



**Commission on Teacher Credentialing
Biennial Report
Academic Years 07-08 and 08-09**

Institution: California State University Long Beach

Date report is submitted: Fall 2009

Date of last Site Visit: Spring 2007

Program documented in this report: Educational Administration Tier I

Name of Program: Educational Administration Tier I

Credential awarded: Preliminary Administrative Services Credential

Is this program offered at more than one site? Yes

If yes, list all sites at which the program is offered: Long Beach USD

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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

1 page

General information to help reviewers understand the program, the context in which it operates including the number candidates and completers or graduates, and what has changed significantly since the Commission approved the current program document.

The vision of the Educational Administration program is to empower educational leaders to develop the courage, compassion, competence, and commitment necessary to improve the world of schooling for the 21st century. No matter what position an individual holds within an educational organization, all energies should be directed toward maximizing the academic achievement of ALL students served.

The philosophy of the program is an extension of the College of Education Conceptual Framework. The program promotes the development of skills in organizational and political leadership and systemic change, the development of constructivist and culturally responsive leadership and an ethic of justice and caring. Preliminary level courses provide a balanced approach that not only exposes candidates to contemporary educational theories but allows for practical application in contemporary settings. The intent is to develop leaders with multiple perspectives who initiate and manage change, tackle social justice issues and who will help schools to meet challenges of a diverse and ever-changing environment.

The Masters in Education combined with the Preliminary Administrative Services Credential assesses candidate competencies based on skills and dispositions outlined in the Standards of Quality and Effectiveness for Standards-based Preliminary and Professional Clear Administrative Services Credential Programs. The standards are based on the National Interstate School Licensure Leadership Consortium (ISLLC) guidelines and the California Professional Standards for Educational Leadership (CPSEL) standards that were adapted and adopted by the California Commission on Teacher Credentialing (CCTC). These standards function as the source of the program knowledge base, skills and dispositions to be mastered. They also function as the student learning outcomes listed below.

Students take the following courses: Leadership, Organizational Management, and, Legal Aspects of Education: Implications and Applications for School Leadership, Fiscal Resources in Educational Administration, Human Resources in Educational Administration, Urban and Community Leadership, Curriculum, Program Development and Evaluation, Instructional Leadership and Assessment , as well as Field Experience in Educational Administration, and either Masters Research Study or Masters Thesis. They also choose from the following electives: Intellectual Foundations of Educational Reform, 19th Century to Present, Education & Diversity: Historical and Contemporary Perspectives, Language and Educational Policies, Research Methods in Education, and Qualitative Research Methods.

Table 1 shows the student learning outcomes and signature assignments.

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1: Develop a shared vision of learning that is supported by the school community.	Outcome 2: Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.	Outcome 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.	Outcome 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.	Outcome 5: Model a personal code of ethics and develop professional leadership capacity.	Outcome 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context.	Outcome 7: Demonstrate ability to utilize and apply research skills to solve a school or district based problem.
Signature Assignment	Dev portfolio	Dev portfolio, Team curriculum analysis, critique of school planning proc	Dev portfolio, Interview/ field research project	Dev portfolio, Urban school study	Dev portfolio, field exp plan	Dev portfolio, Case analysis	Dev portfolio, Research masters study or thesis
National Standards	I School Vision of Learning	II Student Learning and Professional Growth	III Organizational Management for Student Learning	IV Collaboratn with Families and Community	V Professional Developmt	VI Political, Social, Economic, Legal, and Cultural Understdng	n/a
State Standards	Standard 10 (CPSEL)	Standard 11 (CPSEL)	Standard 12 (CPSEL)	Standard 13 (CPSEL)	Standard 14 (CPSEL)	Standard 15 (CPSEL)	n/a
Conceptual Framework	Promotes Growth	School Imprvmnt	Service and Collaboration	Values Diversity	Prepares Leaders	Prepares Leaders	Research and Evaluation
NCATE Elements	Student Learning	Student Learning	Knowledge and Skills- Other	Knowledge and Skills- Other	Professional Dispositions	Knowledge and Skills- Other	Knowledge and Skills- Other

Table 2 indicates that 44 of 69 applicants matriculated during 2007-08 and that 32 of 42 matriculated in 2008-2009.

Table 2
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 1 Admission to Program					
	2007-2008			2008-2009		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
TOTAL	69	52	44	42	37	32

Table 3 shows that 13 students advanced to the stage of working on their research study in each of the last two years.

Table 3
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 2 Advancement to Culminating Experience	
	2007-08¹	2008-09²
Thesis (698)³	1	0
Comps⁴	0	0
Study (695)⁵	13	13
Other (Advanced Credential Programs Only)	0	0

¹ Data are reported for Fall 2007 and Spring 2008.

² Data are reported for Summer 2008 through Spring 2009.

³ This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2009. This figure may include students who actually “crossed into” this transition point prior to either 2007-08 or 2008-09 and were still making progress on their theses at this time.

⁴ This is data on the number of students who *applied* to take the comprehensive examination in Fall 2007 through Spring 2009. The data include students who may not have taken or passed the examination(s).

⁵ This is data on students who were conducting culminating studies during Fall 2007 and Spring 2009. This figure may include students who actually “crossed into” this transition point prior to either the 2007-08 or 2008-09 academic year and were still making progress on their theses at the time.

