

CAL POLY SCHOOL OF ED

Annual Inquiry and Assessment Plan



CAL POLY

Degree Program	Cal Poly School of Education - MA with Specialization in C&G, C&I, SPED, and ELAP <i>Accredited post-baccalaureate programs in MSTEP, SSTEP, and SABE not required for review by Academic Affairs</i>
Department	Cal Poly School of Education
Assessment Coordinator - Name, Email	Virginia McMunn, vmcmunn@calpoly.edu
Statement of Value. This report provides an opportunity for assessment leaders to reflect on the progress made during the previous academic year, either in the form of a PLO-based assessment (Section 1A) or some other effort (Section 1B), and to establish an assessment plan for the coming year (Section 2). This report also helps Academic Programs and Planning to better understand the breadth of assessment activities across campus and to effectively represent this work to WASC and the Chancellor's Office. This report and plan is due by October 16, 2017 .	

Overview of Cal Poly SOE Continuous Improvement and Assessment Efforts

In 2016-2017, the Cal Poly SOE undertook efforts to review all unitwide assessment efforts and develop a more transparent and intentional Comprehensive Assessment Plan for the unit. The core of the Comprehensive Assessment Plan is the development of an SOE Community of Practice grounded in common Schoolwide Learning Themes.

These revised themes better capture the shared principles of the SOE, balanced with the realities of the unique learning objectives of each SOE program and discipline. These themes are not intended to be shared learning objectives (and thus, are not specific or measurable). Rather, the SOE themes are a common lens for anchoring dialogue, professional development, and assessment projects across the SOE.



Driven by a rotating annual theme, the SOE will engage educators across Cal Poly in a thoughtful Community of Practice, through common professional development and coordinated (while personalized) inquiry and assessment projects.

Meaningful Dialogue and Community Building

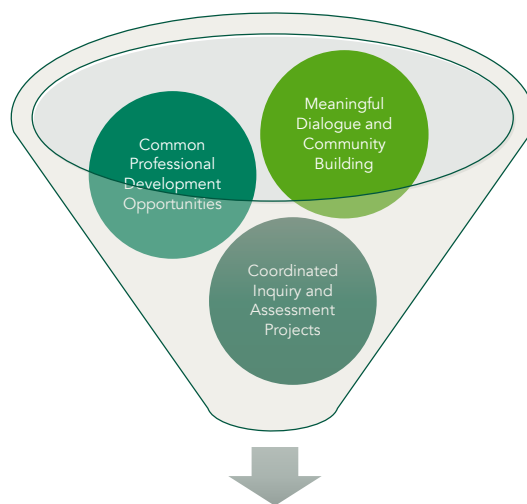
To respond to identified needs for unitwide assessment, as well as stronger community and shared culture, the SOE will use a common annual Schoolwide Learning Theme to anchor conversations, celebrations, and enrichment opportunities throughout the year.

Common Professional Development Opportunities

To respond to identified needs around staff engagement and professional development, the SOE seeks to invest in common professional development around the annual theme. This might include exploration of shared questions, texts, research efforts, or education practices that are relevant and meaningful across SOE programs. The shared annual theme can provide a compass for professional development to restore intentionality and shared practice.

Coordinated Inquiry and Assessment Projects

To respond to the need to streamline and demystify assessment practices, the SOE will use the common theme to anchor various assessment projects and accountability efforts. While each program will continue to investigate problems of practice relevant to the individual PLOs and accountability needs of the program, the shared theme will provide a common lens to coordinate these individual efforts. This allows each program to meet individual accountability demands (CTC, AP&P, grants, etc.), while still participating in unitwide assessment discussions and shared practice.



SOE Community of Practice

(based on shared annual SLO Theme)



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InformED

Advancing
Disciplinary
Knowledge

2017–2018

Identified Theme: **InformED – Advancing Disciplinary Knowledge**

InformED educators are **scholars of education**, demonstrating **mastery** and **application** of **educational theories, pedagogies** and **content knowledge**.

ULO/DLO Alignment: Being InformED educators supports Cal Poly ULOs related to:

- Critical thinking and creativity (ULO 1)
- Developing expertise in a scholarly discipline and its relation to the larger world (ULO 3)
- Being able to be a productive professional (ULO 4)
- Considering diverse theories and perspectives in a professional landscape with people who have ideas, beliefs, attitudes and perspectives different from their own (DLO 3 and DLO 4).

I. Plan for Meaningful Dialogue and Community Building: To strengthen unitwide assessment, community and shared culture, the SOE will use the annual Schoolwide Learning Theme to anchor conversations, celebrations, and enrichment opportunities throughout the year.

