

2012-2013 Educational Leadership and Policy Studies Annual Assessment Report

EDLP Program

California State University, Sacramento

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

California State University, Sacramento offers programs leading to the following administrative services credentials: (1) Preliminary Administrative Services Credential, (2) Administrative Internship Services Credential, and (3) Professional Administrative Services Credential. Although we do offer the Professional Administrative Services Credential as noted, we have not had an active program since Spring 2008 due to a lack of student enrollment. Recently, we have had a growing interest by area students in entering our Professional Administrative Service Program, but due to low applicant numbers and budget constraints, we have not been able to restart and staff the program.

While in the past we have offered numerous cohorts, due to severe budget constraints we have been forced to limit our cohort offerings to one (1) on-campus, 3 semester preliminary credential program at Sacramento State University.

Listed below are the ten courses that now comprise the CTC approved Preliminary Administrative Services Credential Program:

1. EDLP 200B – Diversity and Equity in Educational Leadership
2. EDLP 201B – Foundations of Educational Leadership
3. EDLP 202 – Legal Bases of Education
4. EDLP 203 – Financial Resources Planning and Allocation
5. EDLP 204B – Special Education and Categorical Programs
6. EDLP 205B – Curriculum and Instructional Leadership in K-12 Schools
7. EDLP 209B – Human Resources and Supervision
8. EDLP 250 – Educational Research
9. EDLP 255 – Field Study Seminar
10. EDLP 495 – Fieldwork

The Administrative Internship Services Credential Program is available to candidates who have been appointed to a certificated management position by their school board. Evidence that (1) an official board appointment has been made and (2) the candidate has successfully passed the California Basic Education Skills Test are required in order to be accepted into the program. All courses listed above are required for Administrative Interns with the exception of EDLP 495. In lieu of the EDLP 495 course, Administrative Interns attend special seminars and are enrolled in fieldwork (EDLP 401, 402, 403, 404) utilizing their actual work duties. They can remain an intern up to a maximum of four semesters.

As noted earlier, the department has faced a challenge to sustain the professional program since the state granted authority and funding to county offices of education to offer a similar program. Many candidates have opted to satisfy the professional credential requirements via the county since the training occurs during the work day and there is no fee to the student. We have not admitted Professional Administrative Services candidates since Spring 2008.

Moreover, the new College organization (see response, question #2) has led to a closer working relationship with and support from the Associated Dean's office in the areas of common student/candidate assessment practices and development of Key Course Assessments.

- **Key Course Assessments**

Specific to EDLP program assessment efforts, we have initiated the development of Key Course Assessment for all our credential classes. This past academic year program faculty developed all Key Course Assessments with a view toward full implementation and data-gathering to begin in Fall 2013.

All EDLP faculty identified and assumed ownership for developing *Key Course Assessments* for courses that have or are currently teaching. These assessments resulted from ongoing program faculty collaborative meetings and are now in integral part of the program courses.

These specific assessments are part of a broader plan to develop a more comprehensive portfolio assessment process for each candidate.

(SEE APPENDIX A: Examples of Key Course Assessments/Rubrics)

Preliminary Administrative Services Credential

The student's course of study is reviewed on a periodic basis, at least once a semester, by the academic advisor. Similarly, portfolios are reviewed and assessed with the academic advisor each semester. Student progress is also monitored via grades and ongoing faculty advising.

The capstone course, EDLP 255: Field Study Seminar requires students to demonstrate the knowledge and skills developed through the first five courses. This is the second point of assessment. Students are required to conduct appropriate assessments, development action plans and establish work teams in "real-world" school environments where their knowledge and skills in educational leadership can be implemented and continue to develop.

Finally, candidates enrolled in EDLP 495: Field Study or EDEA 401, 402, and 403: Internship On-the-Job Experience, are assessed by the University field supervisor and agency/site supervisor for competence of the domains under Category III. Student logs and assessment reports are submitted, once completed, to the student's academic advisor. The academic advisor reviews the student's portfolio, grades, assessment reports from University and site supervisors, and general requirements, e.g., three years full-time teaching in public schools, completion of personnel assignment requirement, etc. The academic advisor, if all requirements are met, signs the candidate's advising sheet indicating the program has been completed.

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

a. If so, what are those changes? How did you implement those changes?

b. How do you know if these changes have achieved the desired results?

c. If no, why not?

During academic year 2011-2012 the EDLP department was part of a major program re-organization effort involving a college-wide paradigm shift with regard program delivery and organization. Specifically, during this period the EDLP program engaged in a year-long process of dialogue and planning in collaboration with other departments with a view toward streamlining and consolidating all the departments in the College of Education under three primary branches: 1) Undergraduate Studies in Education, 2) Teaching Credentials Department, and 3) Graduate and Professional Studies in Education effective, all effective in fall 2013.

Presently, the EDLP department chair position no longer exists and the program as a whole is now housed in Graduate and Professional Studies Department under the leadership of Department Chair Dr. Susan Heredia. This clearly has had implications for both faculty and students. Given that this new direction is still in its first year of implementation, a number of challenges have surfaced that are being addressed through the various standing committees. These include:

- Faculty retention and tenure,
- Sharing of common staff responsibilities/duties across departments,
- Training of support staff,
- Timely and accurate response for student/faculty questions and concerns,
- Logistical coordination across programs for classrooms and events,

Conversely, the new organization appears to leading to:

- Better networking and richer collaboration among colleagues from different and diverse education fields,
- More centralized, one-stop student services for all College of Education students,
- A more focused and systematic effort with regard to student/candidate assessment and data gathering.