Table 4 shows the number of students who received their degree or certification.

Table 4
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 3 Exit	
	2007-2008	2008-2009
Degree	15	14
Credential⁶	18 (Preliminary) 19 (Advanced)	33

Table 5 shows the number of faculty.

Table 5
Faculty Profile 2007-2009

Status	2007-2008	2008-2009
Full-time TT/Lecturer	2	2
Part-time Lecturer	8	8
Total:	10	10

II. Candidate Assessment/Performance and Program Effectiveness Information

No Minimum or Maximum Page Limit

The program submits information on how candidate and program completer performance are assessed and a summary of the data. The length of this section depends on the size of the program and how data is reported. The information and data submitted in this section will be used as the basis for the analysis and action plan submitted in Sections III and IV.

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential? What **key assessments** are used to make critical decisions about candidate competence prior to being recommended for a credential? Because this section is focused on candidate assessments while the candidate is enrolled in the program or who have completed your program, please do not include admissions data.

Signature assignments are completed in each course in the program. The student learning outcomes and signature assignments are listed in Table 6. Instructors give students the assignments, guide their work, and use a rubric to complete an evaluation. The signature assignments for each course follow:

⁶ Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2007 through Spring 2009.

- EDAD 541: Students use assessments and class handouts to write a reflective paper on their leadership. They identify strengths, weaknesses, and natural tendencies.
- EDAD 544: This assignment requires: 1) a summary of a legal case, 2) an analysis of its implications, and 3) the development of an implementation plan.
- EDAD 647A: Students complete an interview/field research assignment to describe what a principal needs to know and be able to do regarding budget development.
- EDAD 647B: Students prepare a written report and presentation that investigates human resources issues.
- EDAD 649: Students write a paper to consider some of the issues that impact the learning of students in poverty.
- EDAD 677A: Students choose a curriculum and write a paper to provide an analysis of curriculum.
- EDAD 677B: Students provide a written critique of one school's annual improvement planning process.
- EDAD 680: Students prepare a portfolio that documents their learning related to each of the six CCTC standards.
- EDAD 695: Students prepare a culminating research study.

Table 6
Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)
<ul style="list-style-type: none"> • SLO 1: Develop a shared vision of learning that is supported by the school community. 	<ul style="list-style-type: none"> • EDAD 541: Developmental Portfolio
<ul style="list-style-type: none"> • SLO 2: Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth. 	<ul style="list-style-type: none"> • EDAD 541: Developmental Portfolio • EDAD 677A: Team Curriculum Analysis • EDAD 677B: Critique of School Planning
<ul style="list-style-type: none"> • SLO 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment. 	<ul style="list-style-type: none"> • EDAD 541: Developmental Portfolio • EDAD 647A: Interview/Field Research Project • EDAD 680: Field Experience Portfolio
<ul style="list-style-type: none"> • SLO 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources. 	<ul style="list-style-type: none"> • EDAD 541: Developmental Portfolio • EDAD 649: Urban School Study
<ul style="list-style-type: none"> • SLO 5: Model a personal code of ethics and develop professional leadership capacity. 	<ul style="list-style-type: none"> • EDAD 541: Developmental Portfolio • EDAD 649: Urban School Study
<ul style="list-style-type: none"> • SLO 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context 	<ul style="list-style-type: none"> • EDAD 541: Developmental Portfolio • EDAD 544: Case Analysis
<ul style="list-style-type: none"> • SLO 7: Demonstrate ability to utilize and apply research skills to solve a school or district based problem 	<ul style="list-style-type: none"> • EDAD 695: Research Masters Study • EDAD 698: Thesis

Table 7 shows the results on benchmark assignments for 2007-08.

Table 7
SLO data on benchmark assignments

SLO	Benchmark Assignment	Exceeds Expectations (4) 07-08	Meets Expectations (3) 07-08	Meets Some Expectations (2) 07-08	Does Not Meet Expectations (1) 07-08
1-6	EDAD 541 Developmental Portfolio N = 46	98 %	2%		
1-6	EDAD 680 Field Experience Portfolio N= 27	100%			
2	EDAD 677A Team Curriculum Analysis N = 43	93%	7%		
2	EDAD 677B Critique of School Planning Process N=43	93%	7%		
3	EDAD 647A Interview Field Research Project N= 32	100%			
4	EDAD 649 Urban School Study N= 36	67%	33%		
5	EDAD 647B Field Experience Plan N=33	76%	24%		
6	EDAD 544 Case Analysis N=34	56%	44%		
7	EDAD 695 Research Study N=5	100%			
7	EDAD 698 Thesis N=2	100%			

Figures 1 and 2 show the average score on each SLO with the highest average score on SLO 3 of 3.87 for 2008-09.

