



Commission on Teacher Credentialing
Biennial Report
(For Institutions in the Yellow, Blue, and Violet Cohort Due Summer/Fall 2012)
Academic Years 2010-11 and 2011-12

Institution	California Sate University, Fresno
Date report is submitted	August 1, 2012
Program documented in this report	Preliminary Administrative Services
Name of Program	Educational Leadership and Administration
Please identify all delivery options through which this program is offered (Traditional, Intern, Other)	Partnership Cohort Model and Intern within Cohort Model
Credential awarded	Preliminary Administrative Services
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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**Biennial Report to the CCTC
Academic Years 2010-11 and 2011-12
California State University, Fresno
Educational Leadership and Administration**

Section A

PART I – Contextual Information

California State University, Fresno is one of twenty-three universities in the California State University system. Fresno State just celebrated its centennial year with a strong history of service and preparation of education professionals. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs. Our last joint accreditation (NCATE/CCTC) visit was in March 2006.

The Educational Leadership and Administration Program prepares candidates for the California Preliminary Administrative Services Credential. All candidates are expected to complete a Master of Arts Degree in Education: Option Educational Leadership and Administration as part of an integrated credential/master's program, unless candidate already holds a master's degree, in which the candidate completes the credential only portion. The coursework required for the credential consists of 24 units. Additional requirements for the master's degree consist of three units of research (ERA 220) and four units of a culminating project: Master's Project (EAD 298), Thesis (EAD 299) or Field-based Action Research Project (ERA 244) + Comprehensive Exam.

The Professional Administrative Services Credential program was suspended four years ago due to a sharp decline in demand for the program because of funding made available for Tier 2 programs from alternative providers. Recently, the program has been moved to the Doctoral Program in Educational Leadership at Fresno State (DPELFS), and several candidates are currently completing credential requirements.

All coursework and fieldwork experiences are based on standards required by the CCTC. These CCTC standards are based on the California Professional Standards for Educational Leaders (CPSELs), which in turn have been adapted from the Interstate School Leaders Licensure Consortium (ISLLC), which are recognized nationally. Candidates are expected to apply theoretical and scholarly concepts, knowledge, and leadership skills in leading schools and school districts. The mission of the Educational Leadership and Administration Program is *to prepare credible and relevant leaders in education*, and guides all program and assessment activities.

The Educational Leadership and Administration Program is a rigorous, application-oriented program, built around the craft knowledge and the demonstration of teaching, learning, and leading and is focused on common goals. The program recognizes the changing knowledge base about education administration and the need for high standards and expectations, and is designed to prepare knowledgeable practitioner change agents who impact student learning in P12 schools. The program advances knowledge of and capacity for effective leadership practice in important ways for our candidates. *Signature Assignments, which reflect the pedagogy the program adopted in 2010, guide our instructional strategies and characterize the program.*

These assignments are intended to assess important candidate knowledge, skills and abilities, identify areas of strength and challenge, and contribute to successfully evidencing the attainment of state, national, and licensure standards and objectives.

Stand-alone fieldwork is no longer a component of the program. All fieldwork is embedded in coursework, as appropriate, to more effectively provide a practice-based curriculum that ties theory to practice. Graduates of the Educational Leadership and Administration Program are skilled instructional leaders who effectively and efficiently lead and manage schools and design and implement systems that have a profound and positive impact on ensuring every student achieves at proficiency and beyond.

Presently, there are seven cohorts in the P 12 program, up from five cohorts a few years ago. Six valley school districts (Central Unified, Clovis Unified, Fresno Unified, Kings Canyon Unified, Sanger Unified, and Visalia Unified) have entered into partnerships with the Educational Leadership and Administration Program faculty to provide on-site preparation programs for future administrators in their districts and surrounding neighboring districts. The renowned Chancellor’s Fellows program, with support from the Chancellor’s Office, will begin its 9th cohort of candidates in Fall 2012, selected exclusively by local school superintendents.

The Educational Leadership and Administration Program has a strong relationship with the Central Valley Educational Leadership Institute (CVELI), which provides support and collaboration to local school districts. Virtually all faculty members are engaged in some type of collaboration with local districts through CVELI. Some faculty members work as leadership coaches while others provide professional development to leaders and staff.

Table 1 presents program specific candidate information.

Table 1

Program Specific Candidate Information

Numbers of candidates and completers/graduates for two years reported				
	2010-2011		2011-2012	
Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
Cohort Model including Interns	125	47	165	93

Table 2 presents program specific cohort information including a timeline for the two years reported (2010-11 and 2011-12). Ninety-eight percent (98%) of candidates who started the program cycle detailed in Table 2, completed the program.

Table 2

Program Specific Cohort Information

Semester/Year	Cohort Timeline
Fall 2010	<p><u>5 cohorts started:</u></p> <ul style="list-style-type: none"> • Clovis • FS On-Campus (F10 – S12) • FUSD Leadership • Sanger • Visalia <p><u>1 cohort in progress</u> FS On-Campus (F09-S11)</p>
Spring 2011	<p><u>2 cohorts started:</u></p> <ul style="list-style-type: none"> • Central • Chancellor’s Fellows (CF 8) <p><u>4 cohorts in-progress:</u></p> <ul style="list-style-type: none"> • Clovis • FS On-Campus (F10 – S12) • Sanger • Visalia <p><u>2 cohorts completed:</u></p> <ul style="list-style-type: none"> • FUSD Leadership • FS On-Campus (F09-S11)
Fall 2011	<p><u>2 cohorts started:</u></p> <ul style="list-style-type: none"> • FUSD Leadership • Kings Canyon <p><u>3 cohorts in-progress:</u></p> <ul style="list-style-type: none"> • Central • Chancellor’s Fellows • FS On-Campus (F10 – S12) <p><u>3 cohorts completed:</u></p> <ul style="list-style-type: none"> • Clovis • Sanger • Visalia
Spring 2012	<p><u>3 cohorts started:</u></p> <ul style="list-style-type: none"> • Clovis • Sanger • Visalia <p><u>1 cohort in-progress:</u></p> <ul style="list-style-type: none"> • Kings Canyon <p><u>4 cohorts completed</u></p> <ul style="list-style-type: none"> • Central • Chancellor’s Fellows • FS On-Campus (F10 – S12) • FUSD Leadership