It should be noted that these recent organizational changes have not had a negative impact on our course offerings nor caused the program to deviate from adherence to the stated program standards. Still, we do feel it is vitally important to survey students in the coming semesters regarding concerns, questions and suggestions for improving our program.

Moreover, the new organization has led to a closer working relationship with and support from the Associate Dean's office in the areas of common student/candidate assessment practices and development of Key Course Assessments. Admittedly, the need for a College-wide Student Assessment Data system as stipulated in our most recent CTC Accreditation review is being currently addressed and is clearly still in the developmental stages. Indeed, the EDLP program's efforts at implementing a comprehensive candidate assessment data system is closely tied to the progress of and articulated with the College's assessment system. We are working closely with the Associated Dean's office to this end.

PROPOSED PROGRAM CHANGES FOR THE 2010-2011 ACADEMIC YEAR

Three primary areas of focus have been identified for program changes/improvement. They are:

- Modification of current course delivery model to one that now includes two evenings a week plus selected all-day Saturday sessions. In the past, students attended only one evening per week plus corresponding Saturdays. We will still have six week sessions for each course but within a tighter time frame. This was necessary given that the prior course start and end dates fell outside the traditional semester leading to concerns regarding liability, room availability, and part-time faculty salary issues.
- Implementation of ongoing collaborative stake-holder meetings with regional educational partners such as district and county offices of education. These meetings cover improved articulation for field study program candidates, relevant EDLP program offerings, and candidate recruitment.
- Conceptualization of ways to develop increased Distant/E-Learning opportunities utilizing a hybrid approach where possible. We are anticipating that one or two courses will serve as pilot(s) for the coming spring 2013.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

(SEE RESPONSE BELOW)

4. What method(s)/measure(s) have you used to collect the data?

(SEE RESPONSE BELOW)

5. What are the criteria and/or standards of performance for the program learning outcome?

(SEE RESPONSE BELOW)

The California Commission on Teacher Credentialing adopted six (6) specific learning outcome standards for candidates matriculating in a program leading to the Preliminary Administrative Services Credential. These six standards represent the following areas:

- Standard 10: Vision of Learning
- Standard 11: Student Learning and Professional Growth

- Standard 12: Organizational Management for Student Learning
- Standard 13: Working with Diverse Families and Communities
- Standard 14: Personal Ethics and Leadership Capacity
- Standard 15: Political, Social, Economic, Legal, and Cultural Understanding.

As a program, we have adhered to and made an effort to address each of the above overall program standards and associated learning outcomes not only through our individual course offerings but through our field-based candidate experiences. **(See APPENDIX B: Preliminary Administrative Services Credential Program Learning Outcomes)**

Four key area/learning experiences are used in making critical decisions about candidate competence prior to being recommended for a credential, including:

1. EDLP495 Fieldwork evaluation
2. EDLP 401-402-403-404 Fieldwork evaluation
3. EDLP 498 Fieldwork evaluation
4. EDLP 293 Induction Plan

The following table provides details about the nature of each key assessment currently associated with each of the four areas above..

Overview of Key Assessments, 2009-2010

Assessment Tool	Type of Assessment (formative/summative)	When administered	Details about Administration	CCTC Standards*, Performance Outcomes, etc. Addressed
Assessment #1. EDLP 495 Fieldwork evaluation	Summative	End of final semester of program	Individual faculty assessed candidate's work that addressed 5 of the 6 CTC standards. Beginning in Spring 2011 assessments will differentiate candidate performance across a four-point scale.	CTC Administrator Standards 1-6
Assessment #2. EDLP 401-402-403-404 Fieldwork	Summative	End of final semester of internship	Individual faculty assessed candidate's work that addressed	CTC Administrator Standards 1-6

evaluation			5 of the 6 CTC standards. Corroborating assessment provided by an on-site supervisor.	
Assessment #3. EDLP 498 Fieldwork evaluation	Summative	End of final semester of professional program	Individual faculty assessed candidate's work that addresses 5 of the 6 CTC standards. Corroborating assessment provided by an on-site supervisor.	CTC Administrator Standards 1-6
Assessment #4. EDLP 293 Induction Plan	Formative	First semester of professional program	Each student developed an independent induction plan that was reviewed and approved by the course instructor.	CTC Administrator Standards 1-6

- *Standard 1: Program Rationale and Design
- Standard 2: Program Coordination
- Standard 3: Development of Professional Perspective
- Standard 4: Equity, Diversity and Access
- Standard 5: Role of Schooling in a Democratic Society
- Standard 6: Opportunities to Learn Instructional Leadership

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

- a. In what areas are students doing well and achieving the expectations?**
- b. In what areas do students need improvement?**

We are currently in the process of compiling/aggregating data specific to each standard. We anticipate we will have a more comprehensive data base beginning in Spring 2014 with the full implementation of all our Key Course Assessments in Fall of 2014.

