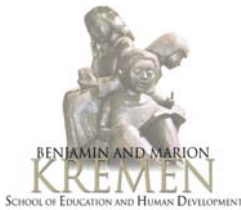


# Outcomes Assessment of Student Learning

**California State University, Fresno**

**Education Administration Program**



*Leadership for Diverse Communities*  
***Our mission is to prepare credible and  
relevant leaders in education.***

Graduate Programs in Education Administration

School of Education and Human Development  
California State University, Fresno

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**Graduate Programs in Education Administration  
Outcomes Assessment of Student Learning**

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## **Outcomes Assessment of Student Learning**

### **Introduction**

The Education Administration program prepares leaders for positions in early childhood programs through secondary schools and post-secondary education. The program includes the Master's Degree in Education with an option in Administration and Supervision. To be certified as an administrator in a K-12 California public school, students must complete a university program approved by the California Commission on Teacher Credentialing. However, the Master's degree program is also designed to accommodate students seeking employment in positions outside of California or in post-secondary institutions.

The program leads to the Preliminary Administrative Services Credential and the Master's Degree, for a total of 31 units. A schema is attached which illustrates the sequence of courses (Appendix I).

The original outcomes assessment plan was approved in 2002. Since that time, several minor and major revisions have taken place. The purpose of this document is to provide information on the updated outcomes assessment plan.

### **Mission Statement**

The mission of the Education Administration Program is: **“to prepare credible and relevant leaders in education.”** Inherent in attaining the mission statement is a program designed to prepare teachers and other credentialed school personnel in a manner which ensures that they become leaders of the highest quality and have a deep understanding of the needs of schools in the Central Valley and beyond.

### **Program Goals**

The overarching goal of the Education Administration Program is to prepare students to become administrators that are credible instructional leaders and that have a well-formed philosophy of educational leadership based on a deep theoretical/knowledge base as well as practical on-site experience. Originally, the assessment of candidates was aligned with the ten areas specified by the California Commission on Teacher Credentialing. Currently, the program utilizes the California Professional Standards for Educational Leaders (CPSELs) for the general assessment of candidates. Another addition to the assessment system is the incorporation of six professional dispositions determined by the faculty of the Kremen School of Education and Human Development (KSOEHD). The candidates will be assessed in the two fieldwork components of the program utilizing the CPSELs. Additionally, the California Commission on Teacher Credentialing (CCTC) standards, based on the CPSELs, but providing a much greater degree of specificity, will

be utilized in all courses. Specifically, the candidates graduating with a master's degree will be expected to demonstrate mastery of the following objectives:

### **Objectives**

The following objectives are derived from the six California Professional Standards for Educational Leaders (CPSELs):

1. **Shared Vision of Learning** - A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
  - 1.1. Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
  - 1.2. Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
  - 1.3. Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
  - 1.4. Identify and address any barriers to accomplishing the vision.
  - 1.5. Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
  - 1.6. Use the influence of diversity to improve teaching and learning.
2. **Culture of Teaching and Learning** - A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
  - 2.1. Create an accountability system of teaching and learning based on student learning standards.
  - 2.2. Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
  - 2.3. Shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
  - 2.4. Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
  - 2.5. Promote equity, fairness, and respect among all members of the school community.
  - 2.6. Provide opportunities for all members of the school professional growth community to develop and use skills in collaboration,
  - 2.7. Facilitate the use of appropriate learning materials and learning strategies which include the following: students as active learners, a variety of appropriate

materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology.

3. **Management of the School in the Service of Teaching and Learning** - A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
  - 3.1. Monitor and evaluate the programs and staff at the site.
  - 3.2. Establish school structures, patterns, and processes that support student learning
  - 3.3. Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
  - 3.4. Align fiscal, human, and material resources to support the learning of all students and all groups of students.
  - 3.5. Sustain a safe, efficient, clean, well maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
  - 3.6. Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively.
  - 3.7. Utilize effective and nurturing practices in establishing student behavior management systems.
  
4. **Working With Diverse Families and Communities** – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
  - 4.1. Incorporate information about family and community expectations into school decision making and activities.
  - 4.2. Recognize the goals and aspirations of diverse family and community groups.
  - 4.3. Treat diverse community stakeholder groups with fairness and with respect.
  - 4.4. Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
  - 4.5. Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
  - 4.6. Communicate information about the school on a regular and predictable basis through a variety of media and modes.
  
5. **Personal Ethics and Leadership Capacity** – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
  - 5.1. Demonstrate skills in decision making, problem solving, change management, planning, conflict management, and evaluation.
  - 5.2. Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.

