

**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 II

Name of Program: Educational Administration Tier II

Credential awarded: Professional Administrative Services Credential

Is this program offered at more than one site? No

Program Contact: Charles Slater

Phone #: 562-985-5701

E-Mail: cslater@csulb.edu

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 Professional Administrative Services Credential Program is designed to fulfill the theme of the College of Education – Teaching for Life-Long Learning, Professional Growth, and Social Responsibility. In addition, the program is structured to incorporate the College mission to foster a learning and teaching community committed to educational excellence that focuses on 1) promoting student growth, 2) preparing socially responsible leaders, 3) valuing diversity, 4) developing collaboration, 5) promoting school improvement, and 6) engaging in research, scholarly activity and ongoing evaluation. Both the theme and mission provide the scaffolding of the professional program intent to provide candidates with practical and challenging experiences in order to meet the expectations outlined in the Standards of Quality and Effectiveness for Administrative Services Credential Programs.

The Professional Administrative Services candidates are practicing administrators. Most were teachers for several years before becoming educational leaders in administrative capacities. Having been exposed to various leadership theories during their preliminary preparation programs, they must now translate their knowledge into the day-to-day real world of leadership. They must acquire the necessary tools, strategies, and methods to lead multiple followers to guide their schools toward excellence. The professional program builds on the basic course foundations of the preliminary program, but maintains a stronger practical application component. To facilitate this emphasis and to maintain a seamless connection to preliminary credential coursework, the program is also designed and structurally and conceptually grounded in the six California Professional Standards for Educational Leadership (CPSELs).

There are two faculty members and usually a cohort of 15-20 candidates who follow an organizational sequence of the following courses: EDAD 640 Mentoring and Professional Development for the New Administrator, EDAD 658 Organizational Development Culture, and Change, EDAD 659 Organizational Governance, Politics, and Policy, and EDAD 692 Administrator Portfolio Development and Exhibition.

Table 1 shows the student learning outcomes and signature assignments. Table 2 indicates that 16 students applied to the program during 2007-08, while 6 applied and matriculated in 2008-09. Table 4 shows the number of students who completed certification. Table 5 shows the number of faculty.

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.
Signature Assignment(s)	Professional dev plan, Portfolio presentation	Professional dev plan, Action research project, Portfolio presentation	Professional dev plan, Action research project, Portfolio presentation	Professional dev plan, Case study, Portfolio presentation	Professional dev plan, Portfolio presentation	Professional dev plan, Case study, portfolio presentation
National Standards	I School Vision of Learning	II Student Learning and Professional Growth	III Organizational Management for Student Learning	IV Collaboration with Families and Community	V Professional Development	VI Political, Social, Economic, Legal, and Cultural Understanding
State Standards	Standard 10 (CPSEL)	Standard 11 (CPSEL)	Standard 12 (CPSEL)	Standard 13 (CPSEL)	Standard 14 (CPSEL)	Standard 15 (CPSEL)
Conceptual Framework	Promotes Growth	School Improvement	Service and Collaboration	Values Diversity	Prepares Leaders	Prepares Leaders
NCATE Elements	Student Learning	Student Learning	Knowledge and Skills - Other	Knowledge and Skills - Other	Professional Dispositions	Knowledge and Skills - Other

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	16	16	16	6	6	6

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
Other (Advanced Credential Programs Only)	16	15

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

	Transition Point 3 Exit	
	2007-2008	2008-2009
Credential³	16	15

Table 5
Faculty Profile 2007-2009

Status	2007-2008	2008-2009
Full-time TT/Lecturer	1	1
Part-time Lecturer	1	1
Total:	2	2

¹ Data are reported for Fall 2007 and Spring 2008.

² Data are reported for Summer 2008 through Spring 2009.

³ 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.

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 were completed in each course in the program. Instructors gave students the assignments, guided their work, and used a rubric to complete an evaluation. The signature assignments for each course follow:

- EDAD 640: Students write a Professional Development Plan with three individual performance goals.
- EDAD 658: Students develop a plan for an “Organization Development/Action Research Study” to improve school culture.
- EDAD 659: Students write a case study about school engagement with the community.
- EDAD 692: Students complete a portfolio exhibition and notebook of accomplishments in attaining professional goals.

Table 6 shows each of the signature assignments.