In the table below, we summarize the data related to completer performance:

Aggregated Data on Completer Performance

Fall 2011 Admin Credential

Cohort	Semester in Program	Number Enrolled	Number of Completers
On-campus F2011	1 st Semester	20	N/A
On-campus Sp2011	2 nd Semester	9	N/A
On-campus F2010	3 rd Semester	18	18
Elk Grove	3 rd Semester	13	13
TOTAL		61	31

Spring 2012 Admin Credential

Cohort	Semester in Program	Number Enrolled	Number of Completers
On-campus Sp2012	1 st Semester	Not Offered	N/A
On-campus F2011	2 nd Semester	20	N/A
On-campus Sp2011	3 rd Semester	8	8
TOTAL		28	8

Fall 2012 Admin Credential

Cohort	Semester in Program	Number Enrolled	Number of Completers
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On-campus F2012	1 st Semester	19	N/A
On-campus Sp2012	2 nd Semester	Not Offered	N/A
On-campus F2011	3 rd Semester	17	16
TOTAL		36	16

Internship Cred

Program	Term	Number Enrolled	Number of Completers
Administrative Internship Services Credential	Fall 2011	4	3
Administrative Internship Services Credential	Spring 2012	1	1
Administrative Internship Services Credential	Fall 2012	1	N/A

Information about candidate and program completer performance

Each candidate in the Preliminary Administrative Services Credential program must design and develop a project in EDLP 255 (Field Study seminar) that will be implemented in the EDLP 495 Fieldwork course. This project must address five of the six major learning outcome standards specified by the CTC and must be developed in collaboration with the site administrator who, with an assigned university supervisor, will co-supervise the candidate. The goal of the fieldwork is to provide as many opportunities as possible for the candidates to apply their administrative skills in authentic situations. The university supervisors work in conjunction with the site supervisors to mentor, coach, and evaluate the performance of each candidate. University supervisors meet with each candidate during scheduled on-campus seminars and at their work sites over the course of the semester to observe/review each candidate's progress in meeting each objective.

Candidates in the Administrative Internship Credential program are also evaluated on their administrative abilities in authentic situations. Contrary to the Preliminary Credential candidates, these candidates utilize their actual work responsibilities as practicing administrators. Their fieldwork plans and objectives are specifically tailored to their regular work duties. As with Preliminary Credential

candidates, the university supervisors work in conjunction with the site supervisors to mentor, coach, and evaluate the performance of each candidate. University supervisors meet with each candidate 4-5 times over the course of the semester to observe/review each candidate's progress in meeting each objective.

I. Analysis of Candidate Assessment Data

In reviewing the number of 'completers' for all program options outlined above and analyzing available data, we can now focus on the strengths and areas for improvement.

Strengths:

- a. Candidate performance: The fieldwork experiences provide opportunities for candidates to apply administrative skills in authentic situations. Candidates have freedom to develop project objectives that are meaningful to their particular place of work. An overwhelming majority of the candidates demonstrate that they meet the program's expectations and criteria to be nominated for the appropriate administrative credential.
- b. Program effectiveness: The programs leading to the Administrative Services Credential at CSUS have successfully prepared the majority of candidates for assuming administrative responsibilities within PK-12 educational settings. The primary sources for evaluating candidate competency are derived from the fieldwork experience and successful coursework completion.

Areas for improvement:

- a. Candidate performance: The former system of evaluating fieldwork performance was based on a holistic assessment of the candidate's work. To strengthen the assessment system, the EDLP faculty realizes the need to develop processes and instruments that reflect the current CTC administrator preparation standards. Toward that end, the faculty has finalized a series of key course assignments and associated assessment tools (e.g., rubrics) which will help guide their evaluation of each candidate. This should be valuable in helping to generate formative and summative data needed to discern the specific strengths and weaknesses of each candidate. As noted above, these assessments are scheduled to be implemented in Fall 2012.
- b. Program effectiveness: The implementation of a candidate portfolio with faculty review each semester will improve the program's effectiveness by providing formative data on a regular basis. The establishment of key assessments across common courses will establish the efficacy of the program to deliver the administrator preparation learning outcomes specified by the CTC. The EDLP faculty has been working to correlate which of the CTC administrator preparation standards were to be addressed by each course. The specific standards for each course will guide the development and implementation of the key course assessment. We expect this new system to be operational by Spring 2013

Additional Data Sources (SEE APPENDIX C: EDLP Candidate Survey – Spring 2013)

This spring 2013 semester, the program administered an EDLP Candidate Student Survey which provided a number of insights and avenues for program improvement. For example, based on preliminary review of the results, it does appear that a significant number candidates see a need for more emphasis on School Management and related tasks. Clearly, this will be an area of focus in the coming semesters. Still, we are in the initial steps of distilling all the data results and will make program improvements and modifications once a clearer assessment is made of all the survey results.

7. As a result of this year’s assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

a. If so, what changes do you anticipate? How do you plan to implement those changes?

b. How do you know if these changes will achieve the desired results?

This past academic year the EDLP Program made significant improvements to how we will assess our program candidates and what instruments we will use. As noted earlier, we have completed the development of Key Course Assessments/Rubrics and will be generating candidate performance data relative these assessments beginning in fall 2012. These key assessments will help determine the extent to which the program is delivering the six major administrator learning outcome standards specified by the CTC.

Specifically, each of the 200 level courses has identified a key assessment matched to one of the six major CTC standards. A total of nine (9) key course assessments will be maintained in a portfolio by the candidate and reviewed each term by the faculty advisor. Performance data gleaned from a review of the portfolio will be used to suggest additional learning activities in areas where the candidate has not met the standards. When aggregated across candidates, this information will also be useful to determine how the program might be strengthened.

In addition to the 9 key course assessments, candidates will each be evaluated by their university supervisor on their fieldwork experience (EDLP 495). Candidates will be required to develop project objectives specifically in response to CTC Standards 10, 11, 12, 14, and 15. University supervisors will also utilize a four-point rubric to determine how well each candidate has met the standards.

Because EDLP 200B focuses on Equity and Diversity for educational leaders, the primary evidence for attainment of Standard 13 will be measured by the work completed in this course.

Two other sources of data will be included in each candidate’s portfolio: (1) pre- and post-program assessment of candidate competencies and (2) candidate reflections for each course. This information will supplement the data generated by performance data to help promote both candidate and program improvement.

