

**EDUCATIONAL LEADERSHIP
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL**

Assessment Instruments

A signature assignment is required for each course. Data collected through the assignment is uploaded to Task Stream. Also collected is on-going formative data on Dispositions of Noble Character. Additional assessments are conducted by each professor and utilized to formulate a grade for each candidate. Data is analyzed biennially resulting in ongoing changes for program improvement. In the 2014-2015 school year there was no biennial report due to the California Teacher for Credentialing. The following cites a summary of evidence of the student learning which has been used for continued improvement.

Evaluation Instrument (Direct)	Description	Standards Assessed
GED 603 Signature Assignment	Visionary Leadership	1
GED 604 Signature Assignment	Instructional Leadership	2
GED 606 Signature Assignment	Organizational Leadership and Resource Management	3
GED 609 Signature Assignment	Collaborative and Responsible Leadership	4
GED 610 Signature Assignment	Influential Leadership	6
GED 611 Signature Assignment	Ethical, Moral, and Servant Leadership	5

Summary: Evidence and Analysis of Candidate and Program Data

EXIT SURVEY DATA

Strengths
<p>Results of the 5 survey items indicate all candidates rank all the items (except one) at least a 3 out of 5 or higher inferring they are satisfied in all areas polled.</p> <p>“Relevancy of the Program to an Inspiring Administrator” ranks the highest with 82.69% of students ranking the prompt with a 5. When adding the ranking of 4 (15.38%) a total of 98.07% of the candidates give the program a 4 or 5 indicating a high level of relevancy.</p> <p>The second highest score is the ranking of 5 by 78.85% candidates who felt they grew professionally in the program. Added with the 30.77 who gave the item a 4, 98% of the students believe the program has enabled them to grow professionally.</p>

The next highest score is “Support and Assistance Provided by the Fieldwork Supervisor” with 78.85% of the candidates scoring this a 5 and another 15.38% scoring it a 4—for a total of 94.23% of the candidates stating they had a high degree of support and assistance from the university fieldwork supervisor.

“Were the Courses Helpful to an Aspiring Administrator” was ranked a 5 by 51.92% of the candidates while another 38.46% ranked it a 4. Once again a high percentage 90.38% of the candidates gave helpfulness of the courses a very high ranking.

Areas for Improvement

The item “Support and Assistance Provided by the Site Mentor” had the lowest scores. The percentage of candidates that gave it a 2 is 5.77%, followed by 13.46% for a 3. Only 51.92% ranked this a 5 and another 38.46 ranked it a 4. Site mentors provide support and assistance out of the goodness of their heart. At present, there is no compensation or training to fulfill this role. In the future, university supervisors will communicate more clearly the importance of the role of the site mentor in giving the candidates the guidance they need in fulfilling rigorous and relevant fieldwork experiences.

Candidate Performance

Based on the high ratings of 4 of the 5 items, candidates appear to have gained a competence and a confidence to fulfill the role of an entry level administrator.

Program Effectiveness

Scores indicate the current program is effective in providing relevancy, skills and support to enable the candidates to be successful entry level administrators.

DISPOSITIONS OF NOBLE CHARACTER ASSESSMENT

Discussion

Point Loma Nazarene University believes all of our candidates, no matter which program they are enrolled should be developing their character along with their knowledge and skills in teaching, counseling or administration. To that end the School of Education has identified a number of character traits which excellent professional leaders should exhibit. These Dispositions of Noble Character in the Educational Leadership program are assessed by the candidate, the professor and the fieldwork supervisor throughout the program.

Data for the past two years has been collected in two different ways. The 2012 and part of the 2013 data is based on our previous eight Dispositions of Noble Character. These eight dispositions have been assessed by a professor and the fieldwork supervisor as well as by the candidate. Current data, however, only reflects those of the candidates. In the future a system will be established to collect similar data from the fieldwork supervisor and the site mentor if appropriate.

In reviewing the data over the past few years faculty decided the results were not very informative. With almost no exception candidates were scoring themselves in the 3.5-3.9 range no matter when they assessed. We know that all candidates grow throughout their experience in knowledge and skills and faculty in their dual roles of teachers and advisors have observed candidates growing in the area of dispositions as well. So the faculty asked, how can we better

assess the candidates in the Dispositions of Noble Character?

