

Degree Program	Cal Poly School of Education – MA ELAP, MA C&I, MS SPED, MS HEC/SA <i>Accredited post-baccalaureate certificate programs in MSTEP, SSTEP, and SABE not required for review by Academic Affairs</i>
Department	Cal Poly School of Education
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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, 2018**.

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 refined 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 engages educators across Cal Poly in a thoughtful Community of Practice through common professional development and coordinated improvement projects (both within individual programs and across the unit).

Meaningful Dialogue and Community Building

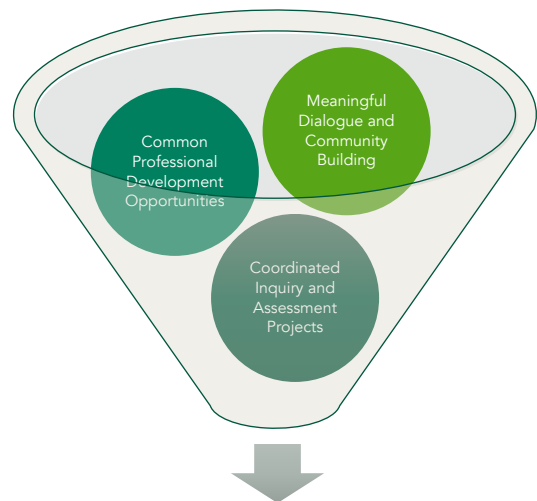
To respond to identified needs for unitwide assessment, as well as stronger community and shared culture, the SOE uses the common annual Schoolwide Learning Theme to anchor conversations, celebrations, and enrichment opportunities throughout the year.

Common Professional Development Opportunities

To respond to identified needs around staff engagement and professional development, the SOE plans thematic learning opportunities throughout the year. 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 provides a compass for professional development to support intentionality and shared practice.

Coordinated Inquiry and Assessment Projects

To respond to the need to streamline and demystify assessment practices, the SOE uses the common theme to anchor various assessment projects and accountability efforts. While each program investigates problems of practice relevant to the individual PLOs and accountability needs of the program, the shared theme provides 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)

2017-18 Assessment Report:



2017-2018

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).

Results of Inquiry & Assessment Projects (Option 1.A):

- Because our SOE Master's Degree programs were in the process of elevating to standalone master's degrees, the SOE did not engage in data-driven assessment projects in 2017-18. Instead, the SOE focused efforts on program improvement and development (Option 1.B).

Results of Program Improvement Efforts (Option 1.B):

- As part of ongoing efforts for program improvement and preparation for elevation to a standalone master's degree, each of the SOE Master's Degree programs (SPED, ELAP, C&I & HEC/SA) revised their PLOs and Curriculum Alignment Matrixes. Each of the programs meaningfully reflected on the unique standards and learning objectives of their discipline, while also considering broader alignment to the SOE themes.

	<i>M.S. Special Education</i>	<i>M.A. Educational Leadership and Administration</i>	<i>M.A. Curriculum & Instruction</i>	<i>M.S. Higher Education Counseling/Student Affairs</i>
<i>Revised PLOs & Alignment</i>	☑	☑	☑	☑
<i>Updated Curriculum Matrix</i>	☑	☑	☑	Currently Revising
<i>Updated Assessment Plan</i>	☑	☑	☑	Currently Revising
<i>Team Participated in CTLT Curriculum & Assessment Workshops (Series of 3)</i>	☑	☑☑		☑☑☑

Results of Community of Practice Activities:

- As in previous years, the SOE hosted dialogue around current theories and trends in education through **SOE Author Talks** and the **SOE Movie Night**. For the 2017-18 theme year, the SOE tied these events into the InformED theme by highlighting guest speakers on topics related to disciplinary knowledge, including Deborah Lowenberg Ball (speaking on advancing social justice in education), Mark Ellis (speaking on advancing mathematical disciplinary practices in education), and Dr. Delores and Randall Lindsey (speaking on cultural competence in educational leadership and administration).
- The SOE Director continued to distribute **Weekly SOE Updates**. For the 2017-18 theme year, extra emphasis was given to shared learning through shared articles and research in these updates. (Updates are distributed via email newsletter and posted in our online Wiki to encourage shared learning and conversation.)
- The SOE engaged in a yearlong effort to revise the evaluation and WPAF process for part-time Clinical Practice University Supervisors. The new evaluation process requires **evidence of continuous learning and current skills** in several areas of education (aligned to CTC standards for these professionals).
- All SOE employees participated 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.
- The SOE invited Patrick O'Sullivan of the CTLT to deliver a training around the important of **making time for professional development** and the availability of **professional development resources on campus**.