Figure 1
SLO Score Distribution, 2008-09

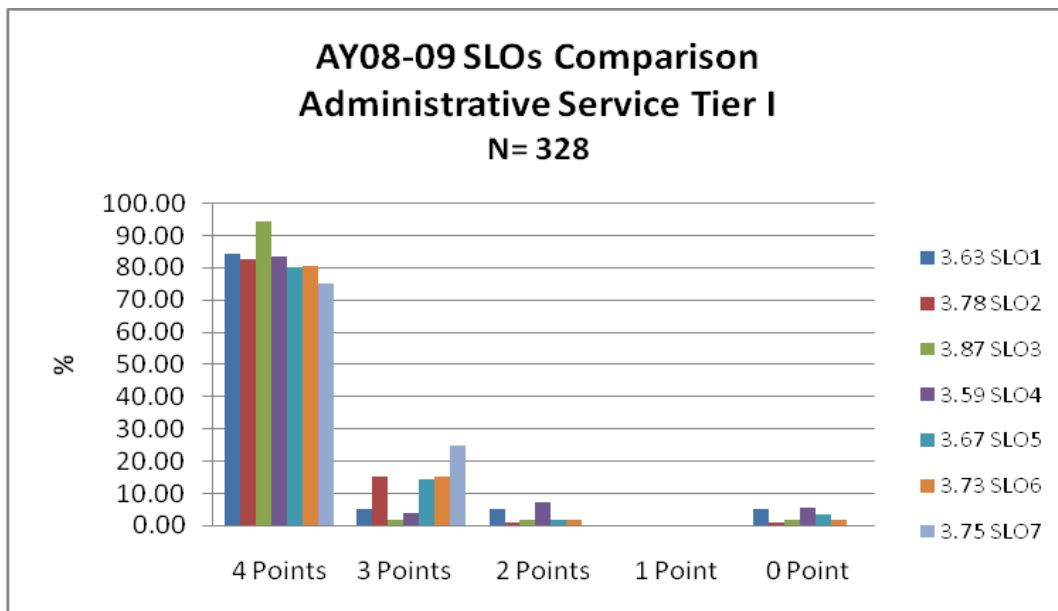


Figure 2
Average SLO Scores, 2008-09

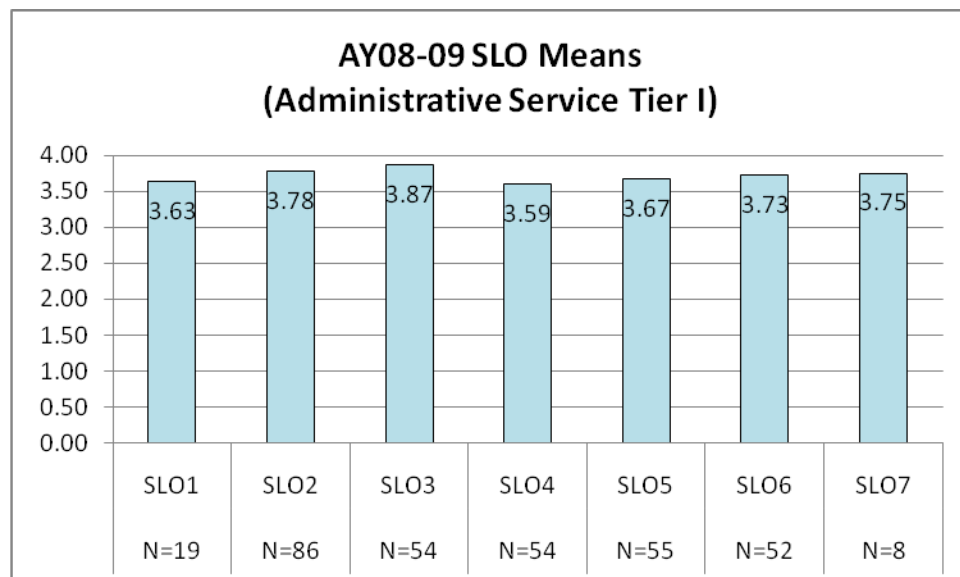


Figure 3 shows that 84.21% of students received a four on SLO 1.

Figure 3

SLO 1: Develop a shared vision of learning that is supported by the school community

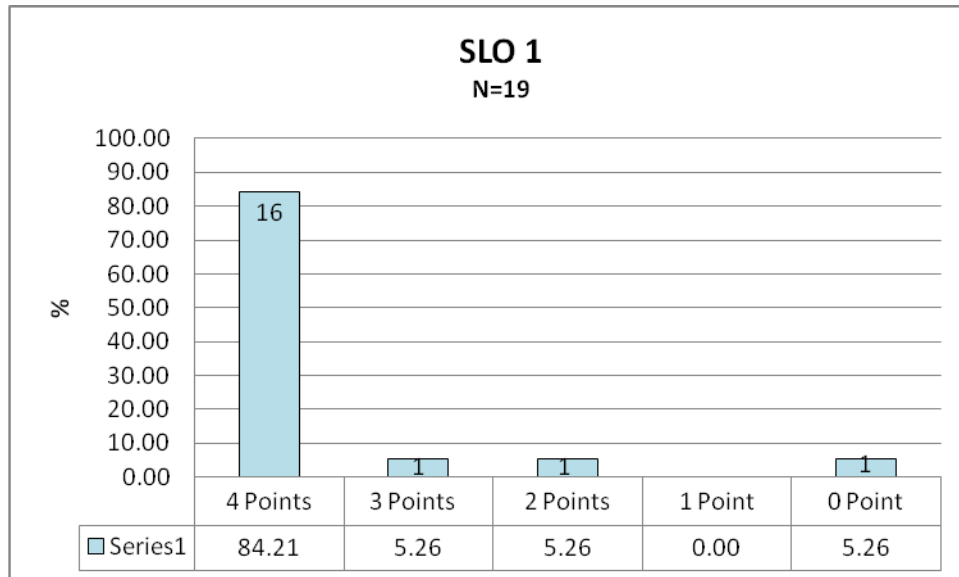


Figure 4 shows that 82.56% of students received a four on SLO 2.

