**Program:** Graduate, M.S.E.- Professional Development Learning Community (PDLC)

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**Narrative:**

The data for the MSE-PDLC is incomplete due to the fact the program and all courses went through a complete redesign in the fall of 2017. The first cohort to participate in the new program focused on developing teacher leadership, began in January 2019. The redesign was informed by the demand to meet current needs in K-12 education by supporting teacher leadership. In addition to informing the curriculum of course redesigns, the adjunct faculty that have cotaught courses all share the following qualifications: completion of doctoral course work (two have earned EdD degrees and one is ABD), all have additional higher ed. teaching experience, and all have held multiple educational leadership roles aligned to the coursework they are teaching. For example, the co-instructor for TED 751: Learning in Community and TED 752; Intro. Ed. Research has a M.Ed. in Curriculum and Instruction focusing on literacy in addition to her EdD. She has also worked in leadership as an instructional coach in K-12 education. The instructor for TED 769: The Profession has an earned certificate in dispute resolution, a M.A. in Education in addition to her EdD, served a leader in her teacher’s union, and currently works in K-12 as a Peer Coach. Finally, the instructor who co-taught TED 753: Cultivating Social Justice and Equity is an Assistant Superintendent for the 5th largest district in the state of Minnesota. She also has her principal’s license and counseling license, and has been a principal at an elementary school, a counselor at a high school. Before becoming the Assistant Superintendent, she worked as the Equity Director within the same district. All three adjunct instructors hold valid Minnesota teaching licenses). At a minimum, this requires them to complete 125 clock hours (CEUs) or eight graduate credits every five years in order to retain/renew their license. Lastly, TED 757: The Learning Process, was written by Dr. Mary Wright, professor and member of the U.W.-River Falls Teacher Education Department. The data for this new cohort will be gathered and compiled as articulated in the Assessment Report Plan. Given that the newly redesigned program has just started its first cohort, data for the MSE-PDLC is incomplete.