Table 6
Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
<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 640: Professional Development Plan EDAD 692: Portfolio Presentation 	<ul style="list-style-type: none"> The professional development plan includes three (3) individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning administrator's progress in meeting the established goals. The plan includes a one-page rationale for each goal. The rationale should summarize and discuss the reasoning behind the candidate's goal choice. The portfolio exhibition and notebook are a reflection of what has been accomplished in attaining professional and personal goals.
<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 640: Professional Development Plan EDAD 658: Action Research Project EDAD 692: Portfolio Presentation 	<ul style="list-style-type: none"> Professional Development Plan: see SLO 1 Candidates develop a plan for an "Organization Development/Action Research Study" to improve school culture and the quality of results, enhance participants' professional judgment, and to give insight into how to achieve educational goals. This study offers a means for changing from current practice to better practice. Portfolio presentation: see SLO 1
<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 640: Professional Development Plan EDAD 658: Action Research Project EDAD 692: Portfolio Presentation 	<ul style="list-style-type: none"> Professional Development Plan: see SLO 1 Action Research Project: see SLO 2 Portfolio presentation: see SLO 1
<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 640: Professional Development Plan EDAD 659: Case Study EDAD 692: Portfolio Presentation 	<ul style="list-style-type: none"> Professional Development Plan: see SLO 1 Candidates write a case study about engagement with the community. They analyze relationships with the community and the larger context surrounding the school through the lens of power with attention to moral conflicts. Portfolio presentation: see SLO 1
<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 692: Portfolio Presentation 	<ul style="list-style-type: none"> Portfolio presentation: see SLO 1
<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 659: Case Study EDAD 692: Portfolio Presentation 	<ul style="list-style-type: none"> Case Study: see SLO 4 Portfolio presentation: see SLO 1

Figure 1 shows that students received an average score of 3.92 or higher all on SLO's in AY 08-09.

Figure 1
SLO Distribution (2008-09)

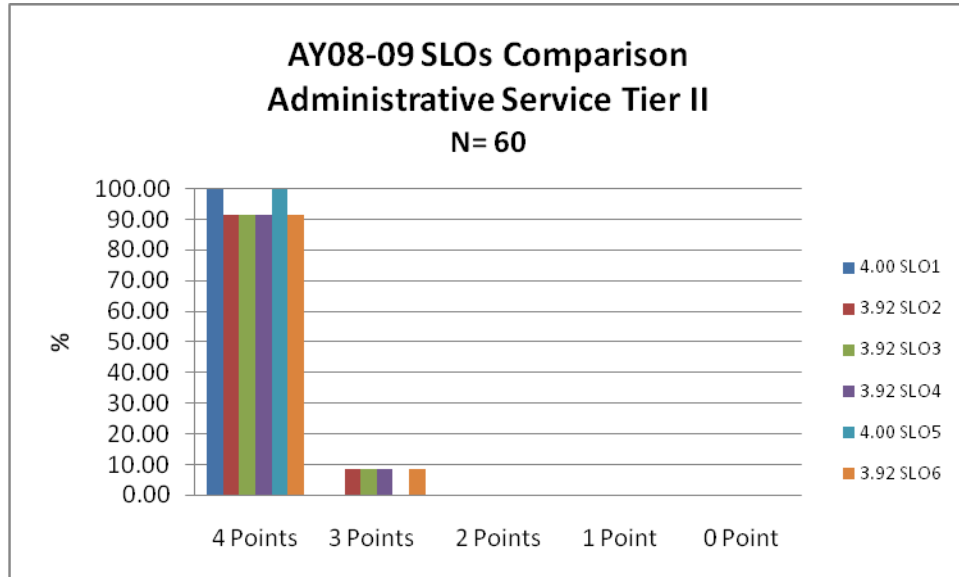


Table 7
SLO Comparison (2007-08)

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 640 Professional Development Plan N = 16	100 %			
2&3	EDAD 658 Organizational Development Action Research Project N= 16	100%			
4&6	EDAD 659 Case Study N = 16	100%			
1	EDAD 692 Administrative Portfolio N=16	100%			

Figure 2 shows that there is little difference among the 2008-09 results for each SLO.

