

B. Effectiveness of the Instructional Program

1. Student Learning Outcomes as Developed in the Program's Student Outcomes Assessment Plan (SOAP)

Administration and Supervision

A graphic of the Administration and Supervision sequence of coursework appears in Appendix AS-1. Student learning outcomes for candidates in the Administration and Supervision Option are measured in the following areas: a) Content knowledge, b) Professional knowledge and skills, c) Dispositions, and d) Student learning. The Student Outcomes Assessment Plan (SOAP), which was revised in 2005, has provided valuable information to our faculty in these areas (Appendix AS-2). A graphic of the various assessments is included in Appendix AS-3 and the timeline for modifications is in Appendix AS-4.

a) Content Knowledge

Content knowledge for preparation of educational leaders undergoes ongoing assessment during the candidate's program. The Leadership Portfolio, which was instituted in the Fall 2005 semester is being used both as a formative and summative assessment of candidates in education administration. Student work and activities are assessed in each course and selected samples will be presented by the candidate to their own district superintendent, site supervisor, and university supervisor during the final course of the program. The first cohort of students will undergo a summative assessment during the Spring 2007 semester. Appendix AS-5 contains an overview of the activities involved in the Leadership Portfolio. Based on data obtained from the assessment of the first cohort of students completing the Leadership Portfolio, changes will be made as needed to the process.

Additionally, a survey is sent to a random sample of graduates from the program each year, as well as a separate survey sent to all district superintendents that employ these graduates. The data from these surveys assists the program in making necessary changes to meet the needs of the students and schools served by the program. Appendix AS-6 contains a summary of the survey responses from graduates and Appendix AS-7 contains a summary of the survey responses from the district superintendents. Changes made to the program as a result of the data analyses include change of instructor and focus of the curriculum course, replacement of the psychology course with a program evaluation course, incorporation of coaching techniques, and a strong component dealing with equity issues. See Appendices AS-6 and AS-7 for further details.

This semester, the department and program faculty is developing a rubric to be used in assessing all Master's Degree thesis and projects. The rubric should be ready by the spring semester of 2007, and aggregated data from the rubric will be used to assess candidate content knowledge.

b) Professional Knowledge and Skills

Professional knowledge and skills are assessed by the candidate and the site supervisor and reviewed by the university supervisor during the two-semester administrative fieldwork phase of the candidate's preparation program. Pre-assessment and Post-assessment by competency by both the candidate and site supervisor takes place prior to and at the end of the fieldwork. Plans for administrative fieldwork are made as a result of the pre-assessment data. Post-assessment data is reviewed to provide a plan for ongoing professional growth of the candidate. Appendix AS-8 contains a summary of data and changes made to the fieldwork and coursework as a result of the data analysis.

As mentioned above, the overall preparation of candidates is also assessed by means of a survey to a random selection of graduates and to all district superintendents on an annual basis (Appendices AS-6 and AS-7).

c) Dispositions

Candidate dispositions have been assessed and the assessment instrument will become a regular part of the Student Outcomes Assessment Plan in the future. Appendix AS-9 contains the results of the assessment of school-adopted candidate dispositions.

As mentioned in the sections above, the overall preparation of candidates is also assessed by means of a survey to a random selection of graduates and to all district superintendents on an annual basis (Appendices AS-6 and AS-7).

d) Student learning

Assessment of candidates in the Administration and Supervision Option is integrated in several of the assessment instruments already discussed. While reflection upon student learning takes place in all facets of course and fieldwork, the Leadership Portfolio serves as an additional tool to provide formative feedback and a summative assessment of this all-important aspect of the preparation of educational leaders. Additionally, the administrative fieldwork is assessed prior to, during, and at the end of the two semesters of the preparation program.

As mentioned in the sections above, the overall preparation of candidates is also assessed by means of a survey to a random selection of graduates and to all district superintendents on an annual basis (Appendices AS-6 and AS-7).

Curriculum and Instruction

During the period following SOAP approval, the C&I Option has (a) effectively implemented a new Graduate Writing Requirement (GWR) policy associated primarily with CI 250 (See Appendices CI-3 and CI-4), (b) developed more specific project (CI 298) guidelines, and (c) refined the "Analysis of Classroom Teaching" assignment used in CI 275 (Appendix CI-5). In addition, an alumni survey was developed and administered in Summer/Fall 1999. The survey appears in Appendix CI-6, and the results are contained in Appendix CI-7.

