

## **Summary of the Assessment Plan for the Educational Leadership and Administration Program**

### **I. Mission Statement**

The mission of the Educational Leadership and Administration Program is: **“to prepare credible and relevant leaders in education.”** Inherent in attaining the mission statement is a program designed to prepare teachers and other credentialed school personnel in a manner that ensures that they become leaders of the highest quality and have a deep understanding of the needs of schools in the Central Valley and beyond.

### **II. Goals and Student Learning Outcomes**

The overarching goal of the Educational Leadership and Administration Program is to prepare candidates to assume administrative roles as credible instructional leaders that have a well-formed philosophy of educational leadership based on a deep theoretical/knowledge base as well as practical on-site experience. The California Professional Standards for Educational Leaders (CPSELs) provide the foundation for the goals and objectives of the program.

Graduates of the Educational Leadership and Administration Masters and Credential 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. Fresno State graduates, as they accept new administrative and leadership assignments and responsibilities, have the knowledge and skill to diagnose their new organization/situation and understand its challenges and opportunities. Education Administration graduates have the knowledge and skill set to formally and informally assess the current state of a department/school site using strategies and research-based tools through the lens of the following program components:

- 1.0 Shared Vision of Learning–Increasing the Achievement of Every Student and Closing Proficiency and Achievement Gaps
- 2.0 Culture of Teaching and Learning: Learning-Centered Schools
- 3.0 Management of the School in the Service of Teaching and Learning
- 4.0 Effective Partnerships: Working With Diverse Families and Communities.
- 5.0 Personal Ethics and Building Leadership Capacity
- 6.0 Understanding, Responding to, Influencing and Leveraging Context--Political, Legal, Social, Economic and Cultural
- 7.0 Educational Research: Competencies for Analysis and Application Research and write about educational areas, issues and problems.

### **Measuring Program Outcomes**

Assessment of program outcomes for the purpose of ongoing program improvement is conducted annually. With the revised course design, course syllabi, and assessment design, data gathering and analysis are in process at this time. The Biennial Report contains data from the program to date, but the new assessments described in the document will provide a much more rich variety of data with which to analyze the effectiveness of the program as well as candidate learning. Program assessment questions that drive the annual review process, the

measurement process and the frequency of the data collection are outlined in Table 1 below. A description of all measurement instruments used for both program and student outcomes follow Table 1 and Table 2.

Table 1  
 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?   | <ul style="list-style-type: none"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Superintendent’s Advisory</li> <li>• 360 Degree Disposition Survey</li> <br/> <li>• Program Survey</li> <li>• Employer Interview Assessment of Graduating Students</li> <li>• Thesis/Project</li> </ul>                  | Semester<br>Semester<br>Semester<br>Twice Year<br>Beg/End Program<br><br>End Program<br>Last Semester |
| 2. Are courses sequenced and coupled in a way that facilitate student learning and prepare appropriately for a leadership position?                                      | <ul style="list-style-type: none"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork Evaluation</li> <li>• Assignment Assessment</li> <li>• Superintendent’s Advisory</li> <li>• Program Survey</li> </ul>  | Semester<br>Semester<br>Semester<br>Twice Year<br>End Program<br>Last 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? | <ul style="list-style-type: none"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork Evaluation</li> <li>• Assignment Assessment</li> <li>• Superintendent’s Advisory</li> <li>• 360 Degree Disposition Survey</li> <br/> <li>• Program Survey</li> <br/> <li>• Employer Interview Assessment of Graduating Students</li> <li>• Thesis/Project</li> </ul> | Semester<br>Semester<br>Semester<br>Twice Year<br>Beg/End Prog<br><br>End Program<br>Last Semester    |

## Measuring Student Outcomes

Student outcomes are a major component of the program review process and are included in assessing the success of the program. Signature Assignments in all courses and Embedded Fieldwork Assignments, as appropriate, are used to measure candidate learning. A three-phase approach is used for outcomes assessment relative to the primary student learning outcomes: (1) Scoring/Feedback on Signature Assignments and Embedded Fieldwork, (2) Candidate assessment of the value of each Signature and Embedded Fieldwork Assignment in supporting the development of leadership knowledge and skill and assisting the candidate in meeting expected learning outcomes for each course (see sample Assignment Assessment), and (3) Analysis of Candidate Work Products across cohorts for each course session.

Table 2 below specifies the Student Outcomes, the Measures and the Collection Frequency.

