program Assessments		Satisfactory completion of Educ 200, Dispositions monitored Street Project	Successful Completion of Practica required before student teaching, Dispositions monitored  Literacy Inquiry Project (elementary & middle) Science Unit Plan (elementary) Museum Project – (ART) Curriculum Map – (ART)	Successful completion of student teaching as measured by performance on the student teaching outcomes EdTPA or or MoPTA	Evaluations of program by alumni and by administrators and anecdotal data from follow-up
Prof Lrng Journal & Plan		First journal & growth plan in January	Journal must be at proficient level. Review must be completed every semester (though not scored).	Final Journal and Plan Review scored at proficient level.	

**Preservice Middle, Elementary, K-12 Art/Beginning at Maryville**

Component of the Assessment Plan	Beginning At Maryville	Who Analyzes?	Who Aggregates?
Standardized	High School GPA OR Transfer GPA ACT/SAT	Coordinator of Clinical Experiences; Dean	Coordinator of Clinical Experiences

**Preservice Middle, Elementary, K-12 Art/At Admission to SOE**

Component of the Assessment Plan	At Admission to the SOE	Who Analyzes?	Who Aggregates?
Standardized	Overall GPA, Content Area GPA (Art & Middle Level), Professional Education GPA, CBASE/MoGEA, MEP scores	Student Personnel Committee	Coordinator of Clinical Experiences
Field Experiences and Program Assessments	Satisfactory Completion of EDUC 200; Dispositions monitored Street Project	Student Personnel Practicum Supervisor Course faculty	Coordinator of Clinical Experiences, Student Personnel Committee
Prof Learning Journal & Plan	First journal & growth plan in January	Advisor	Advisor monitors

**Preservice Middle, Elementary, K-12 Art/Pre-Student Teaching**

Component of the Assessment Plan	Pre-Student Teaching	Who Analyzes	Who Aggregates?
Standardized	Overall GPA, professional education GPA, Content Area GPA CBASE/MoGEA, MEP verified, advisor recommend	Student Personnel, faculty advisor; Care Team Process if necessary	Coordinator of Clinical Experience
Field Experiences and Program Assessments	Successful Completion of Practica required before student teaching, Global rating at least Developing Literacy Inquiry Project (elementary, middle and art) Unit Plans (elementary/ec) Museum Project – Art Curriculum Map - Art	Practica Supervisors and cooperating teachers Methods Faculty	Coordinator of Clinical Experiences, Student Personnel
Prof Learning Journal & Plan	Journal must be at proficient level. Review completed every semester (though not scored).	Advisor and faculty	Coordinator of Clinical Experiences

**Preservice Middle, Elementary, K-12 Art—Student Teaching**

Component of the Assessment Plan	Student Teaching	Who Analyzes?	Who Aggregates?
Standardized	Overall GPA Praxis II or Missouri Content Tests passed	Dean; faculty	Coordinator of Clinical Experiences
Field Experiences and Program assessments	Successful completion of student teaching outcomes; Dispositions monitored MoPTA	Student teaching supervisor and cooperating teacher; Seminar Faculty member	Coordinator of Clinical Experiences
Prof Learning Journal & Plan	Final Journal and Plan Review scored at proficient level.	Faculty Member; faculty	Coordinator of Clinical Experiences

**Preservice Early Childhood—Overall Plan**

This parallels the Preservice Middle, Elementary, and K-12 Art until the Fifth Year

What/When	Beginning at Maryville	At Admission	Pre-Student Teaching	Post Student Teaching	If, 5 <sup>th</sup> year for Early Childhood	Post-Licensure
Standardized	High School GPA OR Transfer GPA Content GPA ACT/SAT	Overall GPA Content Area GPA Professional Education Recommendation CBASE/MoGEA, MEP	Overall GPA Professional Education GPA Content Area GPA	Overall GPA Content GPA Education GPA Praxis II or Missouri Content Tests passed	Grad Courses GPA	Exit interview
Field Experiences Program Assessments		Satisfactory Completion of EDUC 200 Dispositions monitored Street Project Evaluations	Successful Completion of Practica required before student teaching Dispositions monitored Literacy Case Study (elementary & EC) Unit Plan	Successful completion of student teaching as measured by performance of the student teaching outcomes Dispositions monitored MoPTA	Early Childhood Internship	State Follow-Up Study
Professional Learning Journal		First journal & growth plan in January	Journal must be at proficient level Review must be completed every semester (though not scored).	Final Journal and Plan Review scored at proficient level.		