- The SOE will engage in dialogue around current theories and trends in education by hosting its annual **SOE Author Talk & Movie Night** around important educational issues. These events are open to all members of the SOE community, including students, and to members of the Cal Poly community at large.
- The SOE will engage in shared dialogue around disciplinary knowledge by highlighting important theories, articles, and research in the **Weekly SOE Updates**. These updates are distributed via email newsletter and posted in our online Wiki Blog to encourage conversation among the SOE community.
- The SOE will continue to build **data-driven dialogue and conversation practices** by utilizing our newly adopted Data-Driven Discussion Protocol. For 2017-2018, the SOE will actively engage in dialogue and shared inquiry of Clinical Practice Observation Data across our programs. Discussion of this data supports the SOE to identify areas of relative strength and areas for increased content development in our programs, which is highly relevant to the annual theme of advancing disciplinary knowledge.
- In 2017-2018, the SOE has a plan to meaningfully engage in **comprehensive mapping and sequencing of program courses** to identify where prioritized skills and key content knowledge is addressed across the curriculum. This comprehensive mapping and sequencing effort is part of our preparation for CTC Accreditation, and our efforts to continue to bolster the alignment between coursework and our Clinical Practice program through the TQP and Bechtel grants.

II. Plan for Program Improvement and Common Professional Development Opportunities: To respond to identified needs around staff engagement and professional development, the SOE seeks to invest in common professional development around the annual theme.

- All SOE employees will participate in **Clifton Strengths Professional Development**, a 4 hr training delivered by Dr. Almeida during our Fall Conference retreat. Clifton Strengths is a theoretical framework applicable to strengthening education practices, and improving team relations.
- All SOE employees will be invited to participate in a continuation of our **Restorative Justice Professional Development**. Restorative Justice is a theoretical framework and pedagogical strategy for improving relationships with students and across teams. SOE previously did Part I of the training in Spring 2017. We hope to continue training in 2017-2018.
- Professional development presentations by guest speakers, including Deborah Lowenberg Ball (speaking on **advancing social justice** in education), and Mark Ellis (speaking on **advancing mathematical disciplinary practices** in education).
- The SOE will attend and present at professional convenings around **Co-Teaching, edTPA, CCTE, CRA, CABE, AACTE, AERA**. Teams attending these professional convenings will be invited to disseminate their learnings at Coordinating Council or through the SOE Resource Wiki.
- The SOE will continue intentional roll-out of the **Professional Development Collaboration Space** on the new SOE Resource Wiki, a space where all community members can share interesting articles, workshops, resources, and leave comments to engage in dialogue.

III. Plans for Coordinated Inquiry and Assessment Projects: To respond to the need to streamline and demystify assessment practices, the SOE will use the common theme to anchor varied assessment and accountability projects, providing a common lens for unitwide discussion and analysis.

Counseling & Guidance: As part of ongoing efforts for program improvement and preparation for elevation to a standalone master's degree (HEC/SA), the Counseling & Guidance program will not participate in a traditional PLO assessment project for 2017-18. Instead, the program will take advantage of AP&P Assessment **Option 1.B to participate in self-assessment and reflection** to develop revised PLOs and a Curriculum Alignment Matrix that capture the current realities of the program. Developing these items will support the annual SOE theme through meaningful reflection on how disciplinary knowledge and content are structured across the program.



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Special Education: As part of ongoing efforts for program improvement and preparation for elevation to a standalone master's degree (MS SPED), the Special Education program will not participate in a traditional PLO assessment project for 2017-18. Instead, the program will take advantage of AP&P Assessment **Option 1.B to participate in self-assessment and reflection** to develop revised PLOs and a Curriculum Alignment Matrix that capture the current realities of the program. Developing these items will support the annual SOE theme through meaningful reflection on how disciplinary knowledge and content are structured across the program.

Educational Leadership: Consistent with AP&P **Option 1.A, the ELAP program will investigate PLOs 2/3, building disciplinary knowledge of instructional leadership and management strategies.** This assessment project will support the annual SOE theme by assessing disciplinary knowledge relative to assessment and evaluation for future school administrators.

The ELAP program will pilot a portion of the new CalAPA performance assessment (direct assessment tool), combined with indirect assessment from student surveys and evaluations. Both the CalAPA pilot and the designed surveys and evaluations will measure student mastery and learning relative to the PLOs of instructional leadership, management strategies, and assessment strategies. The pilot of the CalAPA and the surveys will be administered to all 20-25 students in the 2017-2018 cohort of the program.

The CalAPA will be scored by an outside agency using a statewide rubric to measure student mastery and proficiency of the state CAEP standards. The rubric scores from the CalAPA will provide evidence for student mastery and proficiency in the following CAEPs:

- New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunity, and outcomes for all students.
- New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.

Using evidence from the CalAPA, as well as surveys and evaluations from students, the ELAP program will analyze student mastery and learning relative to instructional leadership, management strategies, and assessment strategies. This analysis will inform new revisions to the content and curriculum for EDUC 515 – Educational Assessment for Administrators.