At the end of the 2017-18 academic year, the SOE surveyed all faculty, staff, and part-time Clinical Practice University Supervisors regarding the impact of our new Community of Practice efforts:

SCHOOL of EDUCATION

Employee Engagement Survey 2017-2018



Measuring Satisfaction & Engagement

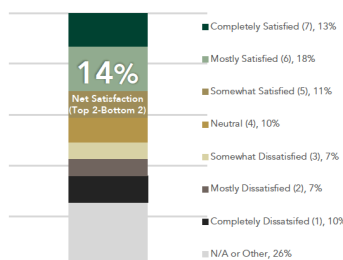
The School of Education administers an annual Satisfaction Survey at the conclusion of each academic year. As part of our efforts to align with the university's commitment to continuous improvement, and to embrace trends toward data-driven decision making, we developed a tool to more deeply assess employee engagement and to answer the question: **Are employees engaged in, and satisfied with, the organizational structure and culture of the Cal Poly School of Education?**

The data on this page summarize the responses in one topical section, **'Community of Practice: Theme Year'**, which was developed to understand the impact of the SOE's revised Learning Themes and efforts to create a Community of Practice based around shared conversations, professional development, and improvement projects.

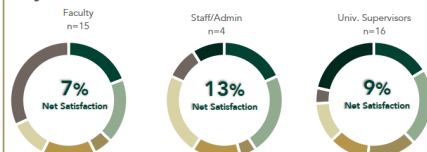
A total of 36 responses were received for the 2017-2018 survey.

Community of Practice

(Aggregate of 36 respondents over 10 positive measures of satisfaction)



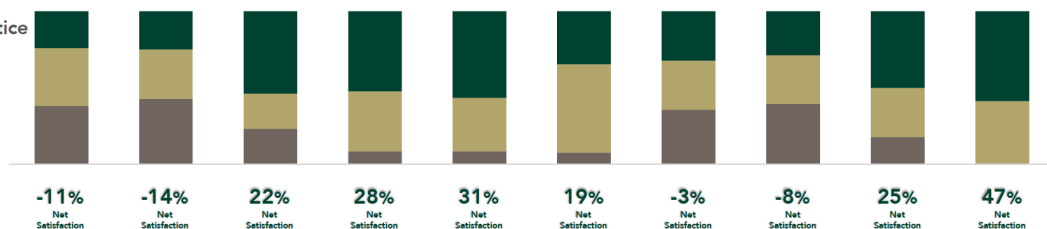
By Role



By Seniority



Community of Practice



	How familiar are you with the SOE's Learning Themes?	How familiar are you with the SOE's Comprehensive Assessment Plan?	How familiar are you with the Learning Objectives, Curriculum Matrix, and Assessments of your SOE program?	Has your program developed PLOs that are current, specific, higher order, and vertically aligned?	Has your program developed a thoughtful Curriculum Matrix and/or Aligned Assessments?	Does SOE effectively engage stakeholders in discussion around assessment and improvement?	Were you aware that the SOE's theme for this year was 'Informed - Advancing Disciplinary Knowledge'?	Did you participate in any SOE special events or PD?	Did you participate in any independent PD related to the theme?	Does the SOE effectively provide PD as part of ongoing continuous improvement?
Mostly/Completely	19%	19%	39%	33%	36%	25%	25%	22%	39%	47%
Mid-range	31%	25%	17%	25%	22%	42%	25%	25%	25%	33%
Not at all/A little	31%	33%	17%	6%	6%	6%	28%	31%	14%	0%
No Response	14%	8%	8%	11%	8%	8%	8%	6%	17%	17%
Net (Top 2 - Bottom 2)	-11%	-14%	22%	28%	31%	19%	-3%	-8%	25%	47%
MODE	1	1	6.5	6.5	6.5	4	1	0	6.5	6

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The survey results suggest several strengths and growth areas regarding the SOE's practices:

