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collaboration among educators. The focus on mentoring, coaching, and leading teams to use evidence-based practices aligns well with promoting a collaborative culture.
- Student Learning Outcomes (SLOs) related to creating trusting and respectful collaborative groups, promoting high-quality collaborative relationships, and improving student success align closely with the functions of Domain I.

Domain II: Accessing and Using Research to Improve Practice and Student Learning
The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

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- SLOs that involve using data to improve instructional practices, creating equitable learning environments, and driving improvements in school culture (e.g., SLOs 5, 10, 16) demonstrate a strong alignment with Domain IV, which is focused on advancing professional skills and improving student outcomes.
- Students engage in reflection assignments throughout the program. Accompanying rubrics indicate that deep reflective practices must be demonstrated within the written responses, including "recognition that the frame of reference with which an event is viewed can change" and that an "internal dialogue" is demonstrated that indicates a "critical awareness of one's own processes of mental functioning".

stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and serves as an individual of influence and respect within the school, community, and profession.

SU Program Alignment:
- The program's emphasis on equity and leadership for school change, as seen in EDL 615: Leading Equity in Schools and EDL 618: Organizational Engagement, aligns with advocating for student learning and the profession.
- SLOs related to examining school policies for equity, promoting fair and ethical practices, and leading school-wide changes (e.g., SLOs 1, 9, 23) align well with Domain VII, which focuses on advocating for student learning and the profession.

Summary of Alignment
Overall, the SU Teacher Leadership program aligns strongly with the Teacher Leadership Model Standards, particularly in fostering collaboration (Domain I), accessing and using research (Domain II), promoting professional learning (Domain III), facilitating instructional improvements (Domain IV), and promoting the use of data (Domain V). Alignment with Domain landime, a
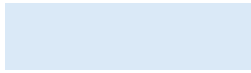
	Asynchronous Online	Asynchronous Online	Asynchronous Online	Asynchronous Online
	4	5	5	4
	- Develop knowledge and skills to learn from their own teaching. - Facilitate professional learning in schools. - Designed to meet the Teacher Leader Model Standards and National Staff Development Council's standards for professional learning.	- Apply leadership models and frameworks for shared governance and collaboration. - Develop professional learning opportunities. - Promote instructional best practices and continuous improvement. - Advocate for differentiated professional learning for teachers.	- Activate for teachers as leaders for student learning and the profession. - Build networks of teachers with leadership skills in instructional, policy, and association leadership. - Encourage teacher-driven action research to improve student achievement.	- Prepare teachers for new leadership roles such as master teacher, curriculum leader, assessment leader, mentor, and instructional coach. - Lead school improvement through evidence-based instructional practices and professional learning communities. - Understand and apply leadership principles for fostering equitable and effective educational environments. - Designed to meet the Teacher Leader Model Standards.
	Meet general graduate certificate admissions requirements.	- Meet general graduate admissions requirements. - Access to the educational settings for completion of course assignments throughout the program.	- Meet general graduate admissions requirements. - Teaching certificate required with one year of teaching experience - Access to a K-12 classroom. - Submission of a goal statement	- Meet general graduate admissions requirements - Current credentialed teachers within an education setting. - Three years of teaching experience

Objective 2: Student Outcomes: Review student performance and learning outcomes.

Student enrollment has steadily increased throughout the past four years the program has been admitting students, from 12 in Cohort 1 to 32 in the current cohort (Table 2). In the one year that statistics were available, the 2022-23 cohort saw a graduation rate of 71%. In addition, a review of the latest EDL 618 capstone project scores indicates 94% receiving full points for this culminating assignment that incorporates components from multiple competencies. A review of sample student reflection assignments provided to the evaluation

team as well as the accompanying rubric indicate a high level of alignment between student submissions and program expectations.

Table 2 Summary of Student Enrollment and Graduation

What do you consider the best thing about your experience in the MATL concentration?	*"The 690-692 course work in program evaluation was challenging and rewarding."* *"Being able to apply what we were learning and the projects we were completing to our real-life classrooms was really cool. It felt like we were gaining applicable skills."*
What is one thing about your experience in the MATL that you would change if you could?	*"Completing my cumulative project during the summer made it difficult to collect data."* *"More live engagements with teachers."*
How likely are you to recommend the MATL concentration to a prospective student?	80% are Likely Recommend

The evaluation team engaged multiple stakeholders in interviews (see Appendix C) to determine perceptions of their experiences within the MATL program. These stakeholders included students, alumni, faculty, and administrators. A synthesis of their experiences as categorized into the following themes give insight into the program relevancy and satisfaction of stakeholders.

Leadership Development
All participants emphasized the program's focus on leadership development. This included preparing students for diverse leadership roles within educational settings, such as mentoring, coaching, and fostering teacher leadership. The program encouraged a broad view of leadership, going beyond traditional administrative roles to empower teachers to be leaders within their classrooms and schools, even those who may still be early in their careers. *"It's kind of intimidating to take on a leadership role because you feel like you'll let the seasoned teachers do that but through the program I was given very tangible resources of how you can be a leader, and how you can advocate for students, and it just felt much more accessible as a new teacher to be able to do that." – MATL Recent Graduate*

Equity and Inclusive Practices
The theme of equity is consistently highlighted across all participant responses. The program aims to promote equity-driven leadership by teaching strategies that foster inclusive learning environments. A faculty member identified the ability to look at data through an equity lens and then take action in response to real-world issues as "*a common theme within all our deliverables*" and one that "*that connects directly to the career experiences of our candidates*". One student appreciated developing an equity focus in the very first class, *"Which I think is really cool to be the 1st class, because then every other class that you're taking, you're kind of seeing through that lens*". However, there is also a recognition of the need for more practical guidance on how to implement these equity principles effectively or, as another student

school communities. There are exciting prospects ahead for this program as it grows in enrollment and continues to align its practices with targeted student outcomes through reflection and continuous improvement.

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