



ANNUAL PROGRAM REPORT

College	CEAS
Department	Educational Leadership
Program	PASC/ASCC/MS Programs
Reporting for Academic Year	2018-2019
Last 5-Year Review	CCTC programs are subject to 3 (not 5) year reviews CCTC review was in spring 2018
Next 5-Year Review	
Department Chair	Ardella Dailey
Date Submitted	Oct 1, 2019

I. SELF- STUDY

A. Five-Review Planning Goals

For purposes of state (California Commission for Teacher Credentials) accreditation, Educational Leadership programs are subject to a **three, not five year review** and thus define goals/objectives biennially. Data is gathered every year. Every other year is an “Analytic Year,” in which two years of data are analyzed to determine Unit and Program improvement goals/objectives. The alternate year is an “Implementation Year,” in which program modifications are completed to meet the goals/objectives.

Relevant for this report are the goals/objectives defined in 2017: PASC/ASCC /MS Faculty reviewed the College Education & Allied Studies (CEAS) exit survey data, the CAPE (PASC Program) summative assessment portfolio data, CPSEL (ASCC Program) summative assessment portfolio data as well as PASC and ASCC narrative fieldwork coach/ district mentor reviews of candidates. Identify area(s) for improvement in consultation with program faculty:
1) CEAS exit survey data for PASC/ASCC/MS programs indicates that program improvements have led to candidates reporting they feel better prepared

to serve English Learners and students with special education needs. Based on changes in program standards as well as CAPE and CPSEL realignment by CCTC, faculty and fieldwork coaches saw an opportunity for further program improvement through increased collaboration to strengthen program coherence for candidates.

The **Program Improvement Plan** included 2 objectives for program improvement. Objective # 1: There is a need to consistently align fieldwork and course work to keep all faculty and coaches up to date on standards and practices. Action Steps: Program Coordinators led fall and spring meetings with TT faculty and coaches to review, update and discuss how changes could be addressed in coursework and fieldwork. The goal was to create a learning experience for candidates where coursework and fieldwork are well integrated and embedded in practice. Faculty and coaches reviewed the College Education & Allied Studies (CEAS) exit survey data, the CAPE (PASC Program) summative assessment portfolio data, CPSEL (ASCC Program) summative assessment portfolio data as well as PASC and ASCC narrative field work coach/ district mentor reviews of candidate to determine the level of program integration and effectiveness. Objective # 2: There is a consistent need to ensure a coherent experience for administrative candidates as they move from the PASC Program into the ASCC Program. Action Step: Program Coordinators continue to conduct planning meetings with faculty and fieldwork coaches to identify the process and strategies to transition the final PASC portfolio into candidates' Individual Induction Plan (IIP) for ASCC. The goal is to help candidates to continue to build an administrative portfolio to document their learning and development. Faculty and coaches with program coordinators will review the College Education & Allied Studies (CEAS) exit survey data, the CAPE (PASC Program) summative assessment portfolio data, CPSEL (ASCC Program) summative assessment portfolio data to determine program transition coherence.

B. Progress Toward Five-Year Review Planning Goals

The MS in Educational Leadership PSLOs and assessments align with both the Preliminary Administrative Services Credential (PASC) program which provides foundational PSLOs applied learning AND the Administrative Services Clear Credential Induction (ASCC) program which extends the PSLO learning into professional practice during candidates' first two years of work under an administrative credential.

Credential programs are subject to a **3 (not 5) year review** cycle based on that of the state accrediting agency, the California Commission on Teacher Credentialing (CCTC). The Department of Educational Leadership's current program assessment goals are shared with the CEAS accreditation unit.

<https://edschool.csueastbay.edu/accreditation/programs/admpre/docs/PASC%20ASCC%20Program%20Improvement%202017.pdf>.

