

Master of Arts in Education: Concentration in Education Leadership
Preliminary Administrative Services Credential
Multiple Year Assessment Plan
2012-13

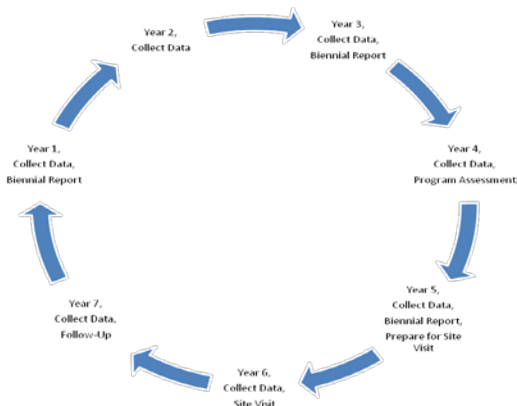
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation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

Assessment data is collected and analyzed through internal and external sources from a variety of stakeholders to include candidates, adjunct faculty, full and part time faculty, university supervisors, and advisory councils. Given that courses are offered in 8 week quads, *candidates* provide feedback through completion of signature assignments and IDEA course evaluations in 8 week cycles throughout the academic year. As they conclude their program of study, *candidates* also provide feedback by completing the Exit Survey on TaskStream. *Advisory councils* meet three times a year to discuss current trends and best practices, making recommendations for revisions in the assessment practice. To ensure a set of balanced assessment measures, *full time faculty, part time faculty, and adjunct faculty* meet semi-annually to review the collected data and consider revisions in the assessment practice. Because the state credentialing standards are integrated into the signature assignments, all candidates are expected to be at the proficient level with a score of “3” in each signature assignment rubric criteria. The assessments are listed below:

1. Coursework Assessments

Using TaskStream, *candidates upload each signature assignment which is aligned to the CTC program standards, the California Professional Standards for Educational Leadership(CPSEL) and Classroom Learning Outcomes (CLO)*). Each signature assignment is evaluated *using a rubric which has been calibrated by faculty across centers*. At the end of each academic year data is disaggregated *and analyzed by program and each regional center*. *The results of this analysis* inform areas for program improvement.

- **Signature Assignment: GED603, Visionary Leadership**
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. CTC Standard 6(a)/CPSEL Standard 1/Classroom Learning Outcomes 1, 2, 3, 4
- **Signature Assignment: GED604, Instructional Leadership for the Success of all Students**
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. CTC Standard 1/CPSEL Standard 2/CLO 1, 2, 3, 4, 6, 8.
- **Signature Assignment: GED606, Organizational Leadership and Resource Management**

Utilizing current student achievement data, candidates create a Title I budget to enhance student achievement. Written justification must be provided to align the dollars with the needs of all students. CTC Standard 6(c)/CPSEL Standard 3/CLO 7, 8, 9, 10, 14.

- **Signature Assignment: GED609, Collaborative and Responsive Leadership**
Candidates are required 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. **CTC Standard 6(d) CPSEL Standard 4/ CLO 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 16.**
- **Signature Assignment: GED610, Leadership within the Political, Social, Economic, and Legal Framework**
Candidates 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. **CTC Standard 6(f)/CPSEL Standard 6/CLO 2, 3, 4, 5.**
- **Signature Assignment: GED611, 611 Ethical, Moral and Servant Leadership**, 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. **CTC Standard 6(e)/CPSEL Standard 5/CCLO 2, 4, 6, 7, 9.**

2. *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 *work and endeavors*. As such, candidates are assessed on their dispositional behaviors at *three* stages of their program of study. Assessments are conducted by candidates, instructors, and university supervisors. Action plans are developed to support struggling candidates.

- Program entry admissions rubric
- Self assessment of dispositions
- Fieldwork supervisor assessment of dispositions

3. *Exit Surveys for Program Completers*

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*

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.