Table 2  
Student Outcome Assessment Questions, Measures and Collection Frequency

| <b>Student Outcome Assessment Question</b>  | <b>Measurement</b>   | <b>Frequency</b>   |
|---|--|--|
| 1. Do students 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"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 2. Do students 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"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 3. Are students able to identify and address barriers to accomplishing the vision?  | <ul style="list-style-type: none"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 4. Do students 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"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 5. Do students 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-probability instructional strategies, purposeful assessment, curricular resources, and professional development? | <ul style="list-style-type: none"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |

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|---|--|--|
| 6. Do students 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"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 7. Do students have the knowledge and skill to develop results-oriented professional learning communities and supervise and support the on-going professional growth and development of all staff to improve the learning of all students?                          | <ul style="list-style-type: none"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 8. Do students 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"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 9. Do students have the knowledge and skill to effectively and efficiently manage the organization, operations, and its resources?  | <ul style="list-style-type: none"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 10. Are students 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"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 11. Do students model a personal code of ethics?  | 360 Degree Dispositions Survey   | Beg/End Prog   |
| 12. Are students able to skillfully develop and enhance the leadership capacity of self and others?   | <ul style="list-style-type: none"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 13. Do students 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"> <li>• Signature Assignments</li> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
| 14. Are students able to skillfully access and understand   | <ul style="list-style-type: none"> <li>• Signature Assignments</li> </ul>  | Semester   |

|  |   |  |
|--|---|--|
| educational literature and research and write about educational issues and problems? | <ul style="list-style-type: none"> <li>• Embedded Fieldwork</li> <li>• Assignment Assessment</li> <li>• Analysis and Calibration of Candidate Work Products</li> <li>• 360 Dispositions Survey</li> </ul> | Semester<br>Semester<br>Annually<br><br>Beg/End Prog |
|--|---|--|

### **Measurement Instruments**

The following is a description of each of the measures used to measure student and program outcomes.

1. **360 Degree Pre and Post Disposition Survey** – this assessment is distributed to students at the beginning of the program and again at the end of the program. Students complete it as a “self-assessment”, and it is also distributed to seven other individuals with whom the individual works (one must be their supervisor). The data is summarized and the combined means of the other assessors are given to the student with their own assessments so they can compare to see if their views are consistent (or inconsistent) with others who have assessed them. The assessment is also taken at the end of the program and the data from the pre and post surveys for self and others is compared to see what growth has been realized during the program. The assessment is used to measure individual’s leadership dispositions related to students, community and the Kremen School of Education and Human Development adopted dispositions.
  
2. **Signature Assignments** – At least three signature assignments have been designed for each course to specifically evidence student learning outcomes. Signature assignments are consistent throughout the course and connected and build upon one another for courses with linked objectives.
  
3. **Embedded Fieldwork Assessment** – In four of the courses, embedded fieldwork or “laboratories of practice” are designed and conducted where a student and/or groups of students apply and demonstrate learning in the field.
  
4. **Signature and Embedded Fieldwork Assignment Assessment** – As stated in each syllabus under, Other Assignments, each candidate as part of the ongoing assessment of the effectiveness of each course, will assess the assignments used to support learning outcomes. Each candidate will assess the valuable of each Signature and Embedded Fieldwork Assignment in supporting the development of leadership knowledge and skill and assisting the candidate in meeting expected learning outcomes for each course.
  
5. **Candidate Work Product Analysis** – Each instructor for each course will select 6 candidate work products for each Signature Assignment and Embedded Fieldwork Assignment (4 randomly selected work products, one exceeds expectation and one considered relatively weak). Candidate work products will be submitted at the conclusion of each semester. Annually, Professional Learning Communities of instructors for like courses will meet to analyze candidate work products, develop key findings, and inform course and program next steps.

6. **Writing Competency** – All students must pass the initial writing competency examination given in the first course, EAD 261.
7. **Educational Leadership and Administration Program Survey:** Survey conducted during the last class in the final course of the program. Survey results are reviewed at Department Meetings.
8. **Graduate Survey:** All graduating students complete a standardized survey instrument as they exit the program. Completed surveys are tabulated by the associate dean's office and shared with faculty members.
9. **Superintendent's Advisory:** Each semester, the entire program faculty meets with the Superintendents' Advisory Committee, a group of approximately 20 superintendents from school districts served by the Educational Leadership and Administration Program . The superintendents provide feedback on program objectives, program offerings, graduate knowledge and skill and other aspects of the program. Feedback is reviewed by faculty and used for program changes and enhancements.
10. **Employer Interview Assessment of Graduating Students:** Following the Interview Simulation (Culminating Signature Assignment for final course in program), Central Valley employers assess strengths and areas for improvement/growth and development of graduating students and provide feedback to the program.
11. **Project/Thesis:** Each student must satisfactorily complete a project or thesis. The project or thesis is focused on some method of improving schools.

### **Program Changes/Enhancements**

Education administration faculty analyzes data collected from the instruments during department meetings and annual retreats. Changes and enhancements to the program are made through the department faculty. While it is important to have a variety of data to review before making program changes, information that emerges from Superintendent's Advisory meetings and other data collection points may be used in a formative manner and acted upon immediately once the data are deemed valid and reliable.

Data collected from the department's annual retreat and an alignment/gaps analysis of program and student learning outcomes has prompted program changes relative to teaching, learning and instructional leadership to accelerate the achievement of English Learners and students with special needs.