The Department of Educational Leadership faculty participate in a continuous improvement cycle. As a faculty we again examined Program Improvement Goals at the end of the 2018 -2019 year. **In June 2018** the CCTC awarded the Educational Leadership PASC & ASCC **programs full (7 year) accreditation**. The Administrative Services Cluster *Goal 1: Unit Assessment Outcomes: Continue to reduce the number of graduates of the *PASC, ASCC, and MS program candidates who consider themselves to be only somewhat prepared to help teachers design and implement an instructional program that allows all students, including English Learners and students with special needs, to succeed. In Cohorts we have developed collaborative work groups to address identified special education issues of concern in districts. Administrative Services Program Standard *Goal 2: Evaluate the expectations for authentic and significant field experiences at a variety of school levels for candidates in the *PASC , ASCC, and MS Programs. In fall 2018, the PASC (year 1 MS) Program Coordinator developed a revised set of field experiences for candidates. Cohort leaders and University Fieldwork coaches monitored and adjusting experiences for individual candidates. In fall 2019, TT faculty revised fieldwork assignments based on feedback from candidates, coaches, and leaders in the field.

C. Program Changes and Needs

Overview: The CTCC issued new program standards for credential programs.

Curriculum: Due to semester conversion and new CTC program standards the PASC, ASCC, and MS in Educational Leadership programs have been reformed. Faculty are interrogating the curriculum in a continuous improvement cycle. In the 2018-19 non-consequential year, faculty and candidates navigated the three cycles of inquiry as well as the online submission process. During the 2019-2020 year all PASC credential candidates will be required to complete the California Administrator Performance Assessment (CalAPA). Faculty will be examining assessment results in June 2020.

Students: While the CCTC has added credentialing requirements over the past five years (service under a credential, two years of induction and performance assessments), program and degree completion statistics have remained strong.

Faculty: The Department of Educational Leadership completed a fifth successful faculty hire in five years in 2017-2018. Based on retirements our faculty size has remained static.

Staff: No changes.

Assessment: It should be noted that the PASC and ASCC programs went through accreditation by the CCTC in April – May, 2018. (This was part of a larger accreditation of all programs offering credentials through the CCTC.) The accreditation results were the best that could be, full accreditation with no stipulations, conditions, or follow-up.

Other: District partners played a critical role in the full accreditation of DEL programs by the CCTC. Local school district leaders shared their appreciation of the program design and the leaders who graduate from DEL programs.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

Program Learning Outcomes are also dictated by the state. The revised California Administrator Performance Expectations, CAPE were approved in July 2017. The PLOs are: (1) Development & Implementation of a Shared Vision, (2) Instructional Leadership, (3) Management and Learning Environment, (4) Family and Community Engagement, (5) Ethics and Integrity, (6) External Context and Policy. **Several CSUEB's Department of Educational Leadership faculty members addressed the CCTC proposing an equity preamble to frame the CAPE (PLOs).** The approved preamble exemplifies CSUEB's mission and LOs.

Preamble to the California Administrator Performance Expectations

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. California leaders recognize, respect, and employ each student's strengths, experiences, and culture as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child.

Throughout the California Expectations and Performance Expectations, reference is made to "all students" or "all P-12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual

orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used.

All CAPE/CPESEL (PSLOs) must be assessed -alignment with ILOs illustrated in table below.