Figure 4

SLO 2: Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

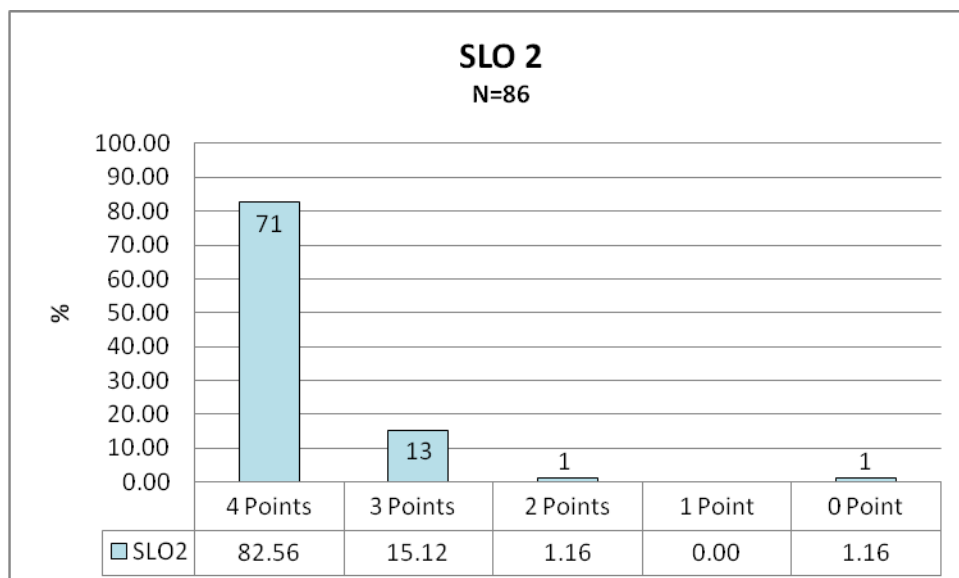


Figure 5 shows the distribution among criteria with # 3, the highest and # 5 the lowest.

Figure 5
Criteria for SLO 2

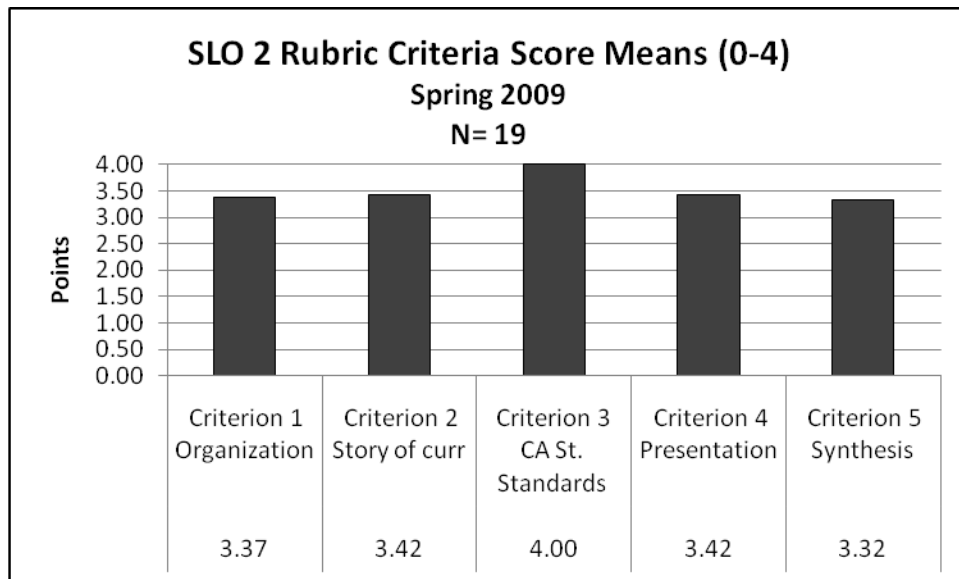


Figure 6 shows that 94.4% of students received a four on SLO 3.

Figure 6
SLO 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.

