

College of Education and Allied Studies
Department of Educational Leadership
MS in Educational Leadership
Administrative Services Credential, Preliminary Tier
Administrative Services Credential, Professional Tier

Program Status

Since March of 2009, none of the programs listed above has made significant curricular changes. However, the Urban Teacher Leadership focus in Educational Leadership (Preliminary ASC and MS) was re-established in September 2009 with a cohort of educators from Oakland USD. Program goals and outcomes remain unchanged, with an emphasis in equity and social justice infusing all degree and credential work.

In April 2009, the unit underwent a joint NCATE/CTC accreditation visit. Twenty-three of the 24 standards for the two credential programs were met. Standard 7e (Preliminary ASC) was met with concern. This standard requires that candidates engage in “authentic and significant experiences addressing a variety of school levels and a variety of school settings.” Preliminary ASC faculty have reviewed course and fieldwork assignments to incorporate significant opportunities for candidates to observe, interview, analyze data, and collaborate with colleagues in the cohort across settings.

The past twelve months have been witness to significant budget shortfalls in the CSU system wide budget, which are being felt at the program level in a number of ways. At the operations level, the Department has experienced a 60% reduction in budget. At the instructional level, the Preliminary ASC program has undergone the most noteworthy modifications due to budgeting. In the 2008-09 academic year, the Department of Educational Leadership (DEL) was able to accept four cohorts of students; in 2009-10, we were able to offer space for only three. Students in this program enroll in three core classes with their cohort and take three additional required courses in a non-cohort configuration. In 2008-09 we were able to offer each of the three non-cohort classes three times; in 2009-10, these classes were offered only twice, which was not sufficient to ensure that all students completed their Preliminary ASC work in three quarters. Budget cuts have also resulted in a reduction of funds for lecturer positions, resulting in tenure-track faculty assuming most of the work of supervising fieldwork for ASC candidates.

With respect to faculty, DEL experienced the retirement of Dr. Barbara A. Storms in April 2010. In the decade during which Dr. Storms was a member of the Department, she carried out numerous leadership roles, including Department Chair, MS Graduate Coordinator, Acting Associate Dean of the College, and extensive committee memberships at the Department, College, and University levels. At the present time, there are no plans to conduct a search for this position. In addition, due to budgetary constraints, Dr. Judy Guilkey-Amado, a long-term lecturer who has taught at both levels of the ASC program, will be leaving the department at the

Summary of Assessment Results

The mission of the Department of Educational Leadership is to prepare and influence bold, socially responsible leaders who will transform the world of schooling.

To gauge progress toward this mission, DEL has developed and implemented a systemic assessment system built around three aligned perspectives on candidate competency: a set of five Department Mindscapes that define standards for Bold Socially Responsible Leadership; the six California Professional Standards for Educational Leaders; and CTC Standards 10-15. Review of course and program assessment data occurs at three levels: individual faculty; program

faculty; department as a whole. Listed below are the major assessments for each of the three program strands:

Preliminary Administrative Services Credential (Tier I). Three signature assignments (Fall, Winter, Spring): *Formative Mindscapes Reflections; Equity Plan; Summative Mindscapes Reflections (Portfolio)*.

MS, year 2. Two signature assignments (Fall and Spring) plus an end-of-year portfolio: *Fall Inquiry Focus; Summative Leadership Reflection; End-of-year Portfolio*

Professional Administrative Services Credential (Tier II). *Administrative Professional Learning Plan Parts A and B; Professional Learning Portfolio; Fieldwork Feedback by Fieldwork Supervisor and District Mentor*

Faculty assessment includes course evaluations and annual submission of a professional dossier for peer review.

The three program strands all take a developmental and mastery approach with respect to outcomes. Thus, all student work must meet or exceed standards in order for the student to achieve a passing grade. Faculty consider the entire body of work at the student and (if appropriate) cohort level to assess progress toward mastery and to monitor and adjust instruction accordingly. An example from the Preliminary ASC program illustrates these principles.

In the Fall signature assignment, students reflect on their beliefs about each Mindscape and provide examples of leadership practices that illustrate the Mindscape “in action,” i.e., being implemented at a site or district level. Analysis of these Mindscape reflections allows faculty to assess students’ emerging understanding and observation of essential leadership practices. Students work with their university supervisors to analyze areas within each Mindscape/CPSEL where they need more experience. This analysis informs the development of yearlong leadership project and fieldwork activities plans.

Analysis of the fall 2008 Concord Cohort Mindscape Reflections indicated that students had little experience in Mindscape 3: ***Building Organizational Capacity Through Resource Coherence***. The Concord cohort professor used this information to refine her teaching of the winter quarter core course, EDLD 6400. In the preparing students to complete the Equity Plan signature assignment, more time was spent discussing and analyzing the identification and allocation of resources. An analysis of the resulting Concord cohort Equity Plans indicated that they were quite strong in the area of identifying resources and actions. In this set of Equity Plans, Concord cohort students also thoughtfully collected and analyzed student achievement and other important data, clearly identifying problems and questions to be addressed. However some students needed more work in clearly outlining steps and providing enough detail to move an equity agenda. Thus implementation became a focus for their leadership project fieldwork as well as the portfolio development in the third core course, EDLD 6550.

In sum, the Department of Educational Leadership has used its assessment tools to ensure that all students meet or exceed rigorous standards and are ready to assume leadership positions in the K-12 system. Additionally, our analysis of student assessment at the Department level has allowed us to develop stronger articulation of curriculum and pedagogy across courses and programs, resulting in greater coherence and impact.

California State University, East Bay
APR Summary Data
Fall 2004 - 2009

Educational Leadership					
Item	Fall Quarter				
	2004	2005	2006	2007	2008
A. Students					
1. Undergraduate	0	0	0	0	0
2. Graduate	106	99	166	189	182
3. Total Number of Majors	106	99	166	189	182
4. FTES Generated	101.1	111.9	123.9	136.7	117.5
College Years					
B. Degrees Awarded					
	03-04	04-05	05-06	06-07	07-08
1. Undergraduate	0	0	0	0	0
2. Graduate	40	60	34	47	55
3. Total	40	60	34	47	55
Fall Quarter					
	2004	2005	2006	2007	2008
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	6	6	7	7
2. Part-Time	0	0	0	0	0
3. Total Tenure Track	5	6	6	7	7
Lecturer Headcount					
4. Full-Time	1	2	1	3	2
5. Part-Time	10	9	10	12	12
6. Total Non-Tenure Track	11	11	11	15	14
7. Grand Total All Faculty	16	17	17	22	21
Instructional FTE Faculty					
8. Tenured/Track	4.1	6.7	6.1	5.5	6.7
9. Lecturer	3.6	4.8	6.7	7.8	3.8
10. Total Instructional FTEF	7.7	11.5	12.8	13.3	10.5
Lecturer Teaching					
11. % Lecturer/Total Instructional FTE	47.0%	41.7%	52.2%	58.7%	36.1%
12. FTES Taught by Lecturer	48.3	65.1	63.7	70.2	59.8
13. % FTES Lecture/FTES Generated	47.8%	58.2%	51.4%	51.4%	50.9%
D. Student Faculty Ratios					
1. Tenured/Track	12.9	7.0	9.9	12.1	8.6
2. Lecturer	13.4	13.6	9.5	9.0	15.9
3. SFR By Level (All Faculty)	13.1	9.8	9.7	10.3	11.3
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	13.1	9.8	9.7	10.3	11.3
7. Number of Sections Offered	36	42	46	35	42
8. Average Section Size	22	19	21	18	16