8. Which program learning outcome(s) do you plan to assess next year? How?

We are planning to assess all the program learning outcomes noted in Appendix B given that our goal is to meet all the CTC standards (10-15). The program learning outcomes for 2013-2014 will be assessed utilizing the various measures and survey noted and highlighted in the preceding responses. A key challenge will be how quickly the College will be able to develop and implement a broader assessment and data gathering system that can be articulated with the EDLP's own assessment/data gathering efforts.

APPENDIX A: Examples of Key Course Assessments/Rubrics

EDLP 203 Key Assessment

EDLP 203 Key Assessment	Standards Assessed
<p>Each candidate will generate a two year plan for school improvement with a corresponding budget of \$375,000 annually (\$750,000 total). The plan must not exceed 15 pages and must include the following components: (a) Review and analysis of school’s instructional program including identification of problem based on student achievement data, (b) Proposed plan and activities for school improvement with at least two major objectives, (c) Corresponding budget narrative detailing program costs, (d) Personnel details, and (e) Evaluation and monitoring plan.</p>	<p>Standard 10c. Know how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.</p> <p>Standard 12d. Demonstrate the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.</p> <p>Standard 15b. Be able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.</p> <p>Standard 15e. Know how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.</p>

Scoring Rubric for EDLP 203 Key Assessment

Plan Element	Maximum Points	Weak Response	Acceptable Response	Exemplary Response
<p>Review and analysis of school’s instructional program including achievement data</p>	<p>10</p>	<p>Presentation lacks clarity or supporting data to draw conclusions regarding school’s needs (0-5 points)</p>	<p>Explanation of school’s program is understood but lacks appropriate details or data to support needs (6-7 points)</p>	<p>Succinct explanation of school’s program with clear and concise identification of needs of school with supporting data (8-10 points)</p>
<p>Proposed plan and activities for school improvement with at least two major objectives</p>	<p>15</p>	<p>Plan lacks focus and details regarding either proposed activities or objectives are not applicable; alignment between activities and objectives is weak. (0-9 points)</p>	<p>Plan describes proposed activities related to at least two objectives; activities are reasonable and have potential to improve school. (10-12 points)</p>	<p>Plan’s proposed activities are detailed, well-conceived, and clearly aligned with stated objectives; activities have solid potential to improve school. (13-15 points)</p>
<p>Corresponding budget narrative detailing program costs</p>	<p>5</p>	<p>Excel spreadsheet is either lacking or reflects limited details and calculation errors. (0-3 points)</p>	<p>Excel spreadsheet provides major details of proposed budget; calculations are accurate. (4 points)</p>	<p>Excel spreadsheet is included with well-organized, clear, and accurate details of proposed budget. (5 points)</p>

Description of project personnel and work responsibilities	5	Limited and/or vague description of personnel and specific responsibilities. (0-3 points)	Project personnel are described and correspond to proposed budget; adequate details regarding major responsibilities given. (4 points)	All project personnel are clearly identified by position, major responsibilities, and time base. (5 points)
Evaluation and monitoring plan	5	Proposal lacks plan or specificity in plan regarding monitoring and evaluation procedures. (0-3 points)	Proposal describes general plan for monitoring and evaluation. (4 points)	Proposal includes clear and appropriate plan to monitor and evaluate project with corresponding timeline. (5 points)
TOTAL	40	(0-27 points)	(28-35 points)	(36-40 points)

Key Assessment for EDLP 204 Categorical Programs Module

EDLP 204B Key Assessment	Standards Assessed
Students will review the Single Plan for Student Achievement for a school and develop a written critique (no more than 5 pages) of the plan. Critiques are to comment on the plan's development, involvement of the School Site Council, understanding by the faculty, and corresponding budget.	<p>10c. Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.</p> <p>11g. Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility that reflects a democratic society.</p> <p>11i. Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.</p> <p>13a. Each candidate is able to incorporate information about family and community expectations into school decision making and activities.</p> <p>15b. Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements to ensure a democratic education for all students.</p> <p>15c. Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.</p>

Scoring Rubric for EDLP 204B Categorical Programs Key Assessment

Plan Element	Max Points	Weak Response	Adequate Response	Exemplary Response
Critical review of plan’s development including the involvement of all stakeholders and use of student data.	7	Little or no characterization of how the plan was developed nor the involvement of stakeholders; insufficient discussion on use of student data that demonstrates an effective annual review. (0-3 points)	Critique characterizes the involvement of the SCC and other stakeholders and clearly judges the plan’s use of data in its review. (4-5 points)	Critique thoroughly characterizes the involvement of the SCC and others and clearly explains how well the plan utilizes student achievement data in its review. (6-7 points)
Determination of plan’s effectiveness, particularly use of meaningful strategies to improve achievement	10	Critique fails to describe and discuss the potential effectiveness of the overall plan; inadequate discussion of key strategies is evident that precludes making a determination of plan’s full potential. (0-5 points)	Critique describes and discusses the potential effectiveness of the overall plan with specific reference to key strategies to improve student achievement. (6-8 points)	Critique thoroughly describes and discusses clearly the potential effectiveness of the overall plan; key strategies are analyzed in terms of research-based methods and evaluated as to soundness of application. (9-10 points)
Determination of cost effectiveness and legal use of categorical funds in the plan	5	Critique fails to evaluate neither the plan’s budget nor references plan’s compliance with categorical program rules. (0-2 points)	Critique judges plan’s budget in terms of cost effectiveness and compliance with categorical program rules. (3-4 points)	Critique presents a clear and comprehensive evaluation of the plan’s budget including appropriateness of costs and compliance with categorical program rules. (5 points)
Constructive feedback that would strengthen plan	3	Little or no suggestions for improving the plan provided. (0-1 point)	Critique offers some suggestions that would improve the plan. (2 points)	Critique provides meaningful and constructive feedback that clearly improves the plan. (3 points)
	25	0-14 points	15 -22 points	23-25 points

Scoring Rubric for EDLP 201 (Foundations of Educational Admin.)