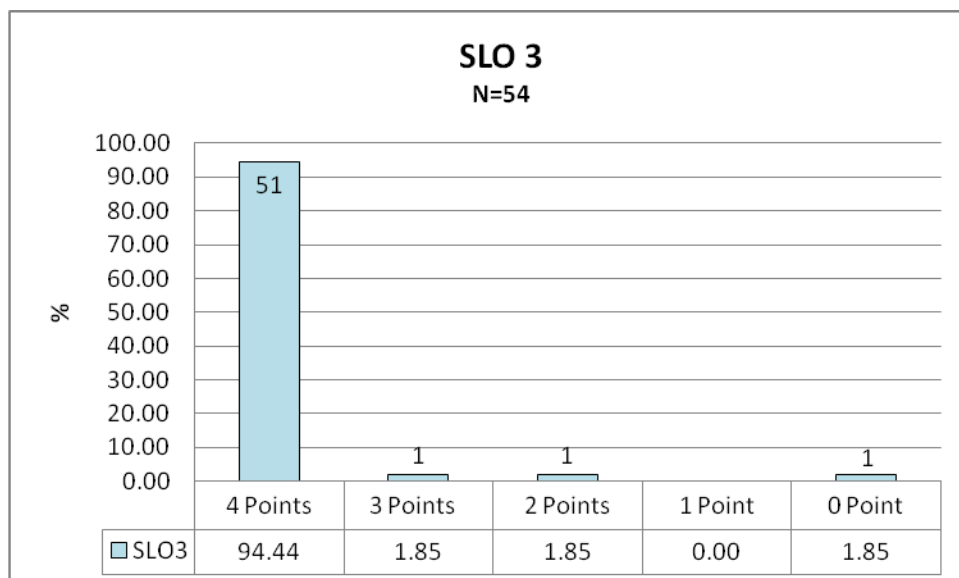


Figure 7 shows the distribution among criteria with #'s 1, 2, 4. and 5 receiving a 4.

Figure 7
Criteria for SLO 3

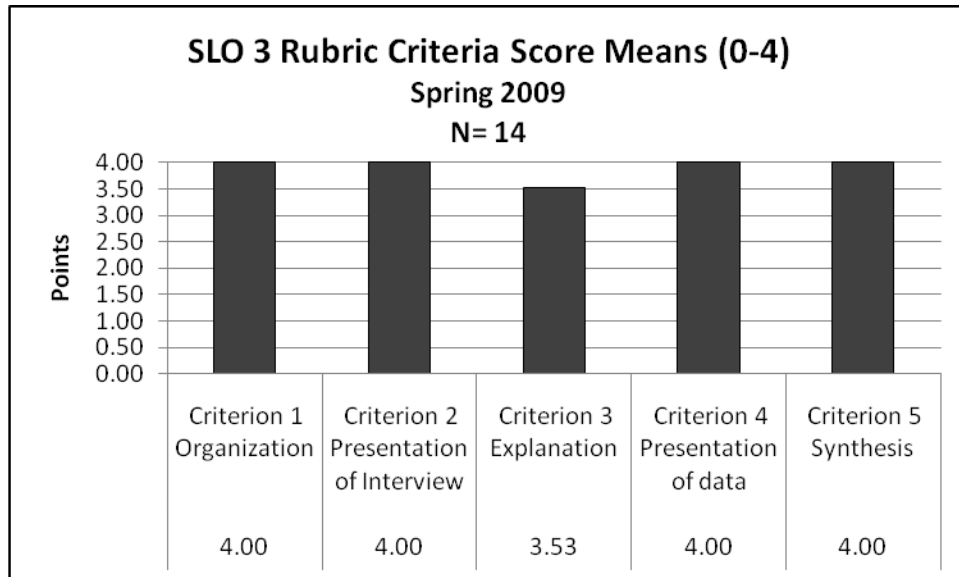


Figure 8 shows that 83.33% of students received a four on SLO 4.

Figure 8
SLO 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.

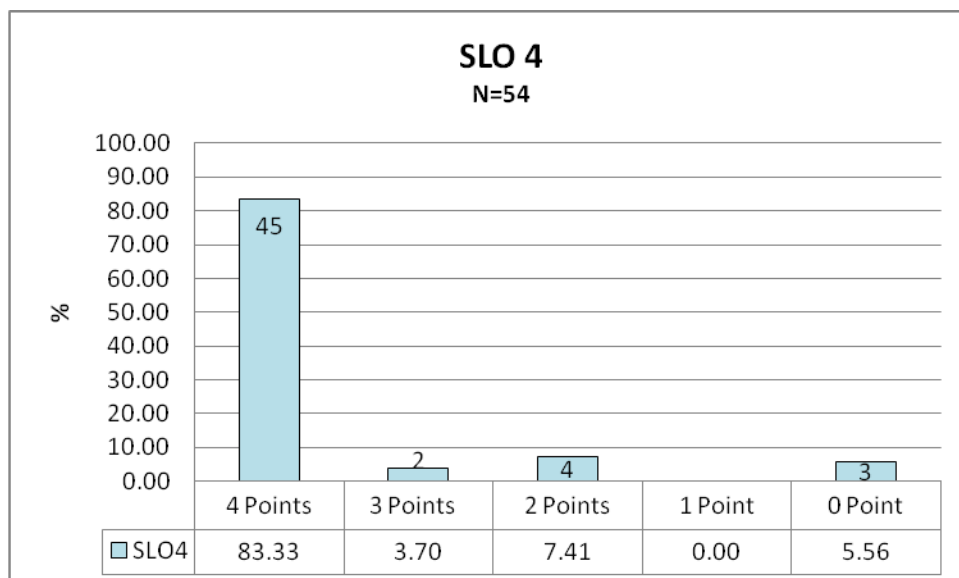


Figure 9 shows that 80% of students received a four on SLO 5.

Figure 9

SLO 5: Model a personal code of ethics and develop professional leadership capacity.