The scoring rubric (Appendix CI-4) developed to assess the GWR has been adapted for use in numerous departments and has served the program well in assessing the academic writing of the students. In addition, the evaluation process has worked well, with students who do not pass the GWR on the first attempt (as determined by their instructor and/or the GWR Review Committee) being given opportunities for remediation, mentoring, and resubmission (sometimes in subsequent courses). With this support, all students have eventually passed the GWR, either within CI 250, CI 210, CI 275, or CI 285.

The C&I Option faculty met to refine and clarify the project guidelines, resulting in more consistency of expectations among faculty who advise students in CI 298. Because the guidelines parallel closely those of thesis preparation, the quality of most projects has been high.

The "Analysis of Classroom Teaching" assignment (Appendix CI-5) and scoring rubric were developed, refined, and implemented after our SOAP was approved. There are two goals for this assignment. The first is to help students understand how to successfully implement effective instructional strategies when working with students from diverse populations. The second is to give them practice in systematically recording classroom observations so they can be used for reflective thinking and decision-making. This assignment was given in two sections of CI 275 during Spring 2004 and during one section each in Spring 2005 and Spring 2006. Based on the results during Spring 2004, modifications were made in the scaffolding provided in helping students be successful in this challenging assignment. As a result, students in the Spring 2005 group reported they were excited about their work and felt that completing this action research project was an excellent learning opportunity. Hence, the assignment (and scaffolding experiences) will continue to be implemented and refined.

Early Childhood Education

In 2001, the ECE Graduate Program submitted and had approved its "Standards-Based Outcomes Assessment Plan," (SOAP) consisting of program standards, assessments, course matrices and a timeline for administration (See Appendix ECE-1). In 2001-2002, the ECE Graduate faculty began regular meetings to review and revise program standards and construct a series of assessments aligned to the standards that would provide valid, reliable and complete data of our students' learning and growth during the program and as a final measure of student competence in standards of performance. The resulting program revisions and assessments began to be implemented in 2002-2003.

The resulting program revisions and assessments began to be implemented in 2002-2003. That year, the faculty met as a whole and engaged in a systematic review and analysis of student data from the project and thesis assessment. The results of data analysis led to these findings:

- a) Content Knowledge (See Appendices ECE-2 and ECE-3)
 - Consistent evidence of mastery of content knowledge and research in ECE.
 - Analytic score results for final projects over the last five years, revealed that "review of the literature" was at a high level, the project activities in some cases but were weak in the application of knowledge and research to ECE issues.

- b) Knowledge, Skills and Dispositions (See Appendices ECE-4, ECE-5 and ECE-7)
- Fieldwork was designed mainly for ECE teachers in classrooms. Other ECE field settings were not being utilized.
 - Many students were frustrated by the amount of paperwork and had to extend to another semester to complete work.
 - Because students were enrolled in the beginning, midpoint and end of the program, communication, purpose and leadership of fieldwork aspects were problematic.
 - ECE program did not have an emphasis on ethical dimensions of professional work.
 - Many important areas of leadership were not addressed by students in the fieldwork or final project.
- c) Effects on Student Learning (See Appendices ECE-6)
- The fieldwork requirements and assignments lacked coherence and did not focus on advanced standards.
 - While professional knowledge, skills and dispositions were covered in the program, there was a lack of multiple opportunities for students to repeatedly provide evidence of effects on student learning and show growth in this area.

As part of the program, candidates must also meet a graduate writing requirement. In the ECE program, this critical assessment is made in LEE 235: Concept Development in ECE. The ECE Program has developed a unique set of program assessments that monitor the progress of candidates through a spiraling series of steps toward competence as an ECE Leader. During the program, seven assessments are made of students that respond directly to NAEYC Core Standards for Advanced Programs and the Essential Professional Tools. Assessment is an ongoing process in the ECE Graduate Program and begins at the initial interview of a prospective program applicant. As part of SOAP, the Alumni and Employer Survey are required by the unit as a post-program assessment.