**Preservice Early Childhood Special Education—5<sup>th</sup> Year**

Component of the Assessment Plan	Completion of 5 <sup>th</sup> year for Early Childhood	Who Analyzes?	Who Aggregates?
Standardized	Graduate GPA (3.0 or better), Praxis II/Missouri Content Tests - Early Childhood	Graduate Admissions Committee/Advisor	Coordinator of Clinical Experiences
Field Experiences Program Assessments	Successful Completion of Early Childhood Internship, Global rating at least Developing, Disposition assessment Integrated Unit, Early Childhood Case Study EDUC 667 ECSE Program Development Project	Faculty/Cooperating Teachers Faculty	Coordinator of Clinical Experiences
Professional Learning Journal	Completed in 4 <sup>th</sup> year	Faculty Members	Coordinator of Clinical Experiences

**MA in Education/Leadership—Overall plan**

MA in Ed/Leadership	At Admission	Mid Program	Program End	Post-Program
Standardized	Undergraduate GPA (3.0) Interview, writing sample, writing on-site review, Letters of Recommendation	3.0 GPA in program	SLA or new MEGA Exam	Focus Groups
Field Experiences Benchmark Assignments	Successful Teaching Experience	Synthesis Paper, SIP Assessment, Mini-assessment Center, Capstone Proposal	Internship Assessment Instrument passed Capstone Project	Anecdotal data from follow-up and school/ district feedback
Comprehensive Reflective Journal	Introduced in first course	Assessed formatively	Satisfactory Score on All Elements Required for Program Completion	

**M.A. in Education/Leadership/Admission**

Components of the Assessment Plan	At Admission	Who Assesses?	Who Aggregates?
Standardized	Undergraduate GPA (3.0), Interview, Recommendation letters, Writing Sample	Program Faculty	Graduate Admissions Coordinator
Field Experiences	Successful Teaching experience Initial Comprehensive Self Assessment – MoSPE Leader Standards	References by Program Faculty	Graduate Admissions Coordinator
Comprehensive Reflective Journal	Introduced in first course	Program Faculty	NA

**M.A. in Education/Leadership/Mid Program**

Components of the Assessment Plan	Mid-Program	Who Assesses?	Who Aggregates?
Standardized			
Field Experiences and Benchmark Assessments	Synthesis Paper, SIP Assessment, Mini- assessment Center, Capstone Proposal	Program Faculty	Program Director; Graduate Admissions Coordinator
Comprehensive Reflective Journal	Assessed formatively	Advisor	Program Advisor

**M.A. in Education/Leadership/End of Program**

Components of the Assessment Plan	Program End	Who Assesses?	Who Aggregates?
Standardized	SLA or new MEGA and new performance tasks	Pearson	Coordinator of Clinical Experiences
Field Experiences Benchmark Assignments	Internship Capstone Project Final Comprehensive Self Assessment – MoSPE	Program Faculty	Program Director

	Leader Standards		
Comprehensive Reflective Journal	Assessed summatively Satisfactory score on all components	Program Faculty	Program Director

**M.A. in Education/Leadership/Post-program**

Components of the Assessment Plan	Who Assesses?	Who Aggregates?
Anecdotal data from follow-up and school/ district feedback Focus Groups	Program faculty, dean	Program Director

**M. A. in Education (Teacher as Leader, Gifted, Literacy)—Overall plan**

MA in Education	At Admission	Throughout program	Program Completion	Post-Program
Standardized	Undergraduate GPA (3.0), Letters of Recommendation, Essay and scored rubric, Pre-Self-Assessment	3.0 GPA in program	Post-Self-Assessment	Follow-up surveys of graduates and employers 1 year after program completion
Field Experiences Benchmark Assignments	Successful teaching experience	EDUC 611 Cultural Paper Capstone Proposal; EDUC 606 Assessment Project EDUC 652 Case Study (Literacy) EDUC 615 Gifted Unit EDUC 617 Gifted Research Paper	Internship (Gifted, Literacy) Capstone Experience	

**M.A. in Education/Admission**

Component of the Assessment Plan	At Admission	Who Analyzes?	Who Aggregates?
Standardized	Undergraduate GPA (3.0) Letters of Recommendation Essay (Scored rubric), Pre-Self-Assessment	Graduate Admissions Committee	Graduate Admissions Coordinator

**M.A. in Education/Throughout program**

Components of the Assessment Plan	Throughout program	Who Analyzes?	Who Aggregates?
Standardized			
Benchmark Assignments	EDUC 611 Cultural Paper Capstone Proposal;	Program Faculty	Coordinator of Clinical

	EDUC 606 Assessment System Project EDUC 652 Case Study (Literacy) EDUC 615 Gifted Unit EDUC 617 Gifted Research Paper		Experiences assists Graduate Admissions Coordinator
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**M.A. in Education/Program Completion**

Components of the Assessment Plan	Program Completion	Who Analyzes?	Who aggregates?
Benchmark Assignments	Capstone Project; Internship Assessment (Gifted, Literacy)	Program Faculty	Coordinator of Clinical Experiences assists Graduate Admissions Coordinator; Program Directors (Gifted, Literacy)
Follow-up surveys	Post-Self-Assessment	Program Faculty	Graduate Admissions Coordinator; Clinical Coordinator