Institutional Learning	Program Student Learning Outcomes & Embedded Assessments
1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.	EDLD graduates are required to engage critically and creatively to address complex challenges in six areas of leadership. For instance, in developing organizational capacity, EDLD students examine the quantitative and qualitative data at their sites and address the question, “How do we focus resources and energy where they will make the most difference to the quality of teaching and learning?”
2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.	In the area of visionary leadership EDLD graduates must develop strategies to address the question, “What are powerful ways to include and energize everyone to share responsibility for equity and better results for all students?” Graduates must demonstrate the capacity to develop the norms, structures and skills for inquiry, innovation and continuous improvement as part of the school culture.
3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.	The area of instructional leadership challenges graduates to insure that race, class, language, culture, income, gender and sexual identity are no longer good predictors of academic success (or failure). Graduates address the questions, What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?
4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.	The area of instructional leadership challenges graduates to insure that race, class, language, culture, income, gender and sexual identity are no longer good predictors of academic success (or failure). Graduates address the questions, What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?
5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels.	In their community leadership graduates must actively generate knowledge and resources for continuous improvement. They consistently query, How are we engaging outside resources, forces and relationships to help us learn and change what needs to change to get the results we want? Graduates demonstrate the ability to develop two-way learning relationships and partnerships essential to proactively meeting new challenges.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.	EDLD graduates demonstrate their integration of methods, theory and practice in culminating leadership portfolios. Graduates articulate their beliefs, theories of action, and practice and must provide evidence of their work in each area of leadership. Artifacts include meeting notes, analyses of student achievement data, budgets, family involvement, instructional programs, etc. leading to collaboratively- developed improvement plans based on shared data.
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B. Summary of Assessment Process

Instrument(s): In addition to PSLO- based signature assessments in each course, four MS program assessments are examined each year: (1) Formative CAPE Reflections; (2) Summative CAPE Portfolios; (3) Equity Plan (year 1); and (4) Equity Project (year 2). In addition ASCC candidates further develop a CPSEL – based portfolio over two years of induction in an administrative position.

The Formative CAPE Reflections and Summative CAPE Portfolios are scored based on the same 4- point rubric to assess candidate growth in each program student learning outcome.

The following PLO/ILO assessment plan was submitted to the university.

PLO 1: Educational Leadership PLO 1. Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Maps to ILO 4.

PLO 2: Educational Leadership PLO 2. Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. Maps to ILO 3.

PLO/ILO Alignment and Assessment

MS in Educational Leadership Year 1 & Year 2

Institutional Learning Outcomes		PLO 1	PLO 2	Course #	Fall	Spring	Assignment/ Assessment
Thinking and Reasoning	Critical Thinking						
	Quantitative Reasoning						
	Creative Thinking						
Communication	Written Communication						
	Oral Communication						
	Information Literacy						
Diversity	Diversity		X	EDLD 600 Leading for Equity & Social Justice	X		Equity Plan (Part 1)

	Social Justice		X	EDLD 610 Transforming Professional Learning to support Equitable Student Outcomes		x	Equity Plan (Part 2)
Collaboration	Collaboration and Teamwork	X		EDLD 630 Collaborative Research for Equity	X		Equity Project (Part 1)
	Leadership	X		EDLD 693 Collaborative Research Project		X	Equity Project (Part 2)
Sustainability	Sustainability						
	Social Responsibility Citizenship						

Sampling Procedure: All candidates are assessed on all CAPE/CPSEL (PSLOs) per the CCTC.

Data Analysis: The faculty discuss student assessments and make adjustments to curriculum and instruction at monthly faculty meetings as well as the spring and fall retreats.

C. Summary of Assessment Results

Main Findings: In order to be recommended for a credential all candidates completing the PASC or ASCC programs must submit a program completer survey. The program completer surveys from 2017-18 indicate that students feel well prepared to lead in the PLO areas AND that the fieldwork component supports their leadership preparation.

PASC/ MS year 1 program graduate response-

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ASCC/MS year 2 program graduate response-

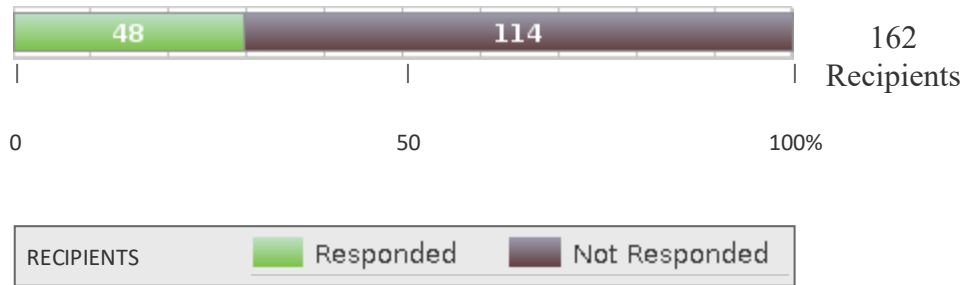
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Unfortunately, the exit survey for the **2018-19 academic year** was not distributed and monitored via Blackboard in the same manner as in prior years. The response rate was much lower and thus the examination of first year MS/PASC, Masters, and ASCC responses was less informative to the department. The majority of exiting students report that they are either well-prepared or adequately prepared to provide leadership in diverse school settings.