The follow are recommendations for program actions:

- Reframe fieldwork to meet diverse needs and interests of ECE graduate students and address standards and professional tools more directly.
- Provide placements in ECE settings outside traditional classrooms—agencies, home-based services, etc.
- Require that fieldwork be taken in second year just prior to final project.
- Strengthen focus on advocacy and significant leadership.
- Add ethics development to courses and assess growth.
- Provide more individualized fieldwork studies based on self-assessment.
- Use fieldwork experience as a basis for identifying a final project topic that relates to significant issues in ECE practice and student learning.
- Provide ongoing mentoring and peer support by assigning groups of graduate students based on interests and specialization to a faculty adviser who works with them from the beginning of the program through the final project.
- Create a leadership orientation to the program by offering specializations: ECE Teacher Leader, ECE Program Leader

- Develop DAP Charter School Project to encourage collaboration, commitment to exemplary practices and change. Require more evidence of effects on student performance, competency and leadership in DAP.
- Encourage development of projects that emerge from field studies, linking together fieldwork and project experience.
- Have the second year focus on collaborative inquiry, leadership and advocacy in the field using plan below:
- Have students meet monthly as a group with their adviser who supervises both their fieldwork and final project.
- During a two-hour meeting in the morning, students dialogue on field work and in a two hour meeting in the afternoon, students dialogue on final projects and theses.
- Both groups have lunch together and are also encouraged to stay for both meetings.
- These meetings foster exchange of ideas, articles and resources, suggest ideas for possible projects, help refine questions and assist students in timely completion of these large assignments.

Reading

With the retirement or departure of six faculty in the past three years and the hiring of five new faculty, the reading program is in the process of reestablishing goals and common understandings for each of the courses and assessments in the program. Two more positions are being searched for this year, including a chair.

Given the framework of the courses (See Sequence of Courses, Appendix RD-1), the assessments outlined in our previous SOAP were revised and are being used to assess student work and community satisfaction with the effectiveness of the Reading Program. Rubrics for each course needed focus and specificity to improve the assessment and guide students to higher levels of competence. The Community Survey, while specific and thorough, was so long that few educators were willing to fill it out. A shorter online survey was developed and is being used to generate feedback on the literacy needs of schools. In addition a new timeline (See Schedule, Appendix RD-2) has been developed to create a new vision reflecting the updated areas of literacy instruction such as critical literacy, service learning, and integration of technology, the new timeline reflects needs of students, schools, and alumni. In 2006-2007, the reading program sent out the newly developed survey (See Appendix 10), not only for employers and community members, but also for current master's candidates and those who chose not to continue the program.

In 2007-2008, a meaningful evaluation of three fieldwork classes will be revised with a Matrix of Experiences. Also, critical literacy and the use of technology will be integrated into all the classes. Increased emphasis in the field on the use of research has necessitated the revision of courses in 2008 to 2010 to integrate the use of research consistently. Finally in response to a need for increased attention to research, specific goals, a timetable, and expectations for the culminating Project/Thesis will be outlined in a syllabus written for those courses.

Below is a list of all the assessments the Reading Program is using and/or developing:

- Application for masters degree including:

- GRE/MAT scores
- Assessment of credential
- Grades from last 60 credits
- LEE213 Theory to Practice paper (See Appendix RD-3)
- LEE213 Research paper (See Appendix RD-4)
- LEE278 Theoretical Comparison Paper (See Appendix RD-5)
- LEE 224 Case Study of a student (See Appendix RD-6)
- LEE214 Presentation of an Analysis of a Children's Author (See Appendix RD-7)
- LEE230 Matrix of Field Experiences (See Appendix RD-8)
- LEE234 Matrix of Field Experiences (See Appendix RD-8)
- LEE244 Review of Literature See Appendix RD-9)
- LEE254 Matrix of Field Experiences (See Appendix RD-8)
- LEE298 Project or LEE299 Thesis
- Exit Survey

2. Curriculum

a. Structure/Coherence of Instructional Program

The inclusive programmatic aspect of all four options consists of a set of core courses in which all of the students in the Master's Degree in Education participate. These courses focus on research and application:

ERA 220	Research in Education – 3 units, and
ERA 288	Measurement and Program Evaluation – 3 units or
C&I 285	Advanced Educational Research – 3 units, and
Dept. 298	Project or
Dept. 299	Thesis.

A core research faculty teach most of these courses (220, 285 and 288), but they are also staffed by faculty from all four options. Three units of graduate level statistics (ERA 153) is a prerequisite for ERA 220.

Administration and Supervision

The Administration and Supervision Option underwent major changes recently as a result of modifying the program to meet the needs of the school districts in our area and new standards set forth by NCATE and the state accrediting agency. The program has incorporated a standards-based format for all courses and fieldwork and changes have been made in specific courses and the fieldwork as a result of outcomes assessment, as explained in the previous section.

Enrollment in the program has increased dramatically over the past three years and two new cohorts are being added this year with individual school districts. The increased participation and membership of the Superintendents' Advisory Committee which has increased in number by approximately 50% in the past three years is yet another measure of the success of the program.