Curriculum & Instruction: Consistent with AP&P **Option 1.A, the C&I program will investigate PLO 2, supporting in-practice teachers to advance their practices and content knowledge.** This assessment project will support the annual SOE theme by assessing disciplinary knowledge relative to writing about educational research and theory.

The C&I program will use the direct assessment tool of a Literature Review that was completed by students in the first quarter of their enrollment in the program. Now, a year later, students will be asked to complete a survey (indirect assessment tool) to reflect on the aspects of academic research and writing that they struggled with during the writing of the Literature Review, as well as what academic resources have supported their growth in the area of research and writing. The Literature Review was completed by all students in the 2016-2018 cohort of the C&I program, and the survey will be offered to all students with a desired response rate of 65-75%.

The Literature Review was scored by a faculty member using a four-point rubric. The SOE Assessment Coordinator will perform analysis on the aggregate scores on the Literature Review, as well as the responses to the survey, in order to gather evidence about student mastery and learning relative to academic writing about educational research and theory.

Using evidence from the Literature Review scores and the reflective survey, the C&I program will plan revisions to the content and curriculum in EDUC 586 – Introduction to Inquiry in Education. The C&I program will plan these revisions in anticipation of a new cohort of students who will begin the Literature Review process in the fall of 2018.

Multiple Subject/Single Subject/SABE: *(Included as part of our commitment to shared, unitwide professional practice. Not required for reporting to AP&P).* Our MS/SS/SABE programs are not accountable to an AP&P report – however, as part of our unitwide commitment to building a Community of Practice, and in preparation for upcoming accreditation from the CTC, these programs will engage in projects and inquiry around the theme of Advancing Disciplinary Knowledge as it relates to TPE Standard 3, teaching candidates subject matter and content specific instructional strategies. This effort will support the annual SOE theme by developing innovative ways to deliver personalized content and independent professional growth opportunities for future teachers to strengthen their disciplinary knowledge.

For 2017-18, the Teacher Preparation programs will be implementing and assessing a new project to provide ongoing professional development to our students through an online module delivery system. This effort will support the annual SOE theme by developing innovative ways to deliver personalized content and independent professional growth opportunities to future teachers.

Using the direct assessment tool of teaching practice observations, paired with an indirect assessment tool of student reflections on their learning, the programs will gather evidence about how these new online modules impact teacher candidate learning and performance in the classroom.

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Two Year Accreditation Plan



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Preconditions

Due March 2018

Overview: Cal Poly SOE will submit a narrative describing our operational processes to follow regulations and policies related to credentialing, admissions, and governance.

Requirements: 12 General Preconditions, plus additional Preconditions specific to each program, including:

- Admissions Process
- Credentialing Process
- Operations
- Legal Policies

Plan: The Assessment Coord. And Credential Analyst are meeting weekly throughout Fall 2017 to draft the Preconditions Narrative. The draft will be completed by January 31 for Cal Poly administrative review.

Needs: Programs may be asked to provide supporting documentation and to review their respective Preconditions narrative once drafted.

Program Review

Due October 2018

Overview: Each program will build an interactive website of key documents to show how that program is meeting its specific program standards.

Requirements: 7 Components, including:

- Program Description
- Org Structure & Faculty
- Course Sequence, Matrix, and Syllabi
- Clinical Practice Documentation

Plan: Wiki Launchpads are available for each program to create their website. The Assessment Coord. Is available to provide support to programs and individual faculty throughout 2017-18.

Needs: Each faculty member should plan to contribute a professional vitae and syllabi for all courses taught. The Assessment Coord. Is available for 60-90 min. 1:1 meetings to co-prepare documents and annotate syllabi.

Common Standards

Due March 2019

Overview: Cal Poly SOE will submit a narrative describing how the unit follows the CTC Common Standards for all institutions.

Requirements: 5 Standards with 21

Components, including:

- Infrastructure
- Candidate Recruitment and Support
- Clinical Practice Documentation
- Continuous Improvement and Assessment Efforts
- Program Impact

Plan: Drafting led by the Assessment Coord. To begin Spring 2018. Assessment Coord. will meet regularly with Clinical Practice Coord., Credential Analyst, and Director.

Needs: Programs may be asked to provide supporting documentation, especially around Clinical Practice and Assessment.

Annual Data Report

Due Annually in April

Overview: Annually, Cal Poly SOE will submit data to an online dashboard.

Requirements: Each program submits a report through the <https://edprepdata.ctc.ca.gov> dashboard.

These reports include:

- Candidate Demographics
- Basic skills/subject matter competency
- Clinical Practice Hours
- Passage rates for candidate examinations and performance assessments
- Completion Rates
- Survey data

Plan: The new CTC Annual Data Reports will be piloted in 2017-2018, with the first reports due on April 1, 2018.

Needs: The Assessment Coordinator will collaborate with each Program Coordinator to prepare their data report. Info may be needed from the Credential Office and the Information Officer.