Changes since Last Accreditation Activity

- Implemented in Fall 2010, re-sequenced and restructured Educational Leadership and Administration curriculum described in last biennial report. Faculty agreed on and developed a minimum of three signature assignments with common criteria/expectations, for each EAD course offered, that evidence intended candidate learning specific to the course. These assignments are consistently administered in each course, regardless of the instructor for that course.
- All fieldwork stand-alone courses were eliminated and common fieldwork experiences and performance expectations were embedded in courses, as appropriate, effectively applying theory in practice.
- Implemented new course, EAD 274: Instructional Systems and Leadership for Equity.
- Candidates are asked to assess the value of the signature assignments relative to the intended learning outcomes as well as course-alike instructors met throughout the year to discuss candidate learning and the effectiveness of the assignments in evidencing intended outcomes for the course and program. As a result of student and faculty feedback, changes and adjustments have already been made to some course and candidate tasks/assignments. The goal is to have this process repeated for on-going continuous improvement.

Section A
Educational Leadership and Administration

Part II - Candidate Assessment/Performance and Program Effectiveness Information

Candidate performance through the assessment of intended outcomes are a major component of the program review process and are included in assessing program effectiveness. Candidate performance on Signature Assignments and Embedded Fieldwork in courses is used to measure candidate learning of intended outcomes. Performance is assessed through Signature Assignment and Embedded Fieldwork ratings/scores and documented learning and next steps from the student work sample review process. Table 3 specifies candidate outcomes, the measurement used and collection frequency.

Table 3

Candidate Outcome Assessment Questions, Measures and Collection Frequency

Candidate Outcome Assessment Question	Measurement	Frequency
1. Do candidates have the knowledge and skills to facilitate and monitor the development, articulation, and implementation of a shared vision of learning to ensure the achievement of every child?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions • 360 Dispositions Survey 	Semester Semester Annually First & final course
2. Do candidates have the knowledge and skills to effectively marshal sufficient resources to implement and attain the vision for all students and subgroups of students?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions • 360 Dispositions Survey 	Semester Semester Annually First & final course
3. Are candidates able to identify and address barriers to accomplishing the vision?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions 	Semester Semester Annually

Candidate Outcome Assessment Question	Measurement	Frequency
4. Do candidates have the knowledge and skill to create an accountability system of teaching and learning based on student learning standards?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions 	Semester Semester Annually
5. Do candidates have the knowledge and skill to design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-impact instructional strategies, purposeful assessment, curricular resources, and professional development?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions 	Semester Semester Annually
6. Do candidates have the knowledge and skill to use multiple assessment measures to evaluate student learning and drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions 	Semester Semester Annually
7. Do candidates have the knowledge and skill to develop results-oriented professional learning communities and supervise and support the ongoing professional growth and development of all staff to improve the learning of all students?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions 	Semester Semester Annually
8. Do candidates have the knowledge and skill to implement equitable practices to ensure the achievement of every child and promote equity, fairness and respect among all members of the school community?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions 	Semester Semester Annually

Candidate Outcome Assessment Question	Measurement	Frequency
9. Do candidates have the knowledge and skill to effectively and efficiently manage the organization, operations, and its resources?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions • 360 Dispositions Survey 	Semester Semester Annually First & final course
10. Are candidates able to skillfully collaborate with families and community members, respond to diverse community interests and needs, and mobilize and leverage community services to support the equitable success of all students and all subgroups of students?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ with follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions • 360 Dispositions Survey 	Semester Semester Annually First & final course
11. Do candidates <i>model a personal code of ethics</i> ?	<ul style="list-style-type: none"> • Signature Assignment Reflections Review/ Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions • 360 Degree Dispositions Survey 	Annually First & final course
12. Are candidates able to skillfully develop and enhance the leadership capacity of self and others?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions 	Semester Semester Annually
13. Do candidates have the knowledge and skill to accurately assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts?	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions • 360 Dispositions Survey 	Semester Semester Annually First & final course

Candidate Outcome Assessment Question	Measurement	Frequency
14. Are candidates able to skillfully access and understand educational literature and research and write about educational issues and problems?	<ul style="list-style-type: none"> Signature Assignment Score(s)/Rating(s) Embedded Fieldwork Evaluations Student Work Product Samples (uploaded to Blackboard) w/ follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions and documented next step actions Culminating Project (Masters) 	Semester Semester Annually Final Semester

Sample Data for Candidate Assessment

Signature Assignment/Embedded Fieldwork Assessment Scores/Ratings:

One instrument used to measure candidate learning of intended objectives is the Signature Assignment or Embedded Fieldwork assessment score, each based on a set of criteria that align with the assessed candidate learning outcomes. Candidates are scored on a continuum/rubric. It is important to note that the philosophy of the faculty centers on the importance of every candidate evidencing learning at an Acceptable or Target level, therefore, first time great lesson planning, design, and delivery is a priority. Based on the score, if a candidate does not evidence learning at an Acceptable or Target level (which means the candidate earned a score of Does Not Meet Expectation - major revision needed or Progressing – minor revision needed), the candidate is expected to revise his/her work to meet expectation of the intended learning, and resubmit the work. Instructors reteach and/or coach-up the candidate as needed. Candidates may also revise work to evidence and move learning from an Acceptable to Target level.