Overall Summary

TOTAL SURVEY RECIPIENTS: 162

Response Rate for Exit Survey 2019 EDLD



Question Response Summary



1. How well prepared are you to: Provide services that help English Learners succeed?

OVERALL AVERAGE: 76%

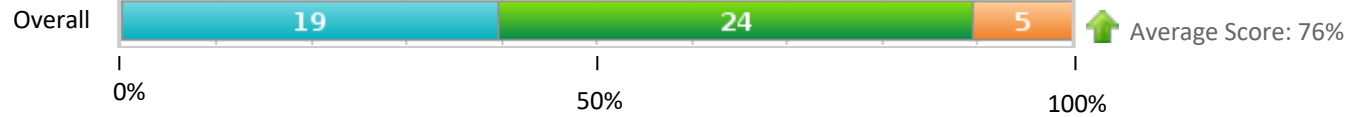
(0%) (45-55%) (100%)

WELL PREPARED

ADEQUATELY PREPARED

SOMEWHAT PREPARED

NOT AT ALL PREPARED



2. How well prepared are you to: Provide services that help children who receive special education services succeed?

OVERALL AVERAGE: 72%

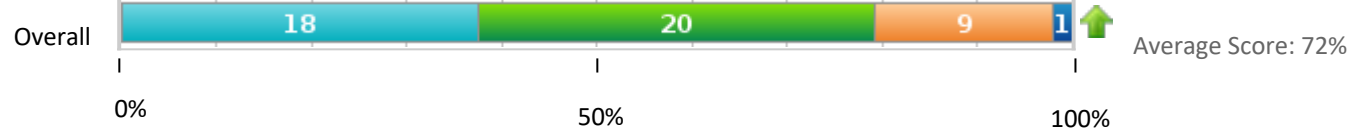
(0%) (45-55%) (100%)

WELL PREPARED

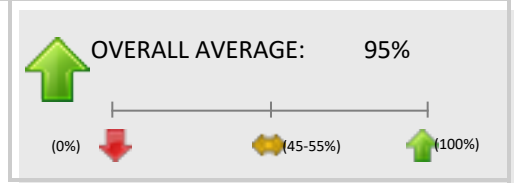
ADEQUATELY PREPARED

SOMEWHAT PREPARED

NOT AT ALL PREPARED



3. How well prepared are you to: Create a school environment in which all individuals are treated with respect, dignity, trust, and fairness?

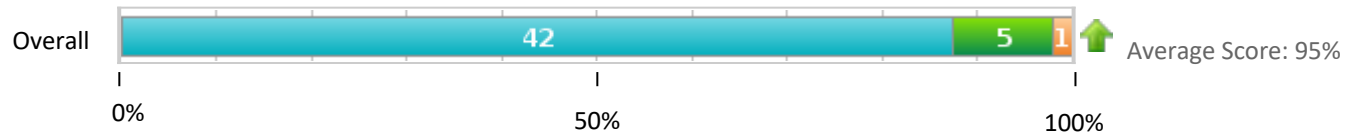


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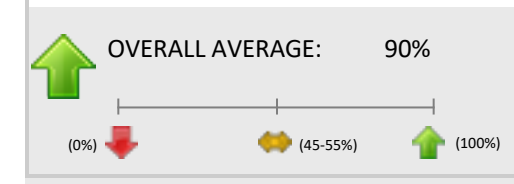
ADEQUATELY PREPARED

SOMEWHAT PREPARED

NOT AT ALL PREPARED



4. How well prepared are you to: Work collaboratively with children, parents, staff, administrators, and teachers to achieve equitable learning outcomes and equitable environments?

