Cluster Improvement: Summary of Implementation
Cluster/Program: MS in Educational Leadership

Date: April 7, 2015

1. **Objective Identified in Improvement Plan:**

MS Educational Leadership Cluster Objective 7.1 Improve Cross Course alignment with professional standards

*PSLO (1) Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable outcomes*

In Spring 2014 a focus group was conducted with students exiting the program. There was agreement among the students that the courses could be better aligned to support their equity inquiry project. The candidates reported that the primary reason for their dissatisfaction with the course alignment was the lack of correlation of the online courses to the Masters Cohort seminar series Candidates identified that some of the work was redundant and not useful to support their equity inquiry project.

**Summary of Implementation**

The first step in addressing MS Educational Leadership Cluster Objective 7.1 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.**

**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.
Evaluation of Changes is to be completed by June 2015:

Changes were all implemented as of Spring 2015. The 2014-2015 Exit focus groups results will be analyzed to determine whether there is candidate satisfaction with the curriculum alignment of content and assignments across the curriculum for the program.

2. Objective Identified in Improvement Plan:

MS Educational Leadership Cluster Objective 7.4 Improve Assessment of content knowledge

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.

In June 2014 at Department of Educational Leadership Retreat 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.

Summary of Implementation


Evidence used to document changes

- 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.

Evaluation of changes is to be completed by June 2015:

All Programmatic changes were completed by Spring 2015. In June 2015 at the Educational Leadership Departmental Retreat a calibration process will be used to examine student work by comparing scoring between two readers of each piece of student work.