The continuum (rubric) scores from six different Signature Assignments/Embedded Fieldwork were used to measure the following learning outcome: *In order to promote the success of every P 12 student, Educational Leadership and Administration candidates, as educational leaders, will develop the knowledge and skills to **implement equitable practices that ensure the achievement of every student, and promote equity, fairness, and respect among all members of the school community.***

Signature Assignment/Embedded Fieldwork results represent four different courses (EAD 262, EAD 272, EAD 274, and EAD 269) during the 2011/12 academic year (Fall 2011 and Spring 2012). Table 4 represents the Signature Assignment and Embedded Fieldwork scores relative to the identified learning outcome.

Table 4

Signature Assignment and Embedded Fieldwork Continuum/Rubric Scores Measuring Student Learning Objective: Knowledge and Skills to Implement Equitable Practices

Assignment (Course)	Did Not Meet Expectation		Progressing: Slightly Below Expectation		Acceptable: Meets Expectation		Target		Revised and Resubmitted	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Reform Plan	0	0	0	0	5	5	91	95	13	14

(262)

Unwrapping Standards (272)	0	0	5	7	4	5	66	88	25	33
Instructional Strategies (272)	1	1	0	0	5	7	69	92	22	29
Instructional Rounds (272)	0	0	1	1	7	10	67	89	15	20
Equity Audit (274)	0	0	0	0	8	20	33	80	15	37
Current State/Desired Future (269)	0	0	0	0	26	51	25	49	3	6

The results of the composite scores for Signature/Embedded Fieldwork Assignments related to the focus student learning outcome revealed that all, but two candidates evidenced learning at an Acceptable or Target level for each reported assignment. The percent of students revising and resubmitting their work to increase achievement and learning ranged from a low of 6% to a high of 37%. It should be noted that more students may have revised and resubmitted the Current State/Desired Future assignment (EAD 269) after receiving effective instructor feedback to move candidate learning to a Target level, but time did not permit, as this was the final assignment in the final course of the program. It should also be noted that the two candidates who did not meet an Acceptable level, were in progress of completing the revision process.

Assignment Assessment:

An Assignment Assessment (Appendix A) was an additional instrument used to provide student learning data regarding the following two outcomes: (1) candidates will develop the knowledge and skill to *shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards* and (2) candidates will develop the knowledge and skill to *design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high impact instructional strategies, purposeful assessment, curricular resources, and professional development*.

Students were asked to assess the value of Signature Assignments in supporting their knowledge and skill development relative to the intended learning outcomes. Each of these objectives was an explicit course outcome for EAD 272, Seminar in Advanced Curriculum Design and Development. This course is a 4-unit course that includes both Signature Assignments and Embedded Fieldwork. These two outcomes are also addressed secondarily in other courses, but are the primary focus of EAD 272.

An Assignment Assessment was administered to 70 students at the end of EAD 272 during the academic year (2010-2011). Assignment Assessment results revealed that candidates perceived that all four Signature Assignments strongly supported their knowledge and skill development of the given intended outcomes: (a) 96 % of candidates strongly agreed or agreed on the Academic Scrapbook assignment; (b) candidates almost unanimously indicated agreement regarding the

Classroom Learning Walks assignment, 99% of candidates strongly agreed or agreed; (c) 89% of candidates strongly agreed or agreed on the Site Leader Interview/Executive Summary Relative to Guaranteed and Viable Curriculum for All Students, and (d) 90 % of candidates strongly agreed or agreed on the Faculty In-service Fieldwork Assignment. Table 5 depicts Assignment Assessment results.

Table 5

Assignment Assessment Results for EAD 272 - Academic Year 2010/2011

Description	# Respondents Strongly Agreed/Agreed	% of Total (N = 70)
Academic Scrapbook	67	96%
Classroom Learning Walks	69	99%
Faculty In-service	63	90%
Site Leader Interview	62	89%
Executive Summary		

A qualitative portion was included on the Assignment Assessment instrument (written rationale describing quantitative rating). A content analysis of written rationale comments was completed and is presented below by Signature or Fieldwork Assignment.

1. Academic Scrapbook Signature Assignment

Six major themes emerged from the qualitative written rationale Academic Scrapbook responses. The Academic Scrapbook assignment: (1) provided a better understanding of standards; (2) taught candidates what student academic language needed to be included in K-12 teaching; (3) assisted candidates in understanding what grade-level expectations looked like, (4) increased candidate awareness of the rigor needed to meet grade level K-12 student content standards, (5) raised candidate awareness of the role assessment plays in accountability, and (6) demonstrated to candidates how instruction and assessment should be aligned to standards-based content. Candidates expressed many other reasons and observations that can be found on a comprehensive document maintained by the program coordinator. Table 6 depicts the six major themes regarding the value of the Academic Scrapbook assignment.