Figure 2
SLO Means (2008-09)

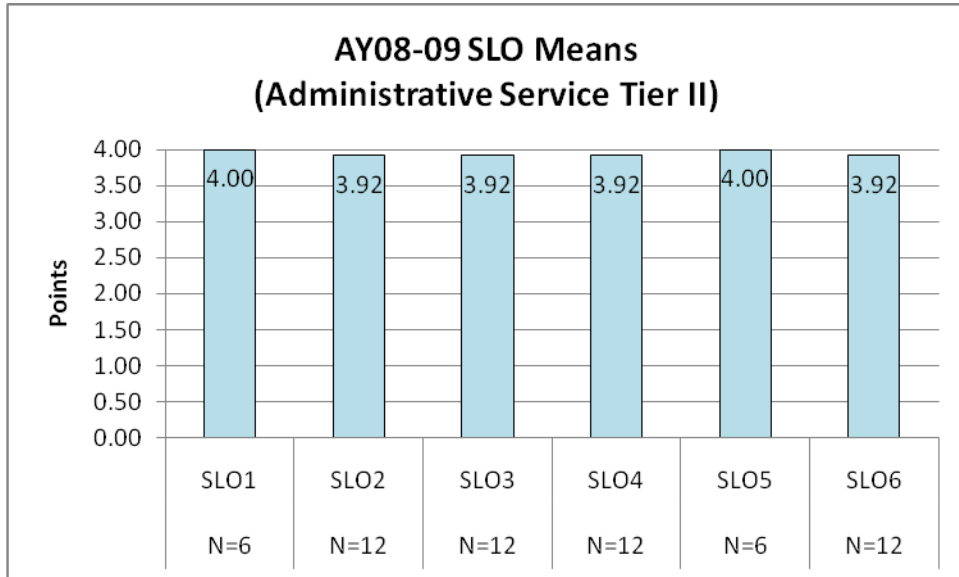


Figure 3 shows that all students achieved a score of 4 for SLO 1 in 2008-09.

Figure 3
SLO 1: Develop a shared vision of learning that is supported by the school community (2008-09)

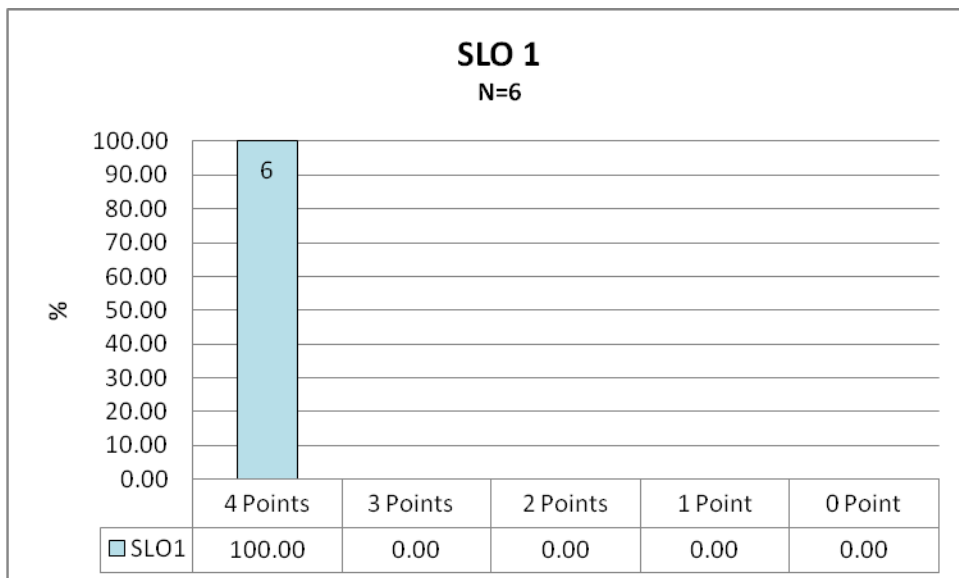


Figure 4 shows that only one student received a score of less than four on SLO 2.

