

**Master of Arts in Education: Concentration in Education Leadership
Administrative Services Preliminary Credential
Annual Assessment Report
School of Education
2011-2012 Academic Year**

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

Assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern the set of balanced assessment measures 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 informing areas for program improvement.

4. *Follow-up Surveys*

Follow-up surveys are sent to graduates 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.

Master of Arts Program

Candidates completing the Master of Arts program must take twelve additional units including the Philosophy of Education (GED 672) and Educational Measurement and Evaluation (GED 681). Both require a Signature Assignment.

Evidence of Candidate Learning Master of Arts in Education: Concentration in Education Leadership Administrative Services Preliminary Credential

GED 603 VISIONARY LEADERSHIP

Rubric Criteria	Authors Evaluated	Group Average (raw)	Group Average (%)	Standard Deviation
Quality of Information	74	3.26/4	90.54	.49
Meaningful Development of Ideas	74	3.30/4	82.43	.59
Mechanics	74	3.27/4	81.76	.78
References	74	2.76/4	68.92	1.11
Organization	74	3.57/4	89.10	.53

The data indicate Preliminary Candidates performed well in the "Organization of the Paper" (3.57 out of 4). The lower scores of "References (2.76/4) and "Quality of Information" (3.26/4) are of concern.

Plan for Improvement

The Associate Dean of Educational Leadership along with the faculty in the program will review the rubric criteria to determine if the assessment points are the most critical in determining the rigor of learning of the candidates. Professors will also receive training in how to better prepare their candidates to develop a paper with cogent ideas properly cited.

GED 604 INSTRUCTIONAL LEADERSHIP FOR THE SUCCESS OF ALL STUDENTS

Rubric Criteria	Authors Evaluated	Group Average (raw)	Group Average (%)	Standard Deviation
Grammar	60	3.65/4	91.25	.61
Vocabulary	60	3.38/4	84.58	.49
Organization	60	3.57/4	89.17	.56
Content	60	3.48/4	87.08	.5
Meaningful Development of Ideas	60	3.52/4	87.93	.65

The data indicate candidates organize their assignment well and use proper grammar. However, the equally important areas of Content (3.48/4), Vocabulary (3.38/4) and the Meaningful Development of Ideas (3.52/) are not as strong.

Plan for Improvement

Faculty will more clearly outline the expected outcomes for content and idea development to the candidates when they are in class. Anchor examples **and** practice with in-class assignments may help to improve candidate skills in these areas.

ED 606 ORGANIZATIONAL LEADERSHIP AND RESOURCE MANAGEMENT

Rubric	Authors Evaluated	Group Average (raw)	Group Average (%)	Standard Deviation
References	74	3.22/4	80.41	.97
Grammar	74	3.82/4	95.61	.48
Vocabulary	74	3.86/4	96.62	.34
Content	74	3.64/4	90.88	.65
Meaningful Development of Ideas	74	2.99/4	74.66	.98

Organization	74	3.74/4	93.58	.53
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The content of the Signature Assignment meets expectations. Once again, data indicate candidates have a difficult time meaningfully developing their ideas on paper. The scores for proper citation and use of references appears to be lacking.

Plan for Improvement

Faculty will come together to provide clear direction and examples for the candidates.

GED 609 COLLABORATIVE AND RESPONSIVE LEADERSHIP

Rubric	Authors Evaluated	Group Average (raw)	Group Average (%)	Standard Deviation
References	43	3.74/4	93.6	.58
Conventions	43	3.67/4	91.86	.61
Vocabulary	43	3.77/4	94.19	.48
Context	43	3.53/4	88.3	.63
Meaningful Development of Ideas	43	3.47/4	86.63	.63
Organization	43	3.74/4	93.6	.58

These scores appear to be relatively high, however, the continual lower results in “Meaningful Development of Ideas” (3.47/4) indicate a systemic need to address this with our faculty.

Plan for Improvement

In a work session, Educational Leadership faculty will redesign the rubric to better reflect the standards and classroom learning objectives.

**GED 610 LEADERSHIP WITHIN THE POLITICAL, SOCIAL, ECONOMIC AND
LEGAL FRAMEWORK**

Rubric	Authors Evaluated	Group Average (raw)	Group Average (%)	Standard Deviation
References	94	3.38/4	84.57	.7
Conventions	94	3.64/4	90.96	.57
Quality of Information	94	3.45./4	86.17	.56
Development of Ideas	94	3.44/4	85.8	.65
Organization	94	3.70/4	92.55	.55

Organization of the Signature Assignment continues to be a strength.

Plan for Improvement

“References” and “Development of Ideas” will be addressed for this Signature Assignment as well as the others.

GED 611 ETHICAL, MORAL AND SERVANT LEADERSHIP

Rubric	Authors Evaluated	Group Average (raw)	Group Average (%)	Standard Deviation
Vision of Leadership	89	3.70/4	92.42	.51
Personal Strengths/Areas to Improve	89	3.70/4	92.42	.51
Balance of Personal/Prof	89	3.64/4	91.01	.59
Ethical and Moral Obligations	89	3.66/4	91.57	.58
Conventions	89	3.8/4	91.57	.58
Organization	89	3.8/4	96.07	.40

This rubric addresses the core objectives of the Signature Assignment. Scores are strong.

Plan for Improvement

Candidates will be reminded of the core elements of the assignment, all of which must be addressed and fully explored.

Methods of Assessment and Criteria for Success

Master of Arts in Education:

Concentration in Educational Leadership

Administrative Services Clear Credential

Assessment data is collected through internal and external sources. Faculty, clinical supervisors and advisory councils have worked together to discern a set of balanced assessment measures.

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.

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.

GED 797 Professional Development and Assessment

Candidates participate in, reflect upon and apply new professional development learning in the work place.