**Ed.D. in Educational Leadership (Administration)—Overall Plan**

Ed.D. Program	At Admission	Throughout the program	Program Completion	Post-Program
Standardized	M.A. completed with 3.0 minimum GPA Undergraduate GPA 3.0 Principal Certification, Teacher Certification Application Essay scored Interview (rubric scored) Spontaneous Writing Sample (scored); 3 Letters of Recommendation Initial Comprehensive Self Assessment	3.0 GPA in program	ETS Superintendent Exam SAA	Focus Groups
Field Experiences Benchmark Assignments	Successful Teaching Experience	Internship Starting Point Paper, CSIP Project, Curriculum Analysis and Development Project, Capstone Proposal	Internship Assessment Capstone Project, Professional Conversation	Anecdotal data from follow-up and school/ district feedback
Comprehensive Reflective Journal		Reflections monitored throughout the program	Final Rubric Score	

**Ed.D. in Education/Leadership/Admission**

Components of the Assessment Plan	At Admission	Who Assesses?	Who Aggregates?
Standardized	Undergraduate & Masters GPA (3.0), Interview, Essay, Recommendation letters, Writing Sample Initial Comprehensive Self Assessment – MoSPE Leadership Standards	Program Faculty	Graduate Admissions Coordinator
Field Experiences	Successful Teaching experience	References by Program Faculty	Graduate Admissions Coordinator

**Ed.D. in Education/Leadership/Mid Program**

Components of the Assessment Plan	Mid-Program	Who Assesses?	Who Aggregates?
Standardized			
Field Experiences Benchmark Assignments	Internship Proposal Starting Point Paper, CSIP Project, Curriculum Analysis and Development Project, Capstone Proposal	Program Faculty	Program Director
Comprehensive Reflective	Assessed formatively	Advisor	Program Advisor

Journal			
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**Ed.D. in Education/Leadership/End of Program**

Components of the Assessment Plan	Program End	Who Assesses?	Who Aggregates?
Standardized	SAA	Pearson	Coordinator of Clinical Experiences
Field Experiences Benchmark Assignments	Internship Capstone Project; Professional Conversation Final Comprehensive Self Assessment – MoSPE Leadership Standards	Program Faculty	Program Director
Comprehensive Reflective Journal	Assessed summatively Satisfactory score on all components required	Program Faculty	Program Director

**Ed.D. Teacher Leadership (non-licensure program) Overall Plan (First Cohort finishes May 2015)**

Ed.D. Program	At Admission	Throughout the program	Program Completion	Post-Program
Standardized	M.A. completed with 3.0 minimum GPA Undergraduate GPA 3.0 Principal Certification, Teacher Certification Application Essay scored Interview (rubric scored) Spontaneous Writing Sample (scored); 3 Letters of Recommendation Initial Comprehensive Self Assessment – Teacher Leader Standards	3.0 GPA in program		Focus Groups
Field Experiences Benchmark Assignments	Successful Teaching Experience	Professional Development Action Research Project EDUC Capstone Proposal	Professional Development Practicum Assessment Capstone Project, Professional Conversation	Anecdotal data from follow-up and school/district feedback
Comprehensive Reflective Journal		Reflections monitored throughout the program	Final Rubric Score	



**Ed.D. in Teacher Leadership/Admission**

Components of the Assessment Plan	At Admission	Who Assesses?	Who Aggregates?
Standardized	Undergraduate & Masters GPA (3.0), Interview, Essay, Recommendation letters, Writing Sample Initial Comprehensive Self Assessment – Teacher Leader Standards	Program Faculty	Graduate Admissions Coordinator
Field Experiences	Successful Teaching experience	References by Program Faculty	Graduate Admissions Coordinator

**Ed.D. in Teacher Leadership/Mid Program**

Components of the Assessment Plan	Mid-Program	Who Assesses?	Who Aggregates?
Standardized			
Field Experiences Benchmark Assignments	Professional Development Action Research Project EDUC 716 Curriculum Project EDL 715 Professional Learning Project Capstone Proposal	Program Faculty	Program Director
Comprehensive Reflective Journal	Assessed formatively	Advisor	Program Advisor

**Ed.D. in Teacher Leadership/End of Program**

Components of the Assessment Plan	Program End	Who Assesses?	Who Aggregates?
Standardized	NA		
Field Experiences Benchmark Assignments	Practicum in Professional Development Assessment Capstone Project; Professional Conversation Final Comprehensive Self Assessment – Teacher Leader Standards	Program Faculty	Program Director
Comprehensive Reflective Journal	Assessed summatively Satisfactory score on all components required	Program Faculty	Program Director