Figure 4

SLO 2: Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth (2008-09)

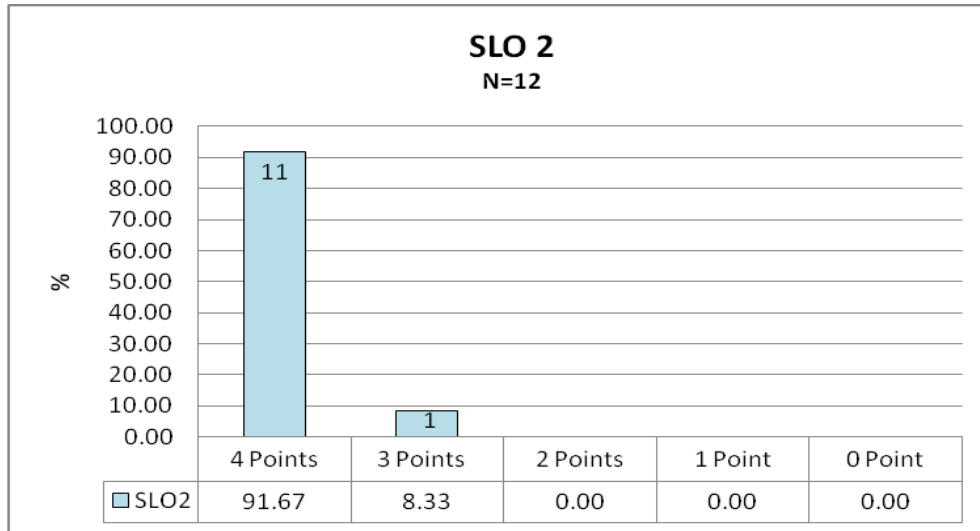


Figure 5 shows that only one student received a score of less than four on SLO 3.

Figure 5

SLO 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment (2008-09)

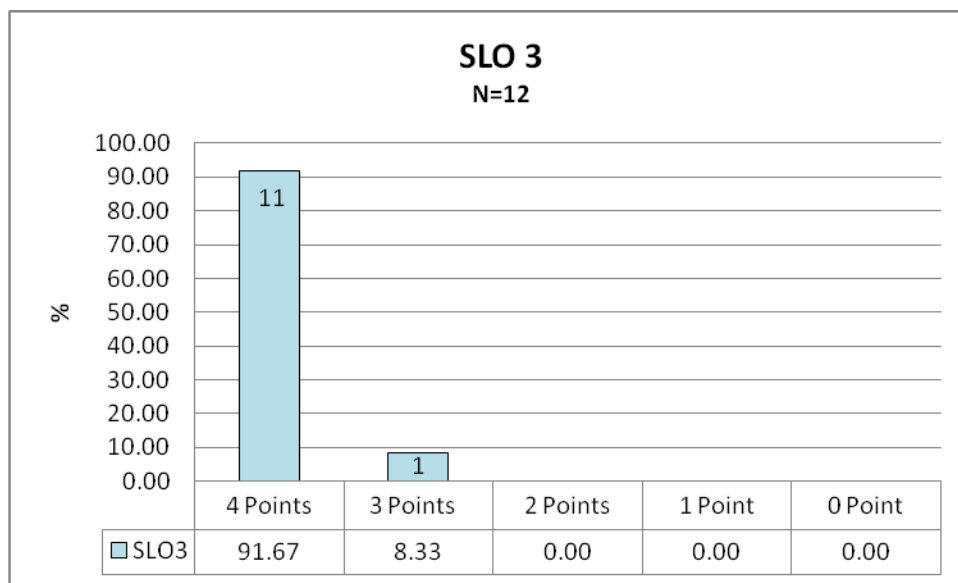


Figure 6 shows that only one student received a score of less than four on SLO 4.

Figure 6

SLO 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources (2008-09)