- 5.3. Make and communicate decisions based upon education relevant data and research about effective teaching and learning, leadership, management practices, and equity.
  - 5.4. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
  - 5.5. Encourage and inspire others to higher levels of performance, commitment, and motivation.
  - 5.6. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
  - 5.7. Engage in professional and personal development.
  - 5.8. Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
  - 5.9. Use the influence of the office to enhance the educational program rather than for personal gain.
  - 5.10. Protect the rights and confidentiality of students and staff.
6. **Political, Social, Economic, Legal and Cultural Understanding** – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- 6.1. View oneself as a leader of a team and also a member of a larger team.
  - 6.2. Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
  - 6.3. Generate support for the school by two-way communication with key decision makers in the school community.
  - 6.4. Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
  - 6.5. Influence and support public policies that ensure the contexts of schooling equitable distribution of resources, and support for all the subgroups of students.
  - 6.6. Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

(Please see the CTC Standards Integration with the Preliminary Administrative Services Credential Program in Appendix II and the Administrative Fieldwork/Internship Handbook in Appendix III.)

## Assessment Activities

The various methods of independent assessment utilized in the education administration program are described below. *Italics after each assessment component indicate who carries out the activity and who collects and/or analyzes the results.*

1. Beginning with the introductory course in the program (EAD 261), each student is given assignments to build a portfolio that will be completed in the final course, EAD 269. The portfolio is evaluated at different stages of development in three different courses (EAD 261, EAD 262, and EAD 269). During the final course, EAD 269, a complete assessment takes place of the entire portfolio with participation of the student's site supervisor, university supervisor, and the district superintendent or designee. Please see the Leadership Portfolio instructions in Appendix IV and the rubric for assessing the portfolio in Appendix V. *The students complete each stage of the portfolio and it is then assessed by each instructor in turn. Faculty members have developed criteria for evaluating the portfolios. The criteria are reviewed periodically.*
2. Pre-assessment of administrative fieldwork competencies is conducted by the student at the beginning of Administrative Fieldwork I. This self-assessment will be combined with the pre-assessment of the site supervisor (see #3) for planning purposes. The student will also draft a tentative action plan to meet areas that are perceived by the student as deficient. The student will carry out the self-assessment and the results will be analyzed by the site supervisor and by the university supervisor. (See Appendix III.) *The student is responsible for carrying out the pre-assessment and the site supervisor and university supervisor are responsible for the analysis of the assessment data.*
3. Pre-assessment of administrative fieldwork competencies is also conducted by the site supervisor at each student's school site at the beginning of Administrative Fieldwork I. This pre-assessment is used to determine areas of necessary emphasis for the student. The student and site supervisor then meet to compare their pre-assessments and to develop an action plan for the student to meet the areas of need indicated. The university supervisor approves and/or revises the plan. *The site supervisor will carry out the pre-assessment activity and the results will be analyzed by the university supervisor.*
4. Post-assessment of administrative fieldwork competencies is conducted by the student at the end of Administrative Fieldwork I. This self-assessment will be combined with the post-assessment of the site supervisor (see #5) and will be used as data to evaluate the completion of the student's action plan developed in #3 above. *The student is responsible for carrying out the post-assessment and the site supervisor and university supervisor are responsible for the analysis of the assessment data.*

5. Post-assessment of administrative fieldwork competencies is conducted by the site supervisor at each student's school site at the end of Administrative Fieldwork I. This post-assessment is based on the perceived growth of the student in the competency areas indicated in the pre-assessment and by the degree of accomplishment of the activities determined in the action plan. *The site supervisor will carry out the post-assessment activity and the results will be analyzed by the university supervisor.*
6. A final post-assessment at the end of Fieldwork I is conducted by the university supervisor together with the student and the site supervisor. This post assessment takes place at a meeting of the three persons and leads to a plan for the student's continued professional growth development in specifically identified competencies during Fieldwork II. *The student, site supervisor, and university supervisor all share responsibility with lead responsibility to the university supervisor.*
7. Pre- and post-assessment by the student and by the site supervisor takes place in the same manner for Administrative Fieldwork II. (See the Fieldwork/Internship Handbook in Appendix II for all pre- and post-assessments.) *The student, site supervisor, and university supervisor all share responsibility with lead responsibility to the university supervisor.*
8. The Administrative Fieldwork I and II handbooks require a written reflection at the end of the fieldwork. The university supervisor reviews the reflection and provides feedback to the student. In total, four quantitative assessments take place by the student and by the site supervisor, are reviewed by the university supervisor, and are included within the two fieldwork handbooks turned in to the university. An additional assessment, conducted by the university supervisor, together with the student and site supervisor takes place at the end of Fieldwork I. Two additional assessments take place by the university supervisor upon reviewing the written reflections in the handbooks. *The student completes the activity and the results will be analyzed by the university supervisor.*
9. All students must pass the initial writing competency examination given in the first course, EAD 261. Students are given approximately 20 minutes to write on an assigned topic and are assessed using only the Mechanics section of the Scoring Rubric of the Graduate Writing Requirement. See Appendix VI for a copy of the rubric. *The instructor of EAD 261 is responsible for the assessment of the graduate writing requirement.*
10. All students must pass the second writing competency examination given in the second semester course, EAD 262. Students are assigned to write a review of the literature on a limited topic and are assessed using all three of the sections of the Scoring Rubric of the Graduate Writing Requirement. See Appendix VI for a copy of the rubric. *The instructor of EAD 262 is responsible for the assessment of the graduate writing requirement.*