Table 6

Value Rationale for Academic Scrapbook Signature Assignment - Qualitative Response Rates

Description	# Responses
Better understanding of standards	34
Learned academic language	12
Alignment of instruction and assessment to standards-based content	12
Increased awareness of the importance of rigor	6
Greater awareness of grade-level expectations	4
Relationship of assessment to accountability	4

2. Classroom Learning Walks Embedded Fieldwork

Seven major themes emerged from the classroom learning walks experience: (1) candidates saw and experienced an aligned instructional system first-hand, (2) candidates saw and experienced indicators of student learning demonstrated in classrooms, (3) candidates saw and experienced real-life examples of the written, taught and assessed curriculum, (4) candidates saw and experienced first-hand what educational leaders observe during classroom visits, (5) candidates practiced calibrating rigor of teaching and learning observed to grade-level standards, (6) candidates gained experience in observing teaching at a variety of grade levels, and (7) candidates practiced, through authentic experience, walk through protocol and practiced giving feedback. Table 7 depicts the seven major themes regarding the value of the Classroom Learning Walks Fieldwork assignment.

Table 7

Value Rationale for Classroom Learning Walks Fieldwork - Qualitative Response Rates

Description	# Responses
Understand what leaders observe	13
Observations in multiple grade-levels	13
Practice walk throughs and give feedback	10
Calibrate rigor based on grade-level standards	9
Observe an aligned instructional system	5
See examples of written, taught and assessed curriculum	4
Observe indicators of student learning	2

3. Faculty In-service Embedded Fieldwork Assignment

Comments for this fieldwork assignment varied greatly and indicated that the assignment was valuable as it was something the candidates could immediately use at their sites. Three strong themes emerged from the qualitative responses: (1) assignment gave candidates the practice in creating faculty in-service sessions or modules with feedback, (2) candidates indicated that working collaboratively on the design of the in-service was beneficial in many ways, and (3) fieldwork assignment gave candidates the opportunity to practice presenting an in-service to their peers before presenting at their school sites. Table 8 depicts the three themes regarding the value of the Faculty In-service Fieldwork assignment.

Table 8

Value of Faculty In-service Embedded Fieldwork Assignment - Qualitative Response Rates

Description	# Responses
Practice creating faculty in-service/module	18
Practice presenting	17
Working collaboratively	17

4. Site Leader Interview and Executive Summary Fieldwork Assignment

Candidate's comments indicted three themes: (1) role of the administrator to identify needs of students and teachers, (2) artifacts that support guaranteed and viable curriculum became

evident, and (3) time to just meet with and talk to the candidate’s site administrator was beneficial in and of itself. Table 9 depicts the three themes regarding the value of the Site Leader Interview and Executive Summary (Guaranteed and Viable Curriculum) Fieldwork assignment.

Table 9

Value of Site Leader Interview and Executive Summary - Fieldwork Qualitative Response Rates

Description	# Responses
Artifacts that support guaranteed and viable curriculum	19
Time to talk with the administrator	11
Role of administrator in identifying needs	9

Candidates provided feedback regarding the most important knowledge and skills they developed as a result of EAD 272. Ten skills/knowledge areas emerged from the qualitative data indicating that candidates learned: (a) explicit direct instruction lesson design, (b) how to unpack and teach grade-level standards, (c) how to lead for a guaranteed and viable curriculum, (d) attributes of an effective PLC – what it looks like, (e) differences between formative and summative assessments, (f) essential K-12 student academic vocabulary, (g) the importance of using data to drive instruction, (h) how to conduct walk-throughs, (i) the importance of and how to align curriculum, standards and assessments, and (j) how to design teacher in-service sessions or modules. Table 10 depicts the 10 skill/knowledge areas that candidates developed as a result of their work in EAD 272.

Table 10

Important Skills/Knowledge Candidates Developed as a Result of EAD 272

Description	# Responses
Unpack and teach standards	29
Curriculum, standards, and assessment alignment	18
EDI lesson design	16
Walk-through components	16
Leading for a guaranteed, viable curriculum	15
Designing in-services/modules	8
Using data to drive instruction	4
Attributes of Effective PLCs	3
Academic vocabulary	3
Formative and summative assessments	2

Program Outcomes Assessment

Assessment of program outcomes for the purpose of ongoing program improvement is conducted annually. Program assessment questions that drive the annual review process, the measurement process and the frequency of the data collection are outlined in Table 11.

Table 11

Program Outcome Assessment Questions, Measures and Collection Frequency

Program Outcome Assessment Questions	Measurement	Frequency
1. Is the program providing a practice- based curriculum that ties theory to practice?	Course Reflection/Evaluation Assignment Assessments Superintendent’s Advisory End-of-Program Survey Culminating Project	Semester Semester Twice Year Final Course Final Semester
2. Are courses sequenced and coupled in a way that facilitate candidate learning and prepare appropriately for a leadership position?	Course Reflection/Evaluation Assignment Assessments Superintendent’s Advisory End-of-Program Survey Culminating Project	Semester Semester Twice Year Final Course Final Semester
3. Has the program produced professionals and instructional leaders who are able to skillfully lead a school site system to high performance and continuous improvement?	Superintendent’s Advisory End-of-Program Survey Culminating Project 360 Degree Disposition Survey	Twice Year Final Course Final Semester First and Final Course

As depicted in Table 11, the End-of-Program Graduating Candidate Survey (Appendix B) is another instrument used to collect data about program effectiveness. One of our program assessment questions is, *Are courses sequenced and coupled in a way that facilitate candidate learning and prepare appropriately for a leadership position?* As stated in our prior biennial report under actions taken as a result of assessment completed, courses were re-sequenced. End-of-Program Graduating Candidate Survey data was used to assess the effectiveness of this action. The survey asked candidates if the sequence of courses was appropriate in preparing them for leadership positions (question number 6 on the survey). According to results, candidates’ mean scores increased from an average of 3.6 (on a scale of 1= low to 5 = high) in 2008, 4.5 mean score in 2010, to an average mean score of 4.6 for all candidates completing the program in 2012 (see Figure 1). Three off-campus cohorts produced the highest mean averages, where candidates focused intensively on one course at a time. The one on-campus cohort indicated the lowest mean average score of 4.4, in which candidates took courses simultaneously.

