Multiple Year Assessment Plan
Master of Arts in Education: Concentration in Education Leadership
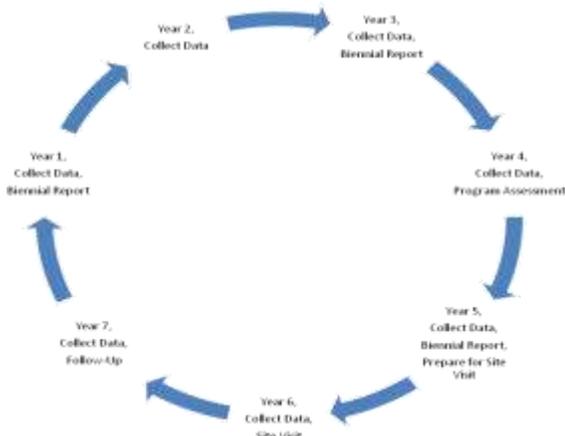### Administrative Services Preliminary Credential

Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTC studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

CTC Seven Year Cycle of "Red Cohort" Activities:

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection **Site Visit**	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

CTC Accreditation Cycle

<u>Assessment Activities</u>

Methods of Assessment and Criteria for Success
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Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below. Accompanying forms and rubrics are included in the appendix.

1. *Coursework Assessments (2008)*
   Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. At the end of each academic year, collected data is disaggregated by regional center and analyzed with results informing areas for program improvement.

- **Signature Assignment: In GED603, Visionary Leadership,** candidates complete a vision statement, including leadership values, for the school of their dreams. They make sure vision is inclusive of the needs of *all students* (students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins). They identify barriers to accomplishing that vision and then create a realistic action plan to address those barriers and to implement the vision. (Course Outcomes 1, 2, 3, 4, 5, 6, 7, CTC 6(a)(1), (2), (3), (4), (5), Fieldwork Experience 1.1)

- **Signature Assignment: In GED604, 604F, Instructional Leadership for the Success of all Students,** Culture of Teaching and Learning, candidates observe and analyze classroom instruction in at least two classrooms: one regular education and one specialized class (Special Ed. or English Learner) with site fieldwork supervisor. Identify strengths and needs based on research-based best practices. Write an anecdotal summary, detailing the observations and suggested next steps. Focus the analysis on how the instruction was differentiated to meet the needs of identified specialized students through appropriate application of research based best practices. (Course Outcomes 1, 3, 4, 6, CTC 6(b)(1), (2), (3), Fieldwork Experience 2.1)

- **Signature Assignment: In GED606, 606F, Organizational leadership and Resource Management, candidates** use the student achievement data and the budget template provided by the instructor to create a $250,000 Title I budget directly aimed at enhancing student achievement. They provide written justification for the alignment of dollars to instructional priorities. Ensure compliance with the funding regulations and guidelines. (Learner Outcomes 6, 7, 8, 9, 10, 14, CTC 6(c)(4) CTC 6(c)(5) CTC 6(c) (9), Fieldwork Activity 3.1)

- **Signature Assignment: In GED609, 609F Collaborative and Responsive Leadership,** candidates develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on your campus. In their action plan, they include a summary of the demographic data of their school and how that impacts parent involvement currently. They will include district, community and family resources which can support parent involvement in increasing student achievement. They will include ways to increase parent involvement in the school for the following groups: PTA, ELAC, SSC, Special Needs and GATE committees. (Outcome(s) 1-3, 5-8, 10-12, 16, CTC 6 (d)(1) CTC 6 (d)(2) CTC 6 (d)(3) CTC 6 (d)(6), Fieldwork Activity 4.1)
- **Signature Assignment: In GED610 and 610F, Leadership within the Political, Social, Economic, and Legal Framework,** candidates write a two page executive summary (using the provided template) to superintendent and cabinet on an educational policy or legal issue articulating their school's implementation of one of the following areas: Student discipline**,** Student rights**,** Special education**,** Sexual harassment**,** Employee discipline, Religion**,** Copyright laws**,** Tort/safety liabilities**,** English Learners**,** Federal/State Corrective Actions/Sanctions**,** or School Governance. (Course Outcomes 2, 4, & 5, CTC 6(f)(2), (4), Fieldwork Experience 6.1)
- **Signature Assignment: In GED611, 611F, Ethical, Moral and Servant Leadership,** candidates develop a personalized platform, including their vision of quality educational leadership, indentifying personal strengths and areas for improvement, how they will balance their professional and personal life, and describe their ethical and moral obligations as a public school administrator. (Outcomes 2, 4, 6, 7, & 9 *CTC 6 (e) (1) & (3),* Fieldwork Activity 5.1)

2. *Dispositions Assessments (2010)*
   The program recognizes the importance of the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. As such, candidates are assessed on their dispositional behaviors at each stage of their program of study. Assessments are conducted by candidates, instructors, coordinating teachers, and university supervisors. Action plans are developed to support struggling candidates. The Education Leadership Preliminary Program conducts four disposition assessments at various stages in the program:
- Program entry admissions rubric (focus on dispositions observed)
- Self assessment of dispositions
- Fieldwork supervisor assessment of dispositions
- Site mentor assessment of dispositions

3. *Exit Surveys for Program Completers (2009)*
   Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content,

instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement.

4. *Follow-up Surveys (2011)*
   Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential. Results provide the program with feedback regarding the knowledge, skills and dispositions and overall program satisfaction.