Cluster Improvement: Summary of Achievement: Year 3

Cluster/Program:

Date: May 23, 2016

1. Objective Identified in Improvement Plan:
Improve Cross Course alignment with professional standards (7.1)
Improve Assessment of content knowledge (7.2)

PSLO (1) Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable outcomes
PSLO: (4) Know and demonstrate the content knowledge, pedagogical content knowledge and skills, and pedagogical and professional knowledge and skills, as defined the California Commission on Teacher Credentialing (CTC) Standards for Administrative Credential.

Changes implemented in response to Improvement Plan (from Implementation Plan)

An initial step in the cluster improvement process was to convene a focus group (Spring 2014) with students exiting the program. There was agreement among the students that the courses could be better aligned to support their equity inquiry project development. The candidates reported that the primary reason for their dissatisfaction with course alignment was the lack of correlation between the online courses and the Masters cohort seminar course (3-quarter) sequence. Candidates identified that some of the work was redundant and not useful to support their equity inquiry projects.

The first step in addressing MS Educational Leadership Cluster Objective 7.1 (Fall 2014) was to convene a meeting of the faculty teaching all of the courses for Master Year 2 Program to identify specific curriculum alignment of content and assignments across the curriculum for the program.

The second step in addressing MS Educational Leadership Cluster Objective 7.1 was to design a Cross Course Content Table for each quarter. The following are the courses we established an alignment plan for:
- Fall Quarter Table Courses: EDLD 6720, EDLD 6201, and EDLD 6025.
- Winter Quarter EDLD 6020, EDLD 6201, EDLD 6026 and EDLD 6999.
- Spring Quarter EDLD 6908, EDLD 6999 and EDLD 6027.

The first step in addressing MS Educational Leadership Cluster Objective 7.2 was to engage faculty in a discussion of assessment. At the Department of Educational Leadership Retreat, Spring 2014, staff identified a need to improve the rubrics designed to evaluate student work on their equity inquiry project. Specific focus areas were:
- Signature Assessment (Leadership Reflection) for EDLD 6720 and EDLD 6908
- Literature Synthesis Assignment for EDLD 6020
- Equity Research Project Rubric for EDLD 6908.

**Evidence used to document changes**

- The syllabi for courses in each quarter and for all cohorts used common assignments. Annotated bibliographies were required in all courses in the three Cohorts for Fall 2014 and Winter 2015 quarters to support students building of comprehensive references for their Literature synthesis assignment and equity inquiry research project.
- Faculty collaborated to design a cross course context table to ensure alignment with professional standards of California administrative credential.
- Syllabi included rubrics for EDLD 6720, EDLD 6020 and EDLD 6908,
- Course lectures and common assignments of Leadership Reflection, Literature Synthesis and Equity Research Project for all cohorts enrolled in Masters Year 2 Program.

**Data Source (how were results of changes measured?)**:

- Exit Surveys
- Master Exhibition presentation Feedback Forms
- Calibration of Equity Plan Year I Master students (Tier I)
- Syllabi included rubrics for EDLD 6720, EDLD 6020 and EDLD 6908,
- Student Course evaluations

**Summary of Achievement (were objectives met?)**

The redesign of the Leadership Reflection Rubric, Literature Synthesis Rubric and the Equity Research Project Rubric was completed and implemented for use in 2014-2015 academic year. Changes aligning syllabi were completed as of Spring 2015.

All Programmatic changes were completed by Spring 2015. In June 2015, at the Educational Leadership Departmental Retreat, a calibration conversation began based on the Masters Exhibition feedback forms. These forms provide community feedback on students’ Equity Projects. In the faculty discussion a concern was raised that many of the Year I/Tier I Equity Plans presented represented a deeper analysis of their school and district data than some of the Masters Year II Equity Projects.

In the 2015 -2016 academic year, faculty continued to examine and discuss the Equity Plan and Equity Project work. An Advisory Group reviewed assignments and proposed syllabi revisions in November 2015.

**Explanation/discussion**

Student course evaluations (2014-2015) indicated that students experienced alignment between the online courses and the face-to-face courses in the second year. Students also commented that the Masters Equity Inquiry project work strengthened their leadership knowledge (per CTC standards). However, comments from faculty calibration conversations (2015-2016) indicate a need to continue to build stronger alignment between the first year Equity Plan and second year Equity Project.
Implications for future (next steps in cluster/program improvement):

While the objectives to improve cross course alignment with professional standards and improve assessment of content knowledge have been met, work on year I Equity Plan and year II Equity Project coherence must continue. At the Fall 2016 retreat faculty will further examine student work to assess adjustments to course syllabi. The Advisory Group will reconvene to provide feedback and review of curriculum.