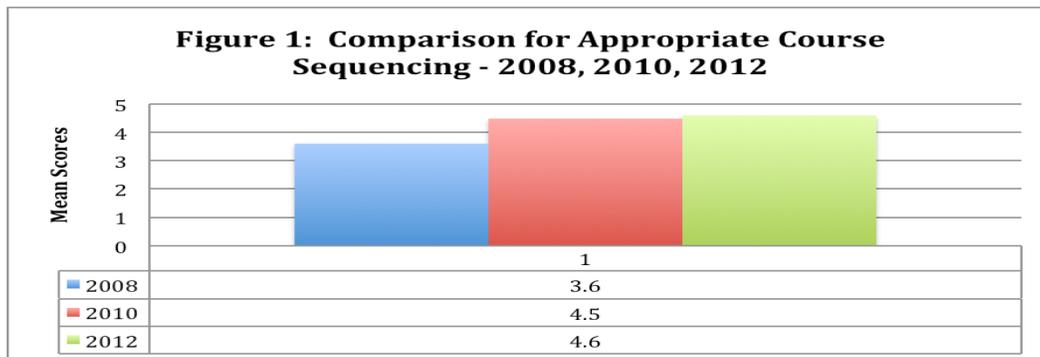


Figure 1. Comparison for Appropriate Sequencing – 2008, 2010, 2012

In addition, candidates evaluated the extent to which the program helped them develop vision; use data to inform instruction and decision-making; align curriculum, instruction and assessment; use effective supervision strategies and develop knowledge and skills needed of an instructional leader. Table 12 and Figure 2 show the comparison of average mean scores between cohorts from 2008 to 2012. The data indicated an increase in mean score for every item.

Table 12

Graduating Candidates' Responses for End-of-Program Survey: Item Mean Score Comparisons for 2008, 2010, and 2012

Question #/Description	2008* Aver	2010 Aver	2012 Aver
5 Cohort experience is essential	4.3	4.7	4.8
6 Course sequence appropriate	3.6	4.5	4.6
7a Program helped develop clear personal vision	4.2	4.5	4.7
7b Program helped develop clear site vision	4.0	4.3	4.6
7c Program helped me to clearly articulate vision	4.1	4.5	4.6
7d Program helped me use data to inform instruction	4.2	4.4	4.8
7e Program helped me align curriculum to standards	4.2	4.5	4.8
7f Program helped me use effective Supervision strategies	4.2	4.6	4.7
7g Program helped me to be an instructional leader	4.3	4.7	4.8
8a Program provided opportunity to regularly reflect on my learning	4.2	4.7	4.8
8b Program provided opportunity to regularly reflect on my practice	4.2	4.7	4.8
8c Program has provided opportunity to analyze interpersonal issues in education setting	4.0	4.5	4.7
8d Program fostered understanding of importance of reflecting on ethical decision making	4.1	4.6	4.8
8e Program helped me recognize importance of valuing diversity	4.0	4.5	4.7
8f Program provided opportunity to learn collaboration skills	4.3	4.7	4.8
8g Program provided opportunity to practice collaboration skills	4.3	4.6	4.8
8h Program demonstrated value of continuous life-long learning	4.4	4.8	4.8
N	47	69	49

Note. 1-5 scale. *includes CF5 2007 data

Figure 2: Comparison of End-of-Program Survey Results - 2008, 2010, 2012

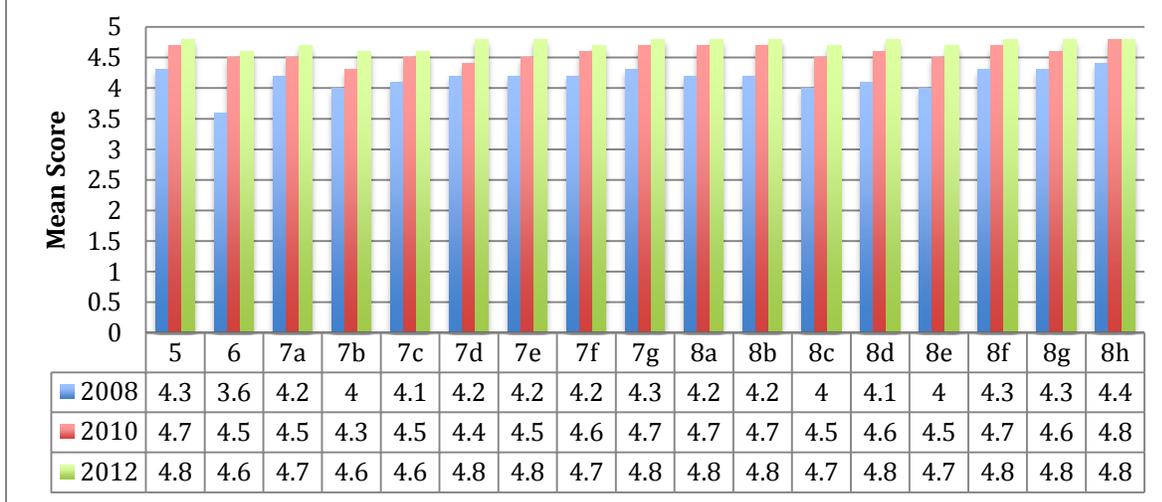


Figure 2. Comparison of End-of-Program Survey Results – 2008, 2010, 2012

The survey also includes open-ended responses investigating: (a) the most important skills and/or knowledge areas candidates developed as a result of participation and preparation in the program, (b) the strongest elements of the program, and (c) the elements of the program that could be strengthened. Table 13, Table 14, and Table 15 present the findings for the most recent group of candidates completing the program (Spring 2012).