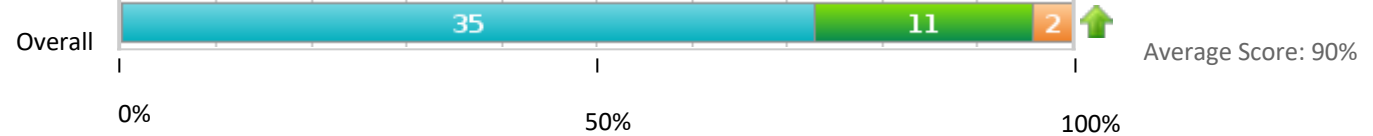


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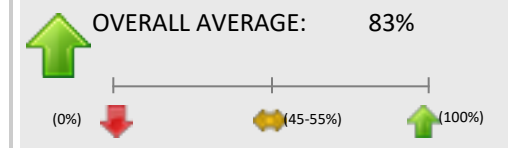
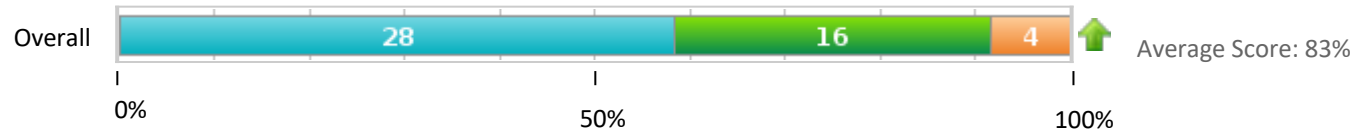
5. In regards to the professional knowledge and skills you need to be successful, how well prepared are you?

WELL PREPARED

ADEQUATELY PREPARED

SOMEWHAT PREPARED

NOT AT ALL PREPARED



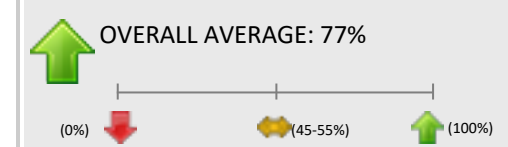
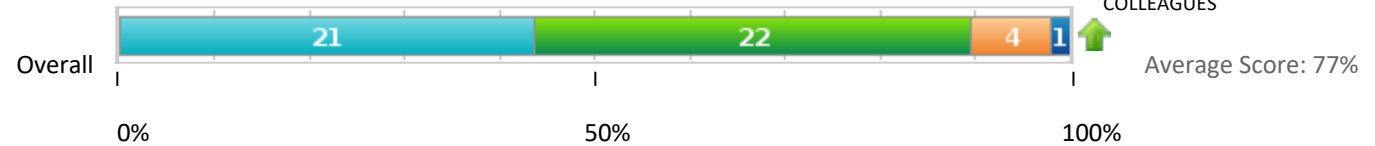
6. Think back to all of your experiences in your Credential/Masters program. How would you rate the program?

IT WAS EXCELLENT, I WOULD RECOMMEND IT TO MY COLLEAGUES

IT WAS A GOOD PROGRAM

IT WAS OKAY

IT WAS DISAPPOINTING, I WOULD NOT RECOMMEND IT TO MY COLLEAGUES



D. Assessment Plans for Next Year

Assessment for the next year, as required by the CCTC accrediting agency, will include the same data sources as in the current year. The Cal APA is now a requirement for the PASC credential (first year of the Masters program). Faculty will examine the CalAPA data when it is provided at the end of the 2019-2020 academic year.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Reflections on Trends and Program Statistics:

The CAPR data dashboards do not include any data on PASC or ASCC credential candidates.

B. Request for Resources

1. Request for Tenure-Track Hires

No requests this year.

2. Request for Other Resources

No request this year.