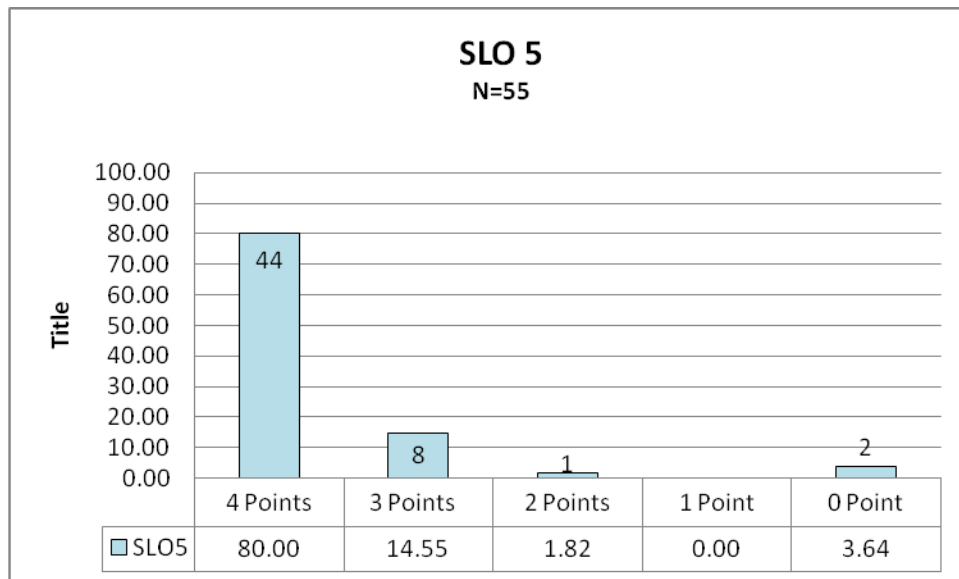


Figure 10 shows that 80.77% of students received a four on SLO 6.

Figure 10

SLO 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context.

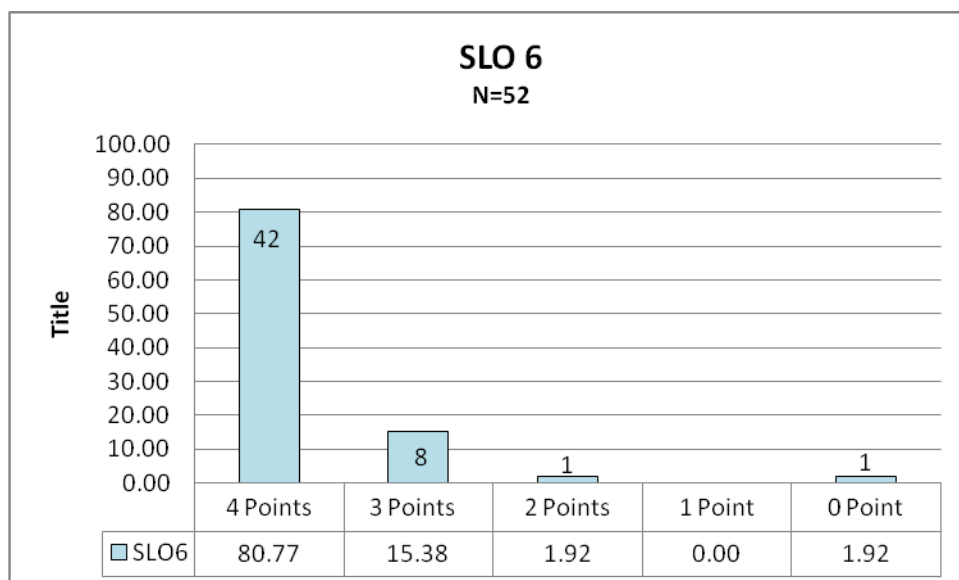


Figure 11 shows the distribution among criteria with #1 and # 2 the highest.

Figure 11
Criteria for SLO 6

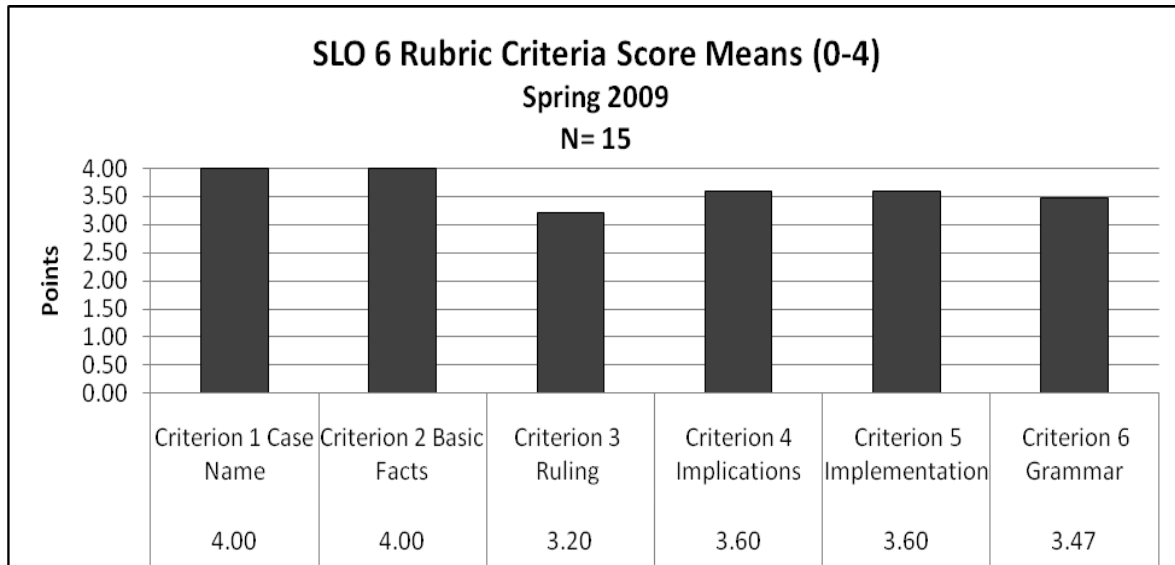


Figure 12 shows that 75% of students received a four on SLO 7.