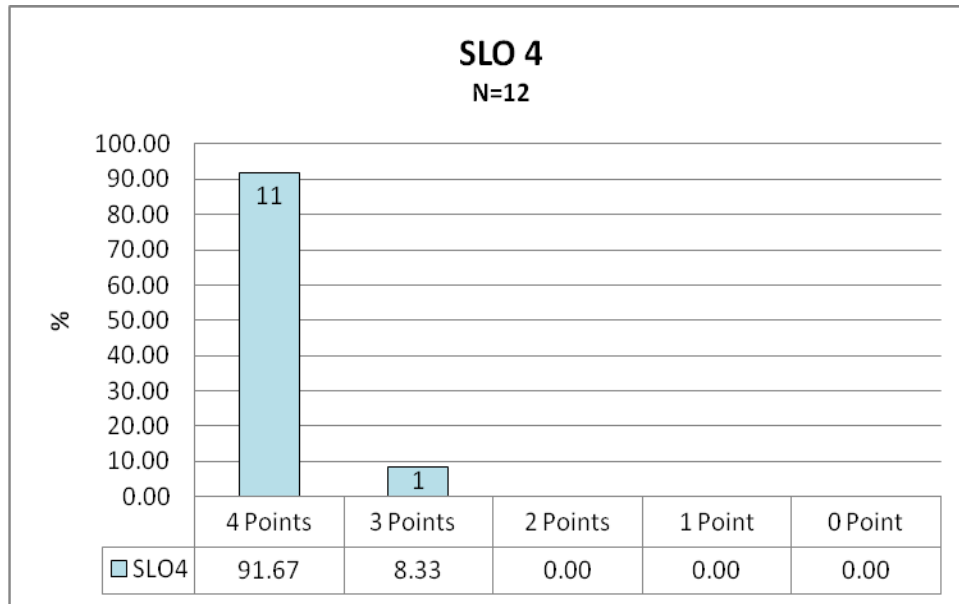


Figure 7 shows that all students received a four on SLO 5.

Figure 7

SLO 5: Model a personal code of ethics and develop professional leadership capacity (2008-09)

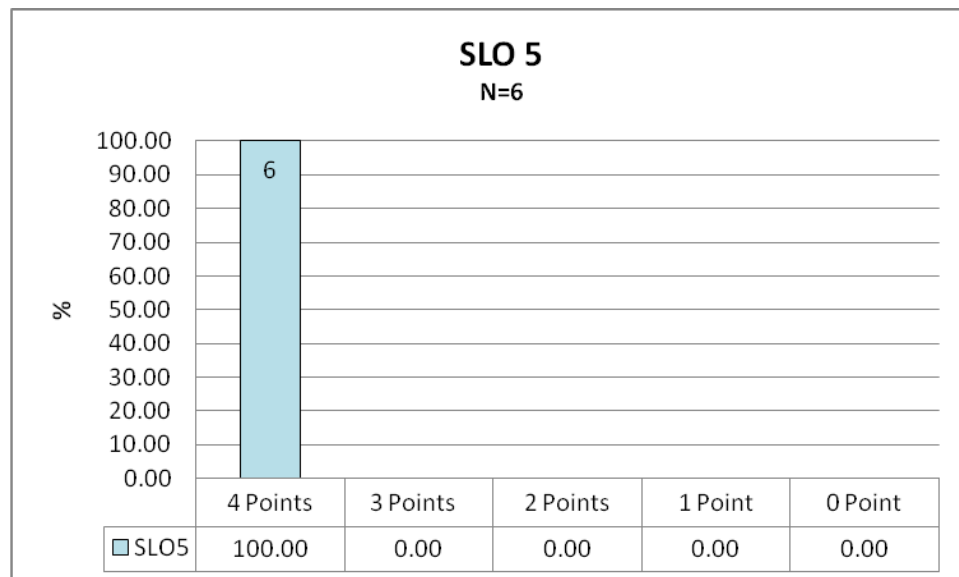
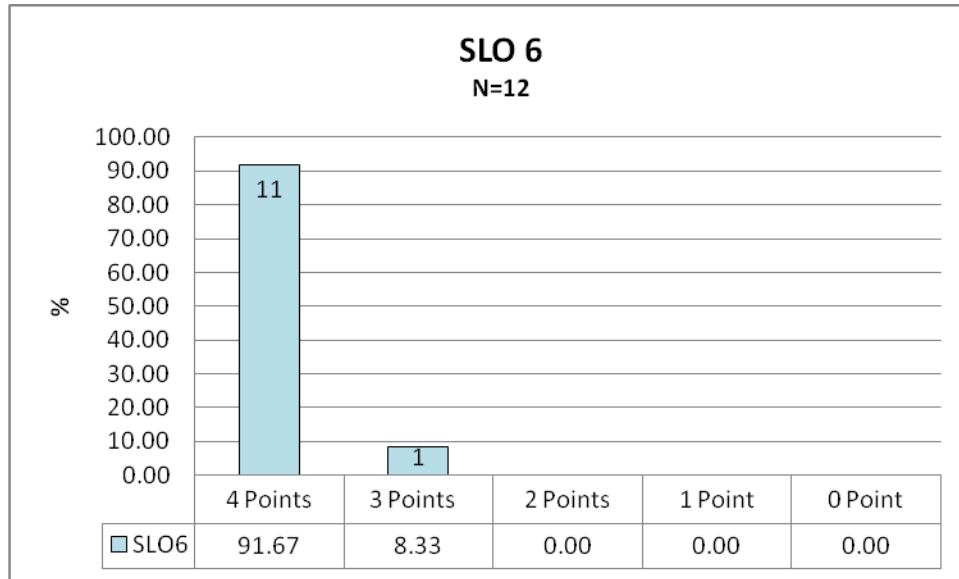


Figure 8 shows that only one student received a score of less than four on SLO 6.