11. The Advancement to Candidacy application is completed by all students who are seeking the master's degree. Requirements for acceptance of the Advancement to Candidacy include successful completion of at least nine units with a 3.0 GPA or better. These courses must be from the first two semesters of the program. The student may not enroll for the Master's Degree Project or Thesis until the Advancement to Candidacy is accepted (Appendix VII). *The program coordinator and the credential office of the KSOEHD are responsible for ensuring that all prerequisites are met.*
12. Each student must satisfactorily complete a project or thesis before graduating. The project or thesis is focused on some method of improving our schools. For example, recent projects focus on the use of student assessment data to develop plans to improve instruction. A standardized program rubric is currently under development to assess projects and theses. *The student completes the project or thesis and it is evaluated by the university faculty member.*
13. All graduating students are provided the opportunity to complete a standardized survey instrument evaluating the program. The survey is mailed out to each graduating student. (See Appendix VIII) *Completed surveys are tabulated by the associate dean's office and shared with faculty members.*
14. Each semester, the entire program faculty meets with the Superintendents' Advisory Committee, a group of approximately 20 superintendents from school districts served by the education administration program. The superintendents are requested to provide feedback on program objectives, program offerings, and any other aspect of the program. The feedback is generally verbal, however, occasionally some of the superintendents will provide written comments via letter or email. *Notes from each meeting are taken by program faculty and shared with the entire faculty (including part-time instructors and supervisors) as well as the superintendents.*
15. All of the members of the Superintendents' Advisory Committee are sent a survey periodically to assess the effectiveness of the Education Administration Program. The faculty members will then meet to discuss the results. (See Appendix IX for the survey and summary of results.) *The program coordinator is responsible for dissemination of the survey and compilation of the results.*
16. Each year, a randomly selected sample of recent program graduates will be assessed using the assessment tool found in Appendix X), along with a summary of recent results. *The program coordinator is responsible for dissemination of the survey and compilation of the results.*
17. Each year, all program faculty members meet in a retreat setting to evaluate the results of the past year and to make any necessary changes or adjustments to the program. In this session, all data that has been obtained through the various assessment activities is considered. *All faculty. Results are shared with the Superintendents' Advisory Committee for their feedback.*

18. Finally, every three years, a complete review of the program takes place at the annual retreat. In this retreat, all data obtained through the assessment activities is considered as well as current trends in the field of education administration and current and forthcoming legislation for the credentialing of school administrators. *All faculty. Results are shared with the Superintendents' Advisory Committee for their feedback.*

**Education Administration Program  
Assessment Timeline**

<b>Assessment Activity Number</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
<b>1. Leadership Portfolio</b>	X	X	X	X	X
<b>2. Pre-assessment (Student) Fieldwork I</b>	X	X	X	X	X
<b>3. Pre-assessment (Supervisor) Fieldwork I</b>	X	X	X	X	X
<b>4. Post-assessment (Student) Fieldwork I</b>	X	X	X	X	X
<b>5. Post-assessment (Supervisor) Fieldwork I</b>	X	X	X	X	X
<b>6. Final post-assessment Fieldwork I</b>	X	X	X	X	X
<b>7. Pre- and post-assessment Fieldwork II</b>	X	X	X	X	X
<b>8. Reflection review FW I &amp; II</b>	X	X	X	X	X
<b>9. Initial writing competency</b>	X	X	X	X	X
<b>10. Second writing competency</b>	X	X	X	X	X
<b>11. Advancement to Candidacy</b>	X	X	X	X	X
<b>12. Project or thesis</b>	X	X	X	X	X
<b>13. Program survey (students)</b>	X	X	X	X	X
<b>14. Superintendents' Advisory Committee</b>	X	X	X	X	X
<b>15. Program Survey (Superintendents)</b>	X	X	X	X	X
<b>16. Program survey (graduates)</b>	X	X	X	X	X
<b>17. Annual program retreat</b>	X	X	X	X	X
<b>18. Complete program review</b>			X		

## **Implementation Plan**

The program faculty meets each spring for a review of the entire program. All outcomes from the assessment activities are analyzed as well as other input the faculty members have received informally through conversations with students, school administrators, and members of the community. As a result of the annual planning retreat, adjustments are made to the program, or new initiatives are determined.