Eight dispositions were combined into four. Expected behaviors for each of the four dispositions are more clearly stated. This has resulted in slightly lower scores down as much as .3 or .4 per disposition. And the faculty believes this may be a better reflection of a candidates' disposition. In addition, "Reflective Learner" was added as a disposition to recognize the need for reflective leadership in the program and throughout their career.

Faculty also determined a more clearly stated schedule for assessment needed to be determined. Starting the in the 2014-2015 each candidate will be assessed at the end of the first course in the program and again by a different professor at the end of the final course. Candidates will self-assess at the beginning of the program and again at the end. Fieldwork supervisors will also assess at the end of the program and site supervisors will be asked to evaluate if allowed within the confines of the district's collective bargaining agreement.

Strengths

In all three sets of data candidates assess themselves at a very high level in their dispositional behavior towards administrative leadership. On a four point scale, in the 2012 data 98.85% of 87 candidates scored themselves a 3 or a 4 on a 4 point scale as possessing the dispositions of Dignity and Honor to a high degree. This includes respecting the dignity of all human beings and being committed to respect, grace and service.

Areas for Improvement

As indicated above in previous data, candidate responders ranked themselves very high, which provided very little room for growth and little information to the faculty.

Candidate Competence

Data indicate candidates feel very competent in their dispositional behaviors in the areas indicated. With scores like these there appears to be little concern for the disposition of these candidates as they take on administrative responsibilities.

Program Effectiveness

The School of Education is committed to the belief that dispositional awareness, growth and assessment is critical to the development of all educational candidates. The on-going assessment of future administrator leadership candidates including self-assessment and assessment by the field work supervisor is critical to their future success as an entry level administrator. Building these dispositions into the fabric of the administrative program, discussing them in class, applying them to case studies and simulations improves the reflection and self-assessment of the candidates.

SIGNATURE ASSIGNMENTS

Data Source	Signature Assignment Analysis and Discussion
Signature Assignment GED 603	The Signature Assignment requires candidates to develop, articulate and steward a vision of teaching and learning for all students that is shared and supported by the school community.

	<i>Our candidates are able to articulate their vision for the school at a high level through reflection and analysis. This is validated by two other sets of data. We will continue to use this Signature Assignment for the 14-15 school year.</i>
Signature Assignment GED 604 Old data: 93% New data: 96%	The signature assignment requires candidates to observe and analyze at least two classroom lessons, including a specialized class. Candidates write an anecdotal summary outlining their observations and next steps. <i>Candidates are able to define classroom expectations/learning and for teacher observations and make suggestions for instructional improvement. This Signature Assignment will continue for the 14-15 school year.</i>
Signature Assignment GED 606 Single data source: 75%	The signature assignment requires candidates, utilizing current student achievement data, create a Title I budget to enhance student achievement. Written justification must be provided to align the dollars with the needs of all students. <i>Following a review of the data last year, changes were made to this assignment to break it into four manageable parts. Candidates received feedback from their drafts which were incorporated into the current assignment.</i>
Signature Assignment GED 609 Old data: 87% New data: 88%	The signature assignment requires candidates to develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on their current campus. Candidates review their site plan and district goals and provide scholarly research on best practices for successful parent involvement. <i>Data from each year indicate a high level of proficiency. Professors will continue to provide guidance and skills development to candidates to gain a deeper understanding and application of data analysis and instructional improvement.</i>
Signature Assignment GED 610 Old data: 93% New data: 100%	The signature assignment requires candidates to write an executive summary to the superintendent and cabinet regarding an educational policy or legal issue. They must cite legal and financial practices for their position. This continues to be a valuable assessment as candidates require additional knowledge and skills to apply LCFF and LCAP guidelines to this assignment.
Signature Assignment GED 611 Old data: 92% New data: 86%	In this signature assignment, candidates develop a personal platform including vision, quality leadership and self-analysis of their current strengths and areas in which to improve. They also indicate how to maintain balance in their life and describe their ethical and moral obligations as a public school administrator. <i>Scoring for this assignment was revised. The score is more holistic looking as the complete assignment. Candidates need to improve on the integration of skills, knowledge and dispositions they have acquired over the course of the program.</i>