- Fulltime SOE faculty and staff, as well as those serving in leadership roles, reported high rates of awareness and engagement with the SOE Learning Theme year. Part-time SOE faculty and Clinical Practice University Supervisors, who spend less time on campus, reported less awareness.
- Approximately one-third of respondents indicated that their specific program within SOE had engaged in efforts to develop strong PLOs, a curriculum matrix, and aligned assessment activities.
- 25% of respondents indicated that the SOE is 'mostly' or 'completely' effective at engaging stakeholders in discussions around assessment and improvement efforts. 6% of respondents indicated that the SOE was 'not at all' or 'a little' effective.
- 47% of respondents indicated that the SOE was 'mostly' or 'completely' effective at providing PD as part of ongoing continuous improvement in 2017-18. No respondents indicated that the SOE was 'not at all' or 'a little' effective.
- In open-ended comments, respondents indicated several positive aspects of the Community of Practice efforts, such as "I noticed... more workshops and special events around the topic. Some shift in meeting culture to be about PD/Growth instead of just updates." and "meeting with [the Assessment Coordinator] about our learning outcomes and assessment plan."
- Other comments indicated areas for growth, notably "Engage more SOE team members in PD as part of our Community of Practice. Get more members having conversations, participating in workshops, using the wiki, etc." and "Make sure the vocabulary used in the SOE's new learning themes are also completely communicated to the US and continuously referred to."

2018-19 Assessment Report:



EmpowerED - Responding to Diverse Learning Needs

EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

ULO/DLO Alignment: Being EmpowerED supports Cal Poly ULOs related to critical thinking and problem solving (ULO 1), developing expertise in a scholarly discipline and its relation to the larger world (ULO 3), understanding diversity, inequality and power (DLO 1) and being able to thoughtfully and empathetically engage with different beliefs, ideas, and behaviors (DLO 4).

Unitwide Planning Efforts for 2018-19:

During our Fall Conference activities and retreats, the SOE engaged the Coordinating Council in a brainstorming activity to think about our strengths, growth areas, available data, questions, and goals regarding the 2018-19 theme. Key takeaways included:

- **STRENGTHS:** existing instructional technology and support to use it; abundance of PD for faculty and staff; emphasis on diverse learning needs in our Clinical Practice programs; evidence of cultural diversity awareness in our programs and conversations; evidence of language diversity awareness in our programs and conversations; faculty that care and are distinguished scholars in areas of responding to diverse learning needs.
- **GROWTH AREAS:** need to increase collaboration and exchange of ideas between programs; need to develop awareness and curriculum around trauma, restorative practices, socioeconomic issues, etc.; need to support more diversity in recruiting (faculty, staff, and students)
- **AVAILABLE DATA:** comprehensive exams (direct measurement); course essays and developed lesson plans (direct measurement); observation assessments and disposition tools (direct measurement); exit surveys (indirect measurement); and Faculty/Staff Engagement Survey (non-student measurement)
- **GOALS:** continue to emphasize cultural diversity and bias awareness (G1); build strength in using technology/adaptive strategies (G2); deeply engage with social-emotional learning needs the way we previously have engaged with language/diversity learning needs (G3).

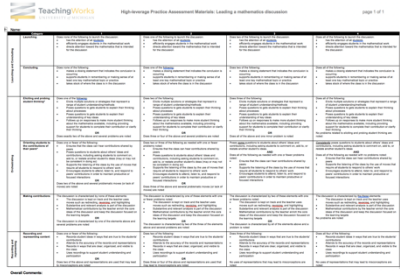
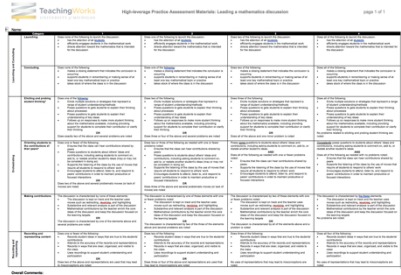
Unitwide Community of Practice Activities:

	FALL	WINTER	SPRING
Professional Development & Trainings	SLOCOE Student Trauma (G3) <i>Better Together</i>	Faculty Scholar Presentation - De-escalation techniques for interactions with trauma survivors - Byrne (Tentative)	Faculty Scholar Presentation - High-Leverage Teaching Practices to promote educational equity: Math & Literacy Methods - Bauer, Flushman, Jensen, (Tentative)
	Restorative Justice Training (G1&3) <i>Fall Conference</i>	Unconscious Bias Training (G1&3)	ACES Training (G3)
	EdTech Lab (G2) <i>Fall Conference</i>	EdTech Lab Demonstration (G2) - Local STEM Teacher Presentation TBD	EdTech Lab Demonstration (G2) - Local STEM Teacher Presentation TBD
Data-Driven Conversations	Brainstorming Assets & Needs <i>Fall Conference</i>	Deep Dive into Student Assessment Data for Indicators A1, A5, A6, C5 & C6 in Lesson Plans and Observations (G1&3)	Student Exit Survey Data (G1&2&3)
	edTPA Comp. Exam Data (G1&3) <i>September 28</i>		Faculty/Staff Engagement Survey Data (G1&3)

At the end of the 2018-19 academic year, the SOE will re-administer the Faculty/Staff Engagement survey to all faculty, staff, and part-time Clinical Practice University Supervisors regarding the impact of our 2018-19 Community of Practice efforts. The SOE goal is to see **positive net satisfaction measures in all areas on the 2018-19 survey**, particularly unitwide awareness of the Learning Themes (-11% in 2018) and awareness of the Comprehensive Assessment Plan (-14% in 2018), and unitwide participation in shared learning events (-8% in 2018).

Program Inquiry & Assessment Projects (Option 1.A):

- M.A. in Curriculum & Instruction (C&I):** Beginning with the matriculation of Cohort 2 (fall 2018-fall 2019), the C&I program will conduct a four-quarter effort targeting PLO 2: supporting in-practice teachers to support students with multiple-literacies. The C&I program will design and implement a series of three 'learning-sprints', each targeted around a research-based High-Leverage Practice (HLP). HLPs are the "fundamentals of teaching [...], critical to helping students learn." Often, in-service teachers over-estimate their practices in these most basic teaching skills, not realizing the subconscious biases or habits that might be perpetuating inequity among diverse learners. The C&I program seeks to disrupt these habits of practice by diving deeply into a targeted HLP during each learning-sprint and facilitating the in-service teachers to master these teaching practices in order to make learning accessible to a broader range of students. At the completion of each learning-sprint, the in-service teachers' mastery of the targeted HLP will be assessed on a research-based performance rubric designed by TeachingWorks at the University of Michigan, with an aim that **all the in-service teachers will score a 3 (proficient) or better in their understanding of the HLP and demonstrated application to their own teaching practice.**

Learning Sprint 1 - Fall 2018 (Dr. Flushman)	Learning Sprint 2 - Winter 2019 (Dr. Jensen)	Learning Sprint 3 - Fall 2019 (Dr. Flushman)
Planned HLP: Leading Whole-Class Discussions. TeachingWorks Rubric: 	HLP: TBD	Planned HLP: Revisiting Leading Whole-Class Discussions. TeachingWorks Rubric: 

- M.A. in Educational Leadership & Administration (ELAP):** The Educational Leadership and Administration Program will begin non-consequential implementation of the new California Administrator Performance Assessment (CalAPA), as required by the CTC for candidates seeking an administrative credential in 2018-19. ELAP has set a goal that **100% of candidates will complete the examination** in this non-consequential year, and **100% of candidates will pass** (as this is the first year of administration, there is no prior data to use for benchmarking improvement goals). To support all candidates to be successful on the CalAPA, the ELAP program has developed an alignment plan between the CalAPA performance requirements and ELAP program coursework staggered throughout the year, as well as an optional one-unit independent study course as stipulated by the CTC's acceptable support policy:

Quarter 1 Organizational Leadership	Quarter 2 Instructional Leadership	Quarter 3 Managerial Leadership
Organizational Leadership Coursework related to CalAPA: <ul style="list-style-type: none"> 471/500 – Optional 1 Unit CalAPA Independent Study 512 – Organizational Theory (CAPE 1B, 1C, 2C, 2D, 3A, 3B, 3C, 5C, 6A) 513 – Leadership and Decision Making (CAPE 1B, 1C, 3C, 5A, 5B, 5C, 6A) 	Instructional Leadership Coursework related to CalAPA: <ul style="list-style-type: none"> 471/500 – Optional 1 Unit CalAPA Independent Study 515 – Curriculum and Program Evaluation (CAPE 1A, 1B, 1C, 2B, 5A) 516 – Personnel Supervision and Evaluation (CAPE 2B, 2C, 2D, 3B, 3D) 	Managerial Leadership Coursework related to CalAPA: <ul style="list-style-type: none"> 471/500 – Optional 1 Unit CalAPA Independent Study 510 – Finance and Resource Allocation (CAPE 1B, 1C, 3A, 3B, 3C, 3D, 5B, 5c, 6A) 511 – Law & Governance (CAPE 3C, 5B, 5C, 6A) 542 – Special Programs (CAPE 1A, 1B, 1C, 2B, 3A, 3D, 4A, 6B)
Organizational Leadership Fieldwork Tasks related to CalAPA: <ul style="list-style-type: none"> Collecting, analyzing, and sharing data to implement the vision Engage in and lead professional learning (CAPE 1C, 5A, 5B, 5C) 	Instructional Leadership Fieldwork Tasks related to CalAPA: <ul style="list-style-type: none"> Guide staff to analyze student learning Create a culture of continuous improvement and adult learning Promote effective teaching (CAPE 1A, 2A, 2B, 2C, 2D) 	Managerial Leadership Fieldwork Tasks related to CalAPA: <ul style="list-style-type: none"> Facilitate conversations about policy, governance, equity, diversity, etc. Engage in hiring, evaluating, supervising and resolving conflict (CAPE 3A, 3B, 3C, 6A)
Recommended CalAPA Leadership Cycle: <ul style="list-style-type: none"> Leadership Cycle 2 – Facilitating Collaborative Professional Learning With A Community of Practice 	Recommended CalAPA Leadership Cycle: <ul style="list-style-type: none"> Begin Leadership Cycle 1 – Analysis of School Site/District Data to Address Equity Gaps Begin Leadership Cycle 3 – Coaching an Individual Teacher to Improve Teaching and Learning 	Recommended CalAPA Leadership Cycle: <ul style="list-style-type: none"> Finish Leadership Cycles 1 & 3 in time for CalAPA deadline

- **Teacher Education Credential Programs:** Accredited post-baccalaureate certificate programs in MSTEP, SSTEP, and SABE not required for review by Academic Affairs, however, these teacher education credential programs (Teacher Ed) are participating in a coordinated inquiry and assessment project around responding to diverse learning needs and supporting students with special needs. This assessment project will include coordinated delivery of professional development to the Clinical Practice supervisors who support Candidates in their Clinical Practice (fieldwork) placements. Evidence of success from this year-long effort might include: **increased student scores on Clinical Practice (fieldwork) observations** in areas A1, A5, A6, C5 & C6; and **improved student responses on the CTC Exit/Completer survey** on questions 1, 5, 8, 11, 12, 13, and 27 (questions about the degree to which the teacher preparation programs prepared candidates to meet the needs of diverse learners).

Program Improvement Projects (Option 1.B):

- **M.S. in Higher Education Counseling/Student Affairs (HEC/SA):** The HEC/SA program faculty will continue their 2-year effort to develop revised PLOs, Curriculum Matrix, new courses, and an assessment plan. In 2017-18, key faculty attended presentations by the CTLT to begin this work. In 2018-19, the faculty seeks to engage more adjunct and part-time instructors in developing an intentional Curriculum Matrix with an aligned assessment plan.
- **M.S. in Special Education (SPED):** Because the Commission on Teacher Credentialing adopted new standards for Special Education during the Summer of 2018, the Special Education program will engage in a two-year transition process to develop revised PLOs, Curriculum Matrix, new courses, and an assessment plan. The CTC will provide scope and requirements for the transition plan in October of 2018.
- **Staff Improvement Project** - The SOE staff recognizes that educators are best supported to meet the needs of all learners when they have **access to reliable and meaningful data about student learning**. To support that need, the SOE staff has committed to engage in a coordinated improvement project to streamline unitwide data collection and data management. This improvement project will include determining unitwide data needs (for compliance reporting and faculty research), identifying and streamlining sources of data, determining roles and responsibilities for various data management tasks, and developing a plan for facilitating regular data-driven conversations across the SOE.

The scope and breadth of the planned Inquiry & Assessment Projects and Program Improvement Projects across the SOE, involving faculty from our Master's degrees as well as our credential programs, staff, Clinical Practice Supervisors, and education candidates, underscores the SOE's commitment to fostering a shared Community of Practice across the unit.