

California State University, Fresno – Educational Leadership and Administration Program Preliminary Administrative Services Credential Program Assessment - Program Summary

Program Design

California State University, Fresno is one of twenty-three universities in the California State University system. Fresno State has a strong history of service and preparation of education professionals, celebrating 100 years in 2011. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs. The Preliminary Administrative Services credential program at Fresno State exists within the Educational Leadership and Administration Program in the Department of Educational Research and Administration in the Kremen School of Education and Human Development. A program coordinator, who reports to the Department Chair, coordinates this program in collaboration with faculty, the second largest graduate program on the 22,000 student population campus.

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 the 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 program is offered through a cohort delivery model with an intern option as part of the cohort model. All cohorts are in partnership with local school districts throughout the Central Valley. During any given year, the Educational Leadership and Administration Program operates between six to eight cohorts leading to a Preliminary Administrative Services Credential.

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 this mission 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 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 P-12 schools. The program advances knowledge of and capacity for effective leadership practice in important ways for our candidates.

Signature Assignments 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. In Spring/Fall 2010, the Educational Leadership and Administration curriculum was re-sequenced and restructured. A new course was added to the course sequence, EAD 274: Instructional Systems and Leadership for Equity. Faculty agreed on and developed a minimum of three signature assignments for each education administration (EAD) course offered with common expectations that evidence intended candidate learning specific to the course. These assignments

are consistently administered in each course, regardless of the instructor for that course. 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. Although both leadership and management functions are important, the program is deliberately designed to emphasize the role of instructional leadership, which literally means, “a leader of the instructional process”, implying specific and practical knowledge of how to improve instruction in each classroom with each teacher. Instructional leadership also implies that the school leader can no longer manage the school from the office. The leader must spend considerable time in classrooms helping teachers to continually improve their instructional skills (Creighton, 1999). 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.

Multiple approaches are used to collect stakeholder input. The Educational Leadership and Administration Program convenes a Superintendent’s Advisory Council meeting twice a year (Fall and Spring), in which one of the main functions of this council is provide input for continuous improvement of the program. Administrators across the Valley provide annual feedback about our candidates’ knowledge and skills through our culminating interview simulation experience. Our candidates provide program input through course evaluations, an end-of-program survey, and graduate survey.

Course of Study (Curriculum and Field Experience)

In order to be credible and relevant to school districts and the students we serve, the Preliminary Administrative Services Credential program has been structured to provide a logical sequence of learning to prepare instructional leaders for our schools. The very design of the program leads to a progression of learning and skill development essential for school leaders. The curriculum is designed to develop candidates’ knowledge and skill to formally and informally assess, using specific processes and research-based tools, the current state of a department/school site (understanding the challenges and opportunities) and then create and deploy actions toward a desired future. The curriculum is focused on the program components of: creating a shared vision of learning to increase the achievement of every child and close the proficiency and achievement gaps; developing a culture of teaching and learning through learning-centered schools; effectively using data to continuously improve teaching and learning and inform next best decisions; managing the school in the service of teaching and learning; developing effective partnerships and productively working with diverse families and communities; modeling a personal code of ethics and developing and enhancing the leadership capacity of self and others; assessing and appropriately and effectively responding to, influencing and leveraging the political, legal, economic, and cultural contexts; and accessing and reviewing educational literature and research and writing about educational areas, issues and problems.

Coursework has been designed around a number of key experiences - signature assignments and embedded fieldwork - to evidence performance expectations. The courses have been sequenced and coupled in a way that facilitate student learning and prepare candidates appropriately for a leadership position. With the logical progression of coursework, the fieldwork experiences call for deeper levels of interaction and responsibility on the part of the candidate. Fieldwork is closely coordinated and linked to courses, but also coordinated with each candidate’s school. Each experience has been designed to align with the real world of school leadership and assess and evidence a set of student learning outcomes and program standards. The real world of leadership exists in a dynamic and linked world, thus the assessment activities or experiences have been designed to be relevant and realistic and based on best practices research in successful school

leadership. The following sequence of coursework is required to complete the Preliminary Administrative Services Credential and depicted in a visual representation:

- EAD 261 Educational Leadership and Administration (3 units)
- EAD 272 Seminar in Advanced Curriculum Design and Development (4)
- EAD 262 Advanced Educational Leadership (3)
- EAD 263 Seminar in Instructional Supervision (4)
- ERA 288 Measurement and Program Evaluation (3)
- EAD 274 Instructional Systems and Leadership for Equity (3)
- EAD 269 Site-Based Leadership (4)

Educational Leadership and Administration Program
Sequence of courses leading to Master of Arts Degree in Education (33 units),
Preliminary Administrative Services Credential (24 units), and
Interim Credential (24-29 units)

Course # and Title	# Units	Includes Embedded Fieldwork	Semester
EAD 261 Educational Leadership and Administration	3		Spring 2014 7 weeks
EAD 272 Advanced Curriculum Design and Delivery	4	YES	Spring 2014 7 weeks
EAD 262 Advanced Educational Leadership	3		Spring 2014 7 weeks
EAD 263 Seminar in Instructional Supervision	4	YES	Fall 2014 7 weeks
ERA 288 Measurement and Program Evaluation	3		Fall 2014 7 weeks
EAD 274 Instructional Systems and Leadership for Equity	3		Spring 2015 7 weeks
EAD 269 Site-Based Leadership	4	YES	Spring 2015 7 weeks
Culminating Experience: • ERA 244 plus Comprehensive Exams, or • EAD 298 Thesis, or • EAD 299 Thesis	4-6		Spring 2015 7 weeks

* Note: ERA 153 is a prerequisite for ERA 220

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- ERA 220 Educational Research (3)*
 - EAD 298 or EAD 299 or Comprehensive Exam + ERA 244 -
Culminating Project (4)*

*Note: * required for master's degree*

Assessment of Candidates

Candidate performance on signature assignments and embedded fieldwork in all courses is used to measure candidate learning of intended outcomes. Performance is assessed through signature assignment and embedded fieldwork ratings/scores. Assessments are carefully explained to candidates at the beginning of each course. Candidates receive immediate feedback on all competencies in written and verbal form. 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 signature assignment/fieldwork score, if a candidate does not evidence learning at an Acceptable or Target level (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. The table specifies candidate outcomes, the measurements used, and collection frequency.

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
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

Candidate Outcome Assessment Question	Measurement	Frequency
5. Do candidates have the knowledge and skill to <i>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?</i>	<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 <i>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?</i>	<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 <i>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?</i>	<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 <i>implement equitable practices to ensure the achievement of every child and promote equity, fairness and respect among all members of the school community?</i>	<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
9. Do candidates have the knowledge and skill to <i>effectively and efficiently manage the organization, operations, and its resources?</i>	<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 <i>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?</i>	<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 <i>skillfully develop and enhance the leadership capacity of self and others?</i>	<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 <i>accurately assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts?</i>	<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
14. Are candidates able to <i>skillfully access and understand educational literature and research and write about educational issues and problems?</i>	<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
15. <i>Are candidates reflecting and demonstrating the dispositions of reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning?</i>	<ul style="list-style-type: none"> • Signature Assignment Score(s)/Rating(s) • Embedded Fieldwork Evaluations • 360 Dispositions Survey • Graduate Survey 	Semester Semester First/final course End of Program