Major Project: The Sonoma Case/Migrant Children in California

Plan Element	Maximum Points	Weak Response	Adequate Response	Exemplary Response
Review and analysis of potential issues (Required Fields: <i>legal, instructional, administrative, public relations, and human impact</i>) that the Sonoma Case raises.	8	Lacks depth of research and clarity. Limited discussion with regard to potential issues arising from the case study. (0-4 points)	Outlines at least one issue for the given fields and includes an adequate discussion of each. Depth of discussion is still limited. (5-6 points)	Goes beyond fields identified with exemplary analysis and discussion for each. Succinct explanation of how and when specific issue could arise. (7-8 points)
Interest Groups and Related Political Agendas pertaining to the Sonoma Case	12	Limited interest groups/agendas identified (Less than four). Little analysis regarding their impact on the decision-making process for school administrators. (0-6 points)	At least 5 interest groups identified and their respective agendas discussed. (7-9 points)	Six or more potential interest groups identified and their political agendas discussed in detail. Impact on the administrative decision-making process succinctly discussed and analyzed. (10-12 points)
Impact on a Human Level of the Sonoma Case	5	Little or no discussion on how the Sonoma Case impacts both the Plaintiff and migrant children in California. (0-3 points)	Discussion evident but lacks depth. Demonstrates limited awareness of how school policy can impact children from linguistically diverse backgrounds. (4 points)	Clearly and succinctly identifies potential policy effects of the case on the child beyond academics. Anticipates and discusses negative impact on migrant families. (5 points)
Legal Resources/Assistance	5	Identification/discussion of potential resources/assistance that school administration could consult relating to resolution of the case is very limited and/or vague. (0-3 points)	At least four sources of assistance are outlined and a brief discussion accompanies each. (4 points)	Five or more sources of assistance are outlined and a clear discussion is included of how each can function as a resource for school administration in addressing the case. (5 points)
Implications of the Sonoma Case on School Policy	5	Little or no discussion included in analysis/discussion pertaining to potential impact of Sonoma case on school policy. (0-3 points)	Brief discussion is included with short-term effects identified. (4 points)	Clear and well-articulated analysis /discussion are evident. Both short and long-term effects are identified and

		points)		discussed in depth. (5 points)
TOTAL	35	(0-19 points)	(28-27 points)	(32-35 points)

Scoring Rubric for EDLP 202 (Legal Basis of Education) Major Project: Selected Legal Case Study Analysis and Presentation

Plan Element	Maximum Points	Weak Response	Adequate Response	Exemplary Response
Research Skills and Strategy Relating to Assigned Legal Case.	8	No or Little effort pertaining to research skill development as evidenced by limited written case analysis and depth of knowledge articulated during class presentation. (0-4 points)	Student is able to outline legal case and satisfactorily respond to questions from peers/professor (5-6 points)	Strong court case knowledge evident, both in written analysis and during presentation. Student is able to articulate her/his research strategy and clearly identify legal issues involved. (7-8 points)
Key Terms/Concepts Associated with Navigating the Legal System and Researching School Cases(ie. Plaintiffs/Petitioners, Respondents, Court Holding, Case/Common Law, etc).	12	Limited awareness of key legal terms and concepts. Participation in class discussions is limited or non-existent. (0-6 points)	Can identify and discuss on a limited basis key terms and concepts both individually and in class discussions. (7-9 points)	Clearly demonstrates grasp of legal terms and concepts and is able to actively engage in class discussion. Is able to formulate and critically analyze case points from varied perspectives.(10-12 points)
Procedural History and Facts of a School-Related, Landmark Legal Decisions	5	Can only provide vague descriptions of Educational Landmark Court Cases (facts and procedural history) and unable to articulate clear implications of legal decisions.	Can provide a general overview of landmark court cases but only demonstrates a limited understanding of implications for selected court cases.(4 points)	Clearly and succinctly can identify, articulate and present coherent analysis of key court cases. Commands strong knowledge base of facts and procedural history of selected landmark cases. Is able to identify implications of assigned court cases. (5 points)
Communication and Presentation Skills of Selected Court Cases.	5	Limited communication skill set and unable to successfully present an oral case overview to class. Little to no participation in class	Is able to participate as a co-presenter in a limited role. Limited participation in whole class discussions. (4 points)	Has a clear grasp of key presentation skills and can effectively communicate as determined via a peer/professor

		discussion. (0-3 points)		evaluation/feedback form. Can lead class discussions and model for peers. (5 points)
TOTAL	35	(0-19 points)	(28-27 points)	(32-35 points)

Scoring Rubric for EDLP 255 Field Study

Plan Element	Maximum Points	Weak Response	Adequate Response	Exemplary Response
Literature Review	10	Lacks thorough review of the literature or vague references are used. (0-5 points)	Available literature is researched, analyzed and synthesized. Sources are used effectively. (6-7 points)	Thoroughly researched, analyzed and synthesized available literature with clear alignment to research question. APA format followed. Theoretical framework included with accurate rephrasing of others' work. Sufficient to link to MA thesis/project . Citing and references 100% aligned. An effective summary of literature included. (8-10 points)
Significance of Field Study Project	5	Significance of topic not established: offers minimal importance to field of educational administration. (0-2 points)	Importance of topic is established and will add to the field of educational administration. (3-4 points)	Makes a significant evidence based contribution to the field of educational administration that could have both local and statewide appeal. (5 points)
Problem-based, Solution Oriented Plan	10	Plan is disjointed and lacks focus necessary for problem solving.	Plan provides major details of proposed solution for problem at current site; supportive data included that to	Problem and solution(s) are data driven, clearly stated with sufficient details that would allow plan to be extrapolated for