The various assessments provide important data for analysis and decision-making, but there are additional forces at work that provoke change. Within the framework of a state undergoing radical educational change, the education administration program also reviews current legislation and educational reform efforts that will affect the program. For example, the faculty members have decided to become engaged with local schools at a higher level than ever before. Seven faculty members now serve as executive coaches to principals and superintendents in the area. This level of engagement with local schools is having an effect on the content presented in courses, which is now more closely related to the reality that school administrators face on a daily basis. That is, faculty can now provide the theoretical underpinnings for each course and can also now draw upon recent experience in the schools to bring the theory to practical application.

Furthermore, the implementation in California of AB75, the Principals Training Program, has had a profound effect on the Tier 2 Professional Administrative Services Credential Program, has resulted in a reduction of 60-70% of the students in our courses. AB 75 is a state-subsidized program that is shorter than the CCTC approved 24 credit program. Thus, the education administration program has had to respond to these changes with a temporary restructuring of the Tier 2 program.

Certainly, the legislation of the No Child Left Behind Act has also had an effect on course content. For example, a course in program evaluation and data analysis has been added at the very beginning of the program, due to the need for our students to understand data-informed decision-making. The curriculum course content now includes content and processes related to standards-based teaching and assessment.

The CCTC standards are beginning to have a tremendous effect on teaching, course activities, and assessment as faculty become more confident with university level standards-based teaching and assessment. Other legislation and directives to the schools from the California Department of Education affect the program as well. The recent changes in assessment procedures throughout the state, leading to the AYP, the High School Exit Exam, and the implementation of standards-based teaching in schools have been incorporated into courses and fieldwork. All of these changes have been the result of analyzing data, responding to needs of our clients, and reacting to legislation and directives.

## **Assessment Instruments Summary**

Several instruments are utilized as assessments during the candidate's progress through the program. The formative and summative assessments from the leadership portfolio provide an overview of the candidate's understanding of the program competencies (Appendices IV and V). The pre- and post-assessment instrument used in Administrative Fieldwork I and II (Appendix III) provides important feedback to the student before and after each phase of the fieldwork component. The Graduate Writing Competency assessments in EAD 261 and EAD 262 provide important information to the candidate and to the program about the candidate's writing and research ability. The rubric is found in Appendix VI. The Advancement to Candidacy is actually a gatekeeping mechanism to ensure that candidates fulfill necessary requirements before beginning the master's degree thesis or project (Appendix VII). Finally, the candidate's culminating activity, the Master's Degree project or thesis is assessed.

Several additional instruments are utilized to obtain information about the program from candidates and superintendents. The end-of-program survey is a one page instrument that is administered and tabulated by the associate dean's office (Appendix VIII). Feedback from the survey sent to all local superintendents (Appendix IX) and other feedback received from the Superintendents' Advisory Committee members is useful as the ultimate client for our product. Finally, the feedback from the survey of recent graduates (Appendix X) provides overall feedback about the perception of the candidate who completed the program.

# Appendices

# **Appendix I**

## **Sequence of Courses Education Administration Program**

### **Master's Degree in Education Administration and Supervision Option and Preliminary Administrative Services Credential**

## **Appendix II**

### **CTC Standards Integration by Course Education Administration Program Outcomes Assessment Plan**

## **Appendix III**

**Pre- and Post-Assessment Instrument  
Utilized in Administrative Fieldwork I and II  
of the Education Administration Program  
(found in the Administrative Fieldwork Handbook)**

## **Appendix IV**

### **Leadership Portfolio Education Administration Program Outcomes Assessment Plan**

## **Appendix V**

**Rubric for Leadership Portfolio Assessment**  
(from “Moving Leadership Standards Into Everyday Work” WestEd (2003)  
Education Administration Program  
Outcomes Assessment Plan

## **Appendix VI**

### **Scoring Rubric for the Graduate Writing Competency Education Administration Program Outcomes Assessment Plan**

## **Appendix VII**

### **Advancement to Candidacy Education Administration Program Outcomes Assessment Plan**

## **Appendix VIII**

### **Standardized Exit Survey for Graduates Education Administration Program Outcomes Assessment Plan**

## **Appendix IX**

### **Superintendents' Survey Education Administration Program Outcomes Assessment Plan**

## **Appendix X**

### **Survey for Program Graduates Education Administration Program Outcomes Assessment Plan**