Table 13

Candidate Responses to Important Skills and Knowledge Developed in the Program

Skill/Knowledge/Ability	#Responses	% of Total Responses	% of Respondents Total N = 49
Supervision/Coaching and Evaluation Processes and Skills	14	12.3	28.6
Knowledge and Skills for Effective Leadership	14	12.3	28.6
Data Use/Data Analysis Skills/Making Data Driven Decisions	13	11.4	26.5
Collaboration Skills/Use of Networking	11	9.6	22.4
Knowledge and Skill for Leading Curriculum & Instruction/Effective Instructional Leadership	10	8.8	20.4
Creating an Equitable School and Culture/Valuing Diversity	8	7.0	16.3
Effective Communication Skills	6	5.3	12.2
Building Trust	6	5.3	12.2
Developing a Vision	6	5.3	12.2
Building Relationships	5	4.4	10.2
Providing Relevant PD and Support	4	3.5	8.2
Surfacing and Understanding Beliefs/Attitudes and Impact	3	2.6	6.1
Planning and Goal Setting	3	2.6	6.1
School Finance and Budgeting	3	2.6	6.1
Program Evaluation Skills	2	1.8	4.1

Use of Resources	2	1.8	4.1
Skill and Use of Reflection	2	1.8	4.1
Team Development	2	1.8	4.1

Note. Only themes with more than one response were included in Table 13. Respondents could indicate more than one response.

Table 14
Candidate Indications of Strongest Elements of the Program

Program Elements	#Responses	% of Total Responses	% of Respondents Total N = 49
Professors/Instructors	15	25.4	30.6
Collaboration/Networking/Cohort	14	23.7	28.6
Signature/Fieldwork/Real-world Assignments	7	11.9	14.3
Curriculum Alignment w/Districts	5	8.5	10.2
District Leaders as Instructors/Facilitators	5	8.5	10.2
Knowledge and Skill to Build Capacity in Self and Develop Others	3	5.1	6.1
Support	3	5.1	6.1
Leadership Component/Lens	3	5.1	6.1
Supervision and Evaluation Component	2	3.4	4.1
Class Organization and Course Pace	2	3.4	4.1

Note. Only themes with more than one response were included in Table 14. Respondents could indicate more than one response.

Table 15
Candidate Recommendations for Strengthening the Program

Program Elements	#Responses	% of Total Responses	% of Respondents Total N = 49
Improve ERA 288 On-line Course	7	50.0	14.3
Improve ERA 220 Research – Better Prep for Master’s Project	5	35.7	10.2
Additional Information on Budget	2	14.3	4.1

Note. Only themes with more than one response were included in Table 15. Respondents could indicate more than one response.

Of the candidate recommendations for strengthening or improving the program, over 85% of the responses focused on ERA courses, not EAD courses. The ERA courses have not been vetted through the recent rigorous process of redesign and as the EAD courses. Also, ERA 288 and ERA 220 are taught both as face-to-face and as on-line courses and are not only a component of master’s coursework in Educational Leadership and Administration, but other master’s programs as well.

Culminating Experience Data Collection and Results

(Valley administrator focus group interview data, candidate follow-up data, and Signature Assignment rubric scores for resume, educational philosophy, and practicum.

Candidates, as part of a culminating experience participate in a mock interview with future employers, administrators from our Valley schools/districts (superintendents, assistant superintendents, and principals). One week prior to mock interviews, each candidate sends his/her educational philosophy and resume to the administrator interviewer. Sample interview questions are provided to administrators, but they are free to modify questions or use their own. Additionally, each candidate responds in writing to a practicum, an on-demand school scenario prompt. A focus group interview is held with valley administrators at the conclusion of the mock interviews to discuss overall candidate strengths, areas for improvement and interview process and experience. Three categories emerged from the Spring 2011 focus group discussion: compliments regarding the preparedness of the candidates, appreciation for being included in the partnership with the university, and a desire to further interview specific candidates. There were no negative comments by interviewers. Table 16 depicts the list of themes that emerged as a result of the Spring 2011 administrator focus group interview.

Table 16

Employer Focus Group Interview Assessment of Graduating Candidates

Graduating students had a good understanding of standards-based instruction and assessment.

Graduating students understood instructional leadership.

Graduating students were passionate about equity issues.

Graduating students had high expectations for themselves and others.

Graduating students expressed themselves well.

Graduating students were stronger than many candidates from other universities.

In addition, instructors conducted small group brief interviews with candidates immediately following the mock interview. Candidates uniformly shared that the interview was a powerful experience and that they were compelled to review all course and program knowledge and activities in preparation for the interview. Most candidates had never participated in an interview except for their entry into the teaching profession. Specifically, candidates felt prepared to respond appropriately, and communicate in a knowledgeable and effective manner. Approximately 90% of candidates were satisfied with their experience and felt that they had done well; however, 10% of candidates felt that their nervousness or inability to respond to some questions hindered their success. Candidates received informal feedback from the interviewers either during or at the end of the interview. All candidates stated that the feedback was extremely helpful.

Section A.