		(0-5 points)	substantiates the problem. (6-7 points)	use at current site and has the potential to be used in other settings; could be referenced and used in future research. (8-10 points)
Human Subjects Approval Form	5	Directions and timelines ignored; lacks appropriate responses, signatures missing. (0-3 points)	Completes document and meets established timeline for submission. (4 points)	Completes entire document with accuracy, Follows all directions, submits in a timely manner and proceeds with data collection following department approval. Includes any attachment or explanation that may help reviewer better understand any unusual or questionable procedure. Seeks approval at university and district as appropriate. (5 points)
Proposal of Field Study for Site Implementation	10	Plan disconnected from research, lacks site administrator written approval and makes no reference to school improvement areas. (0-5 points)	Plan is built on proposal that includes at least two school improvement goals, written approval from site administrator. (6-7 points)	Research based project reflects school data and a proposal that can be implemented within time frame and includes at least 3 activities that are designed in collaboration with the support of site administration and site administrator signs proposal. (8-10 points)
Delineation of		Little or no contact with proposed	Resources are listed with duties or each	All human and financial resources are clearly

Function	10	participants; unreasonable timelines and resources. (0-5 points)	participant; estimates of expenditures included. (6-7 points)	detailed with appropriate roles and responsibilities, timelines and evaluative feedback in place. Initials of each major participant in place to indicate support and a Plan B is in place to prohibit derailment of project. (8-10 points)
TOTAL	50	(0-25 points)	(26-36 points)	(37-50 points)

Scoring Rubric for EDLP 495

Plan Element	Maximum Points	Weak Response	Adequate Response	Exemplary Response
Field Experience Planning Document (Incorporates 5 of the 6 CTC Standards complete w/objective leading to some facet of school improvement in content areas.)	15	No rationale for selection of 5 CTC Standards; lacks approval in writing by site supervisor. Difficult to link literature review to objectives. (0-8 points)	Rationale for selection of standards; approval of site supervisor. (9-12 points)	Provides clear rationale for inclusion of 5 required standards and rejection of one optional standard. Objectives for each standard clearly written and evaluated; Directly related to problem/issue area; articulated with appropriate writing by site supervisor; identify reference to literature review to support objectives. (13-15 points)
Journals (4) Class Presentation	5	Incomplete journals with less than the 4 required; Disjointed writing; lacks accountability. (0-2 points)	Four journals submitted to university supervisor in timely manner. (3-4 points)	At least four legible, clear journals that are related to site problem area. Comprehensive documentation on how the entity is advancing with the problem area; entity plays; strong assessment component. (5 points)

Coordination of 255-495 Project-Develop To Project-Implementation	15	Little or no resemblance of EDLP 255 (proposal) to EDLP 495. Insufficient linkage to human and financial resources. (0-8 points)	Elements from EDLP 255 are incorporated in EDLP 495. (9-12 points)	Excellent transition 255 Project proposal 495 implementation. Critical elements in are easily located in including timelines, of function and the process necessary for implementation. (13-15 points)
Oral Presentation	5	Presentation not suitable for intended audience; lacks key components, poor presentation. (0-2 points)	Presentation includes key components; suitable for school site audience. (3-4 points)	Clear, well structure presentation suitable for multiple audiences. office, university components include timelines, resources appropriate approval. (5 points)
TOTAL	40	(0-20 points)	(20-32 points)	(33-40 points)

EDLP 250 - Research Proposal

During this course, you will develop a plan to carry out a particular research project. Whether or not you actually implement the plan is secondary to the planning aspect.

You will draw from your knowledge of the literature and the material covered in class with regard to organizing research, identifying a sample, collecting and analyzing data and interpreting the findings. You will be *required* to use, at the very least, a survey method in your research. You may identify other data collection methods, and plan to use them as well. However, you will be required to develop and field test a questionnaire as part of your planned research.

In class, we will walk through a research plan and discuss how you might apply it. We will discuss the decisions researchers make to plan their studies, and then you will make the same decisions to develop your proposal. As was indicated previously, all research begins with a thorough knowledge of the research literature. Therefore, your proposal must begin with your review of the research literature.

As your plan develops, you will be faced with decisions about subjects, data collection methods, and interpretations. You will have to make decisions about protecting your subjects and ensuring the integrity of the study. You will find examples in the research literature of how other researchers have addressed similar issues.

After we review the research plan and walk through the process you will be required to develop your own proposal. It will likely happen in stages. Therefore, the following timeline will apply:

Activity/ Assignment (activities in bold must be submitted by the Date due)	Tentative Date due
■ Literature review outline	1/27
■ First draft of the literature review	2/3
■ Review the research plan elements	2/5
■ Draft data collection instrument (survey, questionnaire)	2/10
■ Field test data collection instrument	2/17
■ Determine research plan elements	2/5
■ First draft of narrative research plan	2/17
■ Final draft of literature review & research plan (<i>submit as a single document</i>)	2/28

Each activity will be discussed and described on the first day of the course. All assignments are to be submitted through the assignment dropbox on SacCT no later than the dates identified above.