Figure 8

SLO 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context (2008-09)



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.

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 in January.

Table 8 shows the ratings of courses. In both 07-08 and 08-09, the first two courses were somewhat higher rated than the last two.

Table 8
Candidate Exit Survey Results

Rate the quality of the following courses	High degree or excellent	Very valuable or strong	Adequate	Needs revising or poor
EDAD 640 Mentoring and Professional Development Planning for the New Administrator				
07-08	13	1		
08-09	2	4		
Total	14	5		
EDAD 658 Organizational Development, Culture, and Change				
07-08	13	1		
08-09	2	3	1	
Total	15	4	1	
EDAD 659 Educational Governance, Policy, and Politics				
07-08	6	7		1
08-09	3	3		
Total	9	10		1
EDAD 692 Administrative Portfolio Development and Exhibition				
07-08	6	5	1	1
08-09	2	3	1	
Total	8	8	2	1

Table 9 examines each SLO. SLO 4 was rated lower than the others.

Table 9
Candidate Exit Survey-Standards

Rate the extent to which the standard was met.	Extremely well	Very well	Moderately well	Somewhat well
1. Develop a shared vision of learning that is supported by the school community				
07-08	10	5	2	
08-09	1	5		
Total	11	10	2	
2. Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.				
07-08	9	6	1	1
08-09	2	3	1	
Total	11	9	2	1
3. Manage the organization, operations, and resources to foster a safe, efficient, and effective				

Rate the extent to which the standard was met.	Extremely well	Very well	Moderately well	Somewhat well
learning environment.				
07-08	9	6	1	1
08-09	1	3	2	
Total	10	9	3	1
4. Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.				
07-08	6	7	1	3
08-09	1	4	1	
Total	7	11	2	3
5. Model a personal code of ethics and develop professional leadership capacity.				
07-08	11	2	3	1
08-09	2	4		
Total	13	6	3	1
6. Understand, respond and influence the larger political, social, economic, legal, and cultural context.				
07-08	10	5	1	1
08-09	2	4		
Total	12	9	1	1

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?

Program Strengths

1. Signature assignment data indicate that candidates exceeded or met expectations for all six SLO's.
2. Eighteen or more candidates indicated that the six standards were met extremely well or very well.
3. Sixteen of the candidates rated the courses as excellent or strong.
4. Overall, the instructors were pleased with the performance of the students as indicated by the signature assignment results.

Areas for improvement

1. Rubric scores need to be reported more precisely to identify gradations of difference in student performance. Using the data based on student grades provides us with limited information to make program improvement decisions. To gather more specific data on how students are performing on the benchmark assignments, we need to use the rubrics that we recently have created.
2. The ratings for EDAD 692 in which students present their portfolios were lower than for the other classes.

3. SLO 4 (Collaborate with families and community members, respond to diverse community needs, and mobilize community resources) was rated lower than other standards.
4. The 07-08 class had an enrollment of 16, but the 08-09 class had only six students.

IV. Use of Assessment Results to Improve Candidate and Program Performance 1-2 pages

Programs indicate how they use the data from assessments and analysis of that data to improve candidate performance and the program. If proposed changes are being made, please link the proposed changes to the data that support that modification as related to the appropriate Program and/or Common Standard(s). If preferred, programs may combine responses to Sections III (Analysis of the Data) with Section IV (Use of Assessment Results to Improve Candidate and Program Performance) so long as all the required aspects of the responses are addressed.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Program or Common Standard(s)
1	Enrollment should be increased to 20-25 students. One approach would be to contract with a school district for a cohort of students. Proposals have also been developed to give doctoral credit for 658 and 659 to draw more students and to increase the rigor of the program.	Program coordinator	4-6-10	
2	Faculty will track student performance data on benchmark assignments using rubrics to provide a more detailed analysis of areas where students are successful and where they struggle.	Tier II instructors	12-1-10	SLO's 1-7