Part III - Analyses and Discussion of Candidate and Program Data

1. *Has the program produced professionals and instructional leaders who can: (a) skillfully implement equitable practices that ensure the achievement of every student, and promote equity, fairness, and respect among all members of the school community, (b) shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards and (c) design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high impact instructional strategies, purposeful assessment, curricular resources, and professional development?*

Based on the data depicted in Table 4 (number of candidates achieving acceptable/target ratings on signature assignments), Educational Leadership and Administration candidates are developing knowledge and skills to implement equitable practices to ensure the achievement of every P 12 student, and promote equity, fairness, and respect among all community members.

Based on data depicted in Tables 4 -13 and Table 16 (including frequency data, candidate comments, signature assignment candidate ratings, graduating candidates survey quantitative and qualitative responses, and focus interview data), there is overwhelming testimonial and performance data evidencing that graduates are being prepared to design, implement and monitor a high quality instructional standards-based program, shape a culture of high expectations and create accountability systems at school sites.

2. *As an entry-level administrator, has the program built capacity of graduating students to: develop a vision; use data to inform instruction and decision-making; align curriculum, instruction and assessment; use effective supervision strategies; and effectively lead teaching and learning (developed the knowledge and skills needed of an instructional leader)?*

The data depicted in Table 12 and Figure 2 revealed an increase in mean score for every item on the survey, and indicated that curricular program changes have had a positive impact on the perceptions of graduating candidates in the areas of leadership, visioning, use of data, curriculum alignment, and instructional supervision and leadership. Valley administrator focus group responses (Table 16), also suggest that graduating candidates appear to be well prepared to assume entry-level administrative roles as leaders of learning and equity in order to serve the needs of Central Valley students and close achievement and proficiency gaps.

Five of the most prominent themes that emerged from the End-of-Program graduating candidate survey qualitative responses (Table 14) as the strongest program elements included: (a) instructors/professors, (b) the cohort/network/collaboration model, (c) signature/fieldwork/real-world assignments of practical application/laboratories of practice, (d) curriculum alignment, and (e) district leaders as instructors/facilitators of coursework and learning. This data additionally supports the conclusion that program changes have had a positive impact on both individual candidates and the overall program.

3. *Has the program sequenced and coupled courses in a way that facilitate candidate learning and prepare appropriately for a leadership position?*

As stated in our prior biennial report under actions taken as a result of assessment completed, courses were re-sequenced. End-of-Program graduating candidates' survey data was used to assess the effectiveness of this action. The survey asked candidates if the sequence of courses was appropriate in preparing them for leadership positions (question number 6 on the survey). As indicated in Figure 1, graduating candidates' mean scores increased from an average mean score of 3.6 in 2008 to an average mean score of 4.6 for all candidates completing the program in 2012. This dramatic increase since 2008 would suggest that the work the faculty undertook to revise the curriculum and sequence of the curriculum was and continues to be meaningful for candidate learning. Candidate responses appeared to be more positive for the intensive one course at a time model vs. taking courses simultaneously, even though the sequence was the same for all cohorts. The on-campus cohort (taking courses simultaneously), produced the lowest mean score for this item, but not lowest mean score for the majority other items. This data was used to inform decisions regarding the on-campus cohort.

Section A.

Part IV - Use of Assessment Results to Improve Candidate and Program Performance

Candidate learning outcome data, program outcome data, and the changing P 12 context (California's adoption of Common Core Standards and participation in Smarter Balanced Assessment Consortium) were used to drive continuous program improvement.

Actions Taken as a Result of Assessment Completed:

1. At least three Signature Assignments and Embedded Fieldwork Assignments (course appropriate), were developed and implemented for each EAD course regardless of instructor. Implementation began Fall 2010. All signature/embedded fieldwork assignments have been used in at least one program cycle. Candidate signature/fieldwork assignment performance data and feedback were used in course alike follow-up meetings for some EAD courses to inform assignment revisions and modification. Signature/Embedded Fieldwork instructional leadership curriculum system assignments were revised based on data and in alignment with California's adoption of Common Core Standards and participation in Smarter Balanced Assessment Consortium.
2. A data collection (Appendix C) and analysis process was developed to use candidate signature/fieldwork work products as a data set for continuous course and program improvement. A sampling of work products from every instructor for every EAD course has been uploaded to Blackboard. Analysis process is scheduled for 2012-13 implementation in which the work product data sets will be used to inform conversations and next steps in Professional Learning Community course alike meetings; where faculty examine student strengths, challenges and trends regarding assignment criteria and areas where students needed to revise, as well as recommend appropriate changes or modifications to assignments.

Common assignments have been used for one program cycle. See appendix B for data collection protocol.

3. As of Fall 2012, all P 12 cohorts (on-campus and off-campus) will implement the one-intensive course at a time model.
4. ERA courses (288 and 220) have not been vetted through the recent rigorous process of redesign as EAD courses. Also, ERA 288 and ERA 220 are taught both as face-to-face and as on-line courses and are not only a component of master's coursework in Educational Leadership and Administration, but other master's programs as well. Based on survey data and feedback this past academic year (2011/2012), immediate adjustments were made, but additional examination and action will take place during the 2012-13 academic year. Immediate action includes a scheduled face-to-face orientation meeting for the on-line courses prior to the start of the class. In addition, the Educational Leadership and Administration Program is recommending to the Graduate Coordinator and Graduate Council that a course review be conducted for both of these courses and include signature assignments and common fieldwork as appropriate.

Appendix A
Assignment Assessment and Candidate Feedback

EAD 272: Seminar in Advanced Curriculum Design and Development
Signature and Embedded Fieldwork Assignments

YES-NO/WHY

The Academic Scrapbook Signature Assignment was a valuable assignment to support the development of my leadership knowledge and skill and assist me in meeting expected candidate learning outcomes for this course.