The final paper to be submitted must include both the narrative description of the planned research, and the literature review. Your final paper is expected to be at least 15 pages, and no more than 30. You are expected to apply APA style (6th edition) to your writing. The following format should be applied:

INTRODUCTION

Provide a brief overview of the literature that you have reviewed regarding this topic/issue. You will discuss the literature in greater depth in the Mini-Literature Review assignment.

STATEMENT OF THE PROBLEM (*Online Thesis/Project Guide, p. 8*)

The statement of the problem is actually a definition of what the investigator proposes to do. As such it clarifies, outlines, limits, and brings specific focus to the problem under investigation. The problem statement performs two main functions:

- a. to give specific direction to the study and
- b. to unify all of the efforts undertaken during the conduct of the study.

OR

PURPOSE OF THE PROJECT (*Online Thesis/Project Guide, p. 9*)

State the problem or issue or concern that is to be addressed by the project.

You will not need both a Statement of the Problem and a Purpose of the Project!!

DEFINITION OF TERMS (*Online Thesis/Project Guide, p. 10*)

Identify and define concepts, words and phrases that have unusual or restricted meaning.

IMPORTANCE OF THE STUDY/SIGNIFICANCE OF THE PROJECT (*Online Thesis/Project Guide, p. 11*)

Rethinking the leadership standards in the EDLP Program can help you answer these questions.

Preparation of this section on problem/project significance includes discussion of the following areas:

- Why have I selected this problem/project?
- Why is there a need for this study/project?
- Will it revise, extend or create new knowledge in the field of educational leadership?
- Will the research contribute to the field of education administration internationally, nationally, in California, in Sacramento, in my school district, college, university or agency?
- What theoretical and/or practical application(s) does my study or project have?
- How will educational leaders change or improve their professional practices?

Again, you will not need both the Importance of the Study and the Significance of the Project!

PROPOSED METHODOLOGY (*Online Thesis/Project Guide, p. 12*)

Describe in narrative form:

- The setting in which the study or project is to be conducted requires specific description of the school or district demographics.
- The population to which the study or project applies;
- The sample of the population from which data will be collected and how it will be selected (how many, selection procedures);
- What data will be collected (test scores, narrative interview data, etc.);
- Precisely what steps will be taken to carry out the study.

REVIEW OF THE RELATED LITERATURE

- *Introduction*
What is the topic of your review? This is to serve as the Introduction to the entire Literature Review, as if you were going to write a thorough Review of the Literature. What is the research question you are interested in exploring? What subtopics, or related issues, will the review cover? You must indicate at least three (3) subtopics your review will explore, and briefly say why.

- *Subtopics (Use the actual subtopic as the heading)*
Discuss the three subtopics you chose to organize your review of the literature. This will be discussed and described in class.

- *Summary*
Summarize what the research has told you, and present the rationale for your area of study, based on the literature.

- *Bibliography*
Any articles that you discuss, refer to, or quote from, must appear in the bibliography, following APA format.

APPENDIX B: Preliminary Administrative
Services Credential Program
Learning Outcomes

Preliminary Administrative
Services Credential Program
Learning Outcomes



California State University, Sacramento
Educational Leadership & Policy Studies Department
College of Education

The California Commission on Teacher Credentialing adopted six (6) specific learning outcome standards for candidates matriculating in a program leading to the Preliminary Administrative Services Credential. These six standards represent the following areas:

- Standard 10: Vision of Learning
- Standard 11: Student Learning and Professional Growth
- Standard 12: Organizational Management for Student Learning
- Standard 13: Working with Diverse Families and Communities
- Standard 14: Personal Ethics and Leadership Capacity
- Standard 15: Political, Social, Economic, Legal, and Cultural Understanding.

Each standard is presented in the pages that follow with corresponding standards that help to better define the broader standards.

Standard 10: Vision of Learning

Each candidate is able to promote 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.

- 10(a) Each candidate is able to 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.
- 10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- 10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 10(d) Each candidate can identify and address barriers to accomplishing the vision.
- 10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.

- 11(b) Each candidate is able to use research and site-based data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.

- 11(c) Each candidate utilizes 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.

- 11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.

- 11(e) Each candidate is able to 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 state-adopted academic performance standards for students.

- 11(f) Each candidate promotes equity, fairness, and respect among all members of the school community.

- 11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

- 11(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.

- 11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

- 11(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.
- 12(b) Each candidate can establish school operations, patterns, and processes that support student learning.
- 12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- 12(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- 12(e) Each candidate demonstrates the ability to 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.
- 12(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- 12(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.

- 12(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.

- 12(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.

- 12(j) Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 13(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.
- 13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.
- 13(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.
- 13(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- 13(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- 13(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- 13(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.

Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- 14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.
- 14(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 14(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.
- 14(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 14(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.
- 14(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- 14(h) Each candidate engages in professional and personal development.

- 14(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

- 14(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.

- 14(k) Each candidate protects the rights and confidentiality of students and staff.

Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.
- 15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.
- 15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.
- 15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.
- 15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

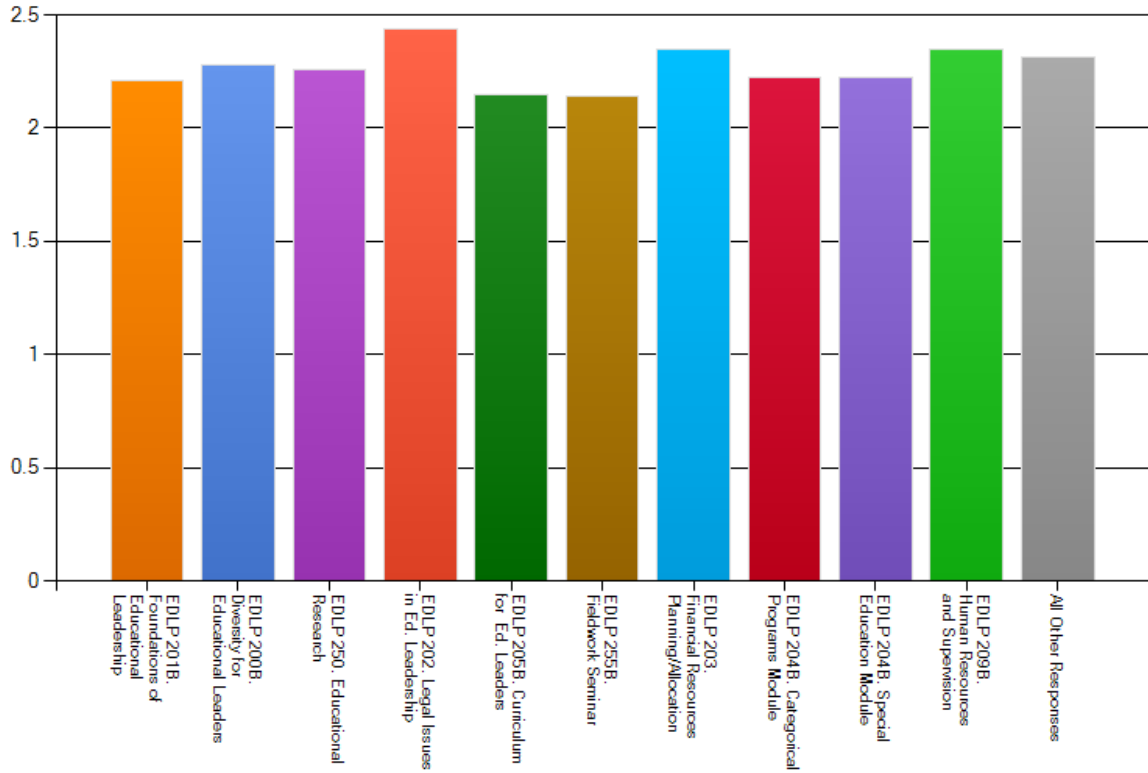
APPENDIX C: EDLP Candidate Survey (Spring 2013)

Not valuable (1)

Valuable (2)

Very valuable (3)

Please indicate the value of each of the following courses with regard to the Administrative/Leadership standards addressed.

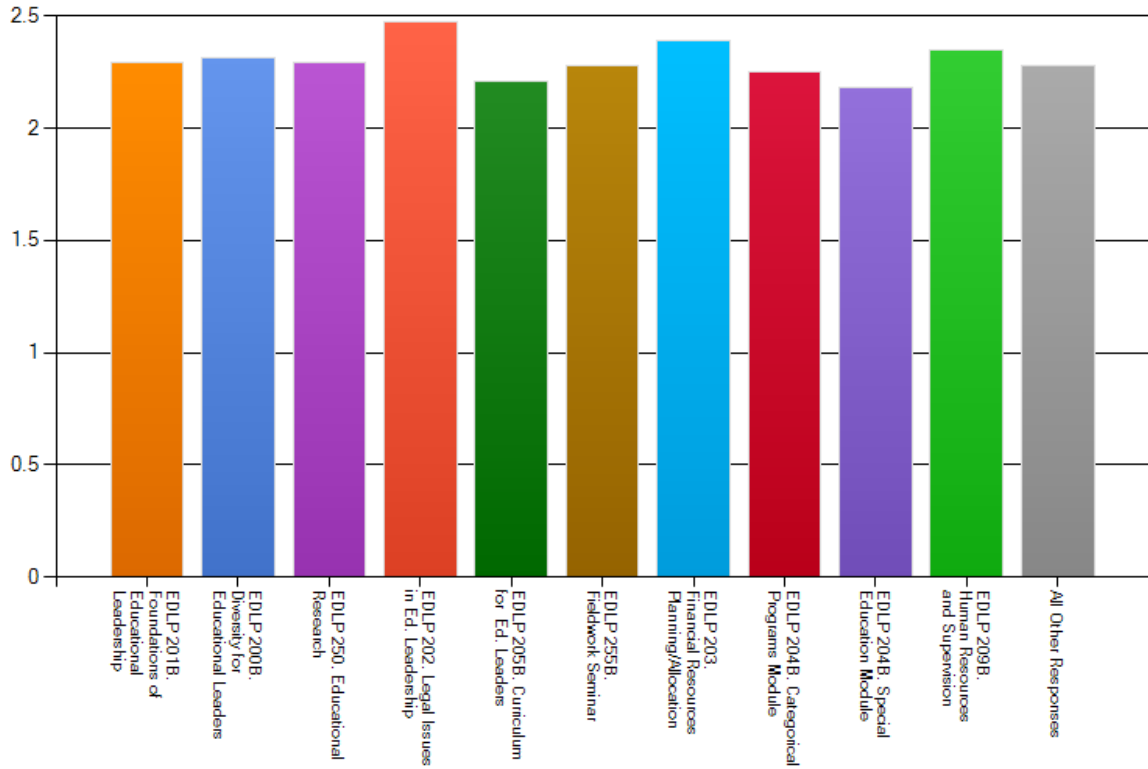


Not relevant (1)

Relevant (2)

Very relevant (3)

Please indicate how well each of the following program courses met your expectations regarding content.



Not prepared at all (1)

Not prepared well (2)

Prepared well enough (3)

Very well prepared (4)

Please indicate how well you believe you are prepared on each of the following standards as a result of the Program.

