

Master of Arts in Education: Concentration in Education Leadership
Clear Administrative Services Credential
Multiple Year Assessment Plan
2011-12

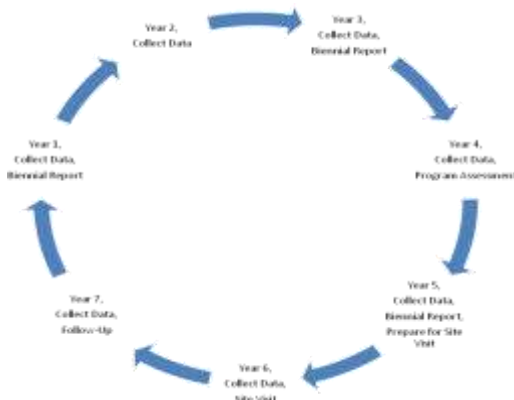
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation 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 CTS 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	7 th 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 7 th 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



Methods of Assessment and Criteria for Success
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Clear Credential

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. All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria. The assessments are listed below:

Coursework Assessments

Using TaskStream, the program collects key assessments known as Signature Assignments to gauge candidates’ progress through the course of study and to ensure that CTC program standards are met. Each Signature Assignment is evaluated using a rubric. At the end of each academic year, data is disaggregated by regional center and analyzed with results information areas of program improvement. Point Loma’s program is aligned to the CPSELs and the Interstate School Leader Licensure Consortium (ISLLC) standards.

Point Loma Nazarene University’s Professional Clear Educational Leadership program is only one of three coaching models in the state of California. This six unit program provides each candidate with on-site coaching in the current entry level administrative position. University coaches trained through the Coaching Leaders to Attain Student Success (CLASS) program provide continuous and timely support and feedback as the candidates navigate through their new leadership positions.

Signature Assignment: GED 796 Induction, Mentoring and Advanced Fieldwork Candidate competencies are aligned with the CPSEL standards and documented through self assessments and 360 Degree Assessments. Candidates are required to collect and analyze data related to their work; reflect on their practice; use research and technology to support and improve student learning through a coordinated and articulated series of personalized experiences and assessments.

Signature Assignment: GED 797 Professional Development and Assessment

Candidates participate in, reflect upon and apply new professional development learning in the work place. Candidates are required to complete their second self-assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELS) along with a narrative section for identifying strengths and weaknesses.

Dispositions Assessments

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.