Figure 12
SLO 7: Demonstrate ability to utilize and apply research skills to solve a school or district based problem.

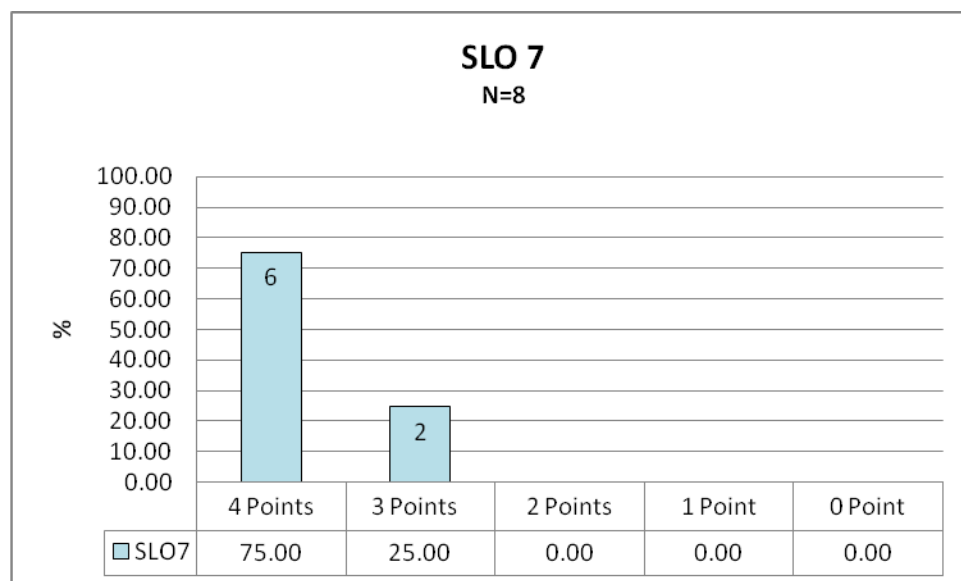
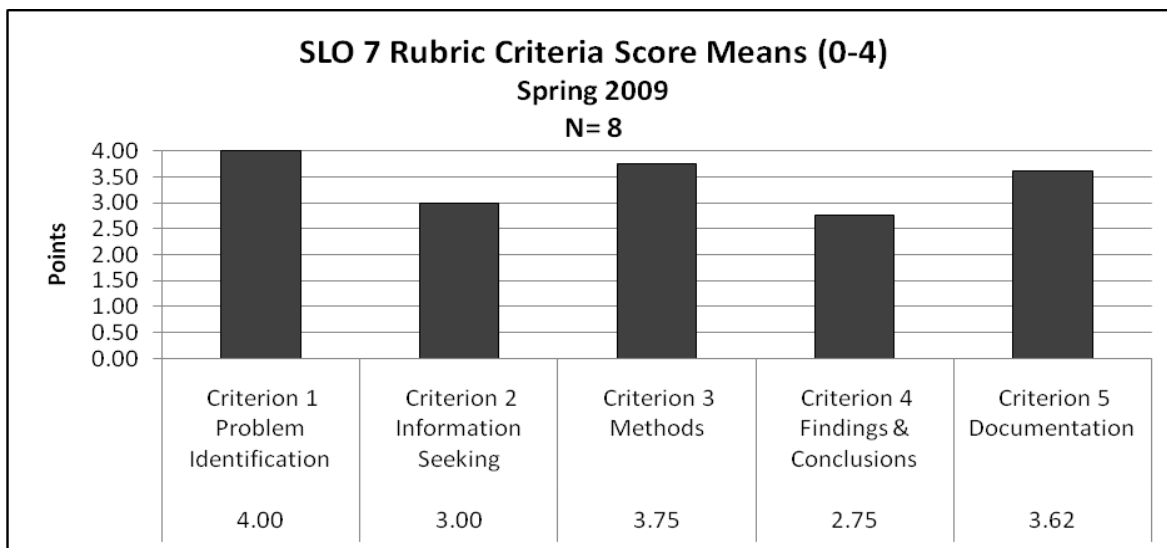


Figure 13 shows the distribution among criteria with #1 being the highest and #4 being the lowest.

Figure 13
Criteria for SLO 7



b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?
What additional assessments are used to ascertain program effectiveness as it relates to candidate competence? Please identify specific tool(s) used to assess candidates and program completers? Describe the type of data collected (e.g. employer data, post program surveys, retention data, other types of data), the data collection process and summarize the data. Please include descriptive statistics such as the range, median, mean, % passed, when appropriate.

Upon exit, students were given a survey to evaluate the program. It consisted of multiple choice and open ended items to complete at the conclusion of their final portfolio presentation. The results below are combined for all administrations.

Table 8 shows that EDAD 649 and 677A have more of a range of ratings than the other courses. EDAD 541 and 680 are rated quite positively.