YES		NO	
Strongly Agree	Agree	Disagree	Strongly Disagree
WHY?			
State at least two specific reasons to support your response.			

The Classroom Learning Walks Signature/Embedded Fieldwork Assignment was a valuable assignment to support the development of my leadership knowledge and skill and assist me in meeting expected candidate learning outcomes for this course.

YES		NO	
Strongly Agree	Agree	Disagree	Strongly Disagree
WHY?			
State at least two specific reasons to support your response.			

The Formative Assessment Inventory and Analysis Signature Assignment was a valuable assignment to support the development of my leadership knowledge and skill and assist me in meeting expected candidate learning outcomes for this course.

YES		NO	
Strongly Agree	Agree	Disagree	Strongly Disagree
WHY?			
State at least two specific reasons to support your response.			

The Site Leader Interview and Executive Summary: Guaranteed and Viable Curriculum Embedded Fieldwork Assignment was a valuable assignment to support the development of my leadership knowledge and skill and assist me in meeting expected candidate learning outcomes for this course.

YES		NO	
Strongly Agree	Agree	Disagree	Strongly Disagree
WHY?			
State at least two specific reasons to support your response.			

The Faculty In-service Embedded Fieldwork Assignment was a valuable assignment to support the development of my leadership knowledge and skill and assist me in meeting expected candidate learning outcomes for this course.

YES		NO	
Strongly Agree	Agree	Disagree	Strongly Disagree
WHY? State at least two specific reasons to support your response.			

List three to five of the most important skills and/or knowledge areas that you developed as a result of participation and preparation in this course.

How could the course and/or assignments be improved to better assist you in meeting the expected candidate learning outcomes for this course?

Appendix B
End-of-Program Graduating Candidate Survey

EDUCATION ADMINISTRATION END OF PROGRAM SURVEY
SPRING 2012

1. I am a member of the following cohort:
 - a. Fresno State On-Campus
 - b. Chancellor’s Fellows
 - c. Fresno Unified Leadership
 - d. Central

2. Gender:
 - a. Male
 - b. Female

3. Ethnic Background:
 - a. American Indian/Alaskan Native
 - b. Asian/Pacific Islander
 - c. Black
 - d. Caucasian
 - e. Hispanic
 - f. Other _____

4. Years in an administrative position:
 - a. 0
 - b. 1 – 2
 - c. 3 – 5
 - d. 6 +

5. The cohort experience is an essential element of the Education Administration Program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

6. The sequence of courses in the program was appropriate in preparing me for a leadership position.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

7. The education administration program has helped me to:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
a. develop a clear personal vision:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. develop a clear school/site vision:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. be able to clearly articulate my vision effectively:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. use data to inform instruction:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. align curriculum to standards:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. use effective supervision strategies:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. be an instructional leader:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

8. The Education Administration Program has:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
a. provided opportunities for me to regularly reflect upon my learning:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. provided opportunities for me to regularly reflect upon my practice:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. provided opportunities for me to analyze interpersonal issues in education settings:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

1	2	3	4	5
Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree

d. fostered my understanding of the importance of reflecting on ethical decision making:
1 2 3 4 5

e. helped me to recognize more fully the importance of valuing cultural, linguistic, cognitive, and physiological diversity:
1 2 3 4 5

f. provided opportunities to learn the skills of collaboration:
1 2 3 4 5

g. provided opportunities to practice the skills of collaboration:
1 2 3 4 5

h. demonstrated the value of continuous professional growth and life-long learning:
1 2 3 4 5

9. List three to five of the most important skills and/or knowledge areas that you developed as a result of participation and preparation in the program.

10. What are the strongest elements of our preparation program?

11. What elements in our preparation program could be strengthened?

12. Please feel free to add any additional comments or suggestions below to assist us in meeting the preparation needs of our educational leaders.

Appendix C
Student Work Products – Signature/Fieldwork Assignments
Data Collection Protocol

California State University, Fresno
Educational Leadership and Administration
Student Work Products – Signature/Fieldwork Assignments
Data Collection Protocol

1. Select 4 – 6 evaluated student work products for each Signature/Fieldwork Assignment that represent the range of quality output for the given assignment.
2. Delete/blacken the name of the student.
3. Include a **cover sheet** to the assignment (copy of the completed rubric, scoring guide, feedback sheet that includes the assigned score/grade). **Label** the cover sheet.

Ex. 261 SA1_CIC SS1_S2012

(This means EAD 261 Signature Assignment1 _ Clovis Cohort Student Sample1_Spring2012).

Ex. 261 SA1_SC SS1_S2012

(Sanger Cohort)

Ex 261 SA1_VC SS1_S2012

(Visalia Cohort)

You will use this same document label for each work product, except change the number for the student sample such as SS1, SS2, SS3, etc. and change the number for the Signature/Fieldwork Assignment as appropriate.

4. Convert each work product to a pdf file. If you need assistance scanning hard copies, the student assistants in the Department Office will be available to scan hard copies and email the pdf versions to you. Save the pdf document with the same label you used on the work product cover sheet:

Ex. 261 SA1_CIC SS1_S2012

Ex. 261 SA1_SC SS1_S2012

Ex 261 SA1_VC SS1_S2012

5. Upload each work product in the appropriate file folder on Blackboard. Go to . . .
 - My Organizations (on right side of Blackboard screen)
 - Educational Leadership and Administration
 - Information
 - Select Appropriate File Folder