Table 8
Candidate Exit Survey Results-Courses (Administered June, September, December 2008)

Rate the quality of the following courses	High degree or excellent	Very valuable or strong	Adequate	Needs revising or poor
EDAD 541 Leadership, Organizational Management, and Ethics				
07-08	13	1		
08-09	7	2		
Total	20	3		

Rate the quality of the following courses	High degree or excellent	Very valuable or strong	Adequate	Needs revising or poor
EDAD 544 Legal Aspects of Education: Implications and Applications for School Leadership				
07-08	13	1		
08-09	5	1	2	1
Total	18	2	2	1
EDAD 647A Fiscal Resources in Educational Administration				
07-08	6	7		1
08-09	6	3		
Total	12	10		
EDAD 647 B Human Resources in Educational Administration				
07-08	6	5	1	1
08-09	9			
Total	15	5	1	1
EDAD 649 Urban Schools and the Community: Social, Political and Policy Issues				
07-08	6	2	4	2
08-09	8	1		
Total	14	3	4	2
EDAD 677A Curriculum, Program Development, and Evaluation				
07-08	7	2	4	1
08-09	8	1		
Total	15	3	4	1
EDAD 677B Instructional Leadership and Assessment				
07-08	9	3	1	2
08-09	6	3		
Total	15	6	1	2
EDAD 680 Field Experience				
07-08	8	1		
08-09	8	1		
Total	16	2		
EDAD 695 Research Study				
07-08	7			
08-09				
Total				
EDAD 698 Masters Thesis				
07-08	2			
08-09				
Total				

Table 9 shows that students felt that they met all of the standards quite well.

Table 9
Candidate Exit Survey-Standards

Rate the extent to which the standard was met.	Extremely well	Very well	Moderately well
1. Develop a shared vision of learning that is supported by the school community			
07-08	11	8	
08-09	9	1	
Total	20	9	
2. Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.			
07-08	12	2	
08-09	9	1	
Total	21	3	
3. Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.			
07-08	14	5	
08-09	6	3	
Total	20	8	
4. Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.			
07-08	10	3	1
08-09	7	3	
Total	17	6	1
5. Model a personal code of ethics and develop professional leadership capacity.			
07-08	12	2	
08-09	8	2	
Total	20	4	
6. Understand, respond and influence the larger political, social, economic, legal, and cultural context.			
07-08	14		
08-09	7	1	3
Total	21	1	3

III. Analysis of Candidate Assessment Data

1-3 pages

Each program provides an analysis of the information provided in Section II. Please do not introduce new types of data in this section. Note strengths and areas for improvement that have been identified through the analysis of the data. What does the analysis of the data demonstrate about: a) candidate competence and b) program effectiveness?

Strengths

1. Signature assignment data indicate that candidates exceeded or met expectations at a high level for all seven SLO's.
2. Candidate surveys also indicate that standards were met at a high level.
3. Candidates rated most courses as excellent or strong.
4. In the spring of 2009 faculty meeting, instructors indicated that there are students who write very well and produce work that helps both novice and sophisticated readers to learn new ideas. Students are also especially good at working in teams to give presentations that use technology to engage their classmates. They have a high level of spirit and provide inspiration that the field needs to grow.
5. In the fall of 2009 faculty meeting, instructors indicated that each Long Beach Cohort was a little stronger than the one before. The second LB Cohort is making connections across classes and coming to class with strong academic tools. The third LB Cohort comes to class eager to learn. Their writing is better than the previous cohort. The first year on-campus cohort is doing well. The program offers practical experience connected to standards. The Saturday class format works particularly well.

Areas for improvement

1. Rubric scores need to be reported more precisely to make evident gradations of difference in student performance. To gather more specific data on how students are performing on the benchmark assignments, we need to report the criteria that go into each rubric rating.
2. In the spring of 09 faculty meeting, instructors were particularly concerned about the quality of student writing (e.g. grammar, spelling, writing conventions, and completeness of thought). One challenge is how to write research reports. Some students use the informal first person "I." Students are sometimes shocked when their writing is graded as inadequate. They assume that because they are in the program, they have no academic deficiencies. We may need to develop common standards for the writing we expect of students and give it more emphasis.
3. In the fall 09 faculty meeting, instructors said there was a vast difference in performance between the second-year on-campus cohort and the Long Beach Cohorts. The on-campus cohort could improve professional comportment. Students need to understand that the classes are like a job interview. They will be judged on how they conduct themselves. They need to begin to make the transition from seeing themselves as teachers to seeing themselves as administrators. It is sometimes difficult to cover material adequately in the condensed 8-week format.
4. There have been ten adjunct professors and only two full-time professors in EDAD. It is difficult to communicate on a regular basis.

IV. Use of Assessment Results to Improve Candidate and Program Performance

1-2 pages

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Program or Common Standard(s)
1	Faculty will track student performance data on benchmark assignments using rubrics to provide a more detailed analysis of the criteria for each assignment.	Faculty will meet biannually to monitor student performance.	Spring 2010	SLOs 1-7
2	Faculty will share expectations for writing as a step toward more clear consistent standards.	Faculty will share syllabi at biannual meeting	Spring 2010	SLO's 1-7
3	Increase student recruitment and communication among instructors.	Newly appointed faculty member	Spring 2010	
4	For the on-campus cohort, the faculty will stress the importance of modeling a high level of professionalism.	Cohort Advisor	Spring 2010	SLO 5