

SCHOOL of EDUCATION

Comprehensive Assessment Plan

The following narrative attempts to capture the driving vision for assessment and improvement in the Cal Poly School of Education; make clear the diverse (and sometimes competing) drivers that influence assessment policies; and map out next steps forward to restore intentionality and shared practice.

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I. VISION & GOALS

The School of Education (SOE) at Cal Poly is dedicated to cultivating a commitment to life-long learning in all its students. At the heart of a commitment to life-long learning is a disciplined approach to performance assessment with the aim of continuous improvement. To this end, the SOE is dedicated to being a learning organization that strives to improve its practice through faculty and staff collaboration, reflective practice and ultimately by reviewing and considering the results of performance assessment measures. Grounded in Cal Poly's signature pedagogy of Learn by Doing our faculty work at the intersection of theory and practice, through scholarship we strive to explore cutting edge practices in partnership with K-12 Schools and local community colleges which serve as living laboratories.

This plan has been developed to ensure that the SOE has a coordinated and intentional approach to assessment that embodies our commitment to continuous improvement, embraces trends toward data-driven decision making, and ensures that we are collectively meeting our goals, objectives and accreditation obligations. Assessment at its core is a process of conducting research-- in the classroom, it involves the collection of data to establish whether students have learned what was intended. At the program level, assessment ensures that our courses and programs are effective in facilitating student mastery of externally established professional standards. Quality assessment helps to ensure that our practices are aligned with our mission, vision and intent.

The SOE's Comprehensive Assessment Plan outlines important elements of context, identifies practical assessment needs and obligations, provides a vision for establishing a community of practice around assessment, and identifies unifying themes. Our aim is to improve the intentionality and efficacy of our various assessment efforts – not to add additional assessment demands. This plan will be updated annually to reflect changes demanded by results driven decision making. As a learning organization, we are always looking for opportunities to improve-- if you have input please bring it to the attention of the SOE Coordinating Council.

II. BACKGROUND & CONTEXT

SOE assessment efforts are developed amid a dynamic landscape of research and policies:

BEST PRACTICES IN TEACHING AND LEARNING

As scholars of teaching and learning, the SOE seeks to apply best practices to its assessment and improvement efforts. The SOE has a unique approach to assessment because of our scholarly study of what effective teaching and learning looks like. In considering problems of practice and root causes, education scholars can quickly identify systemic issues and research-based strategies for improvement. Additionally, we approach assessment from a strong sense of common educational values and principles, including: valuing growth and improvement; recognizing a need for variability and differentiation; working backwards from established outcomes and goals; a growth mindset; and a commitment to being student-centered.

ASSESSMENT PARADIGM

As Higher Education practitioners, the SOE engages in a broader assessment paradigm and research based practices guiding assessment efforts. Over the last twenty years, college campuses (and much of the field of education) have embraced trends toward evidence-based decision making. This movement to be more ‘data-driven’ requires meticulously crafted learning outcomes; explicit alignment between outcomes, coursework, and assessments; continuous collection of multiple-data measures; and the vital (but often overlooked) process of reflection, change, and ‘closing the loop.’ The SOE is uniquely positioned to engage in assessment practices, inquiry, and self-reflection consistent with best practices of the discipline. Within the Higher Education Assessment Paradigm, however, the SOE must navigate more stringent requirements, mandatory action items, and reporting structures, which do not always blend with education practices and may result in increasing demands and duplication of efforts.

HIGH STAKES ACCOUNTABILITY

The SOE is accountable to numerous internal (Cal Poly) and external (accreditation and grant funding) bodies, which each require different measures of performance management and evidence-based reporting.

The Cal Poly division of Academic Affairs requires annual program assessments and reporting for all SOE degree granting programs. Within the SOE, the C&I, C&G, SPED, and ELAP programs are accountable for these annual reports. Additionally, these programs participate in an Academic Program Review process over a six-year cycle, culminating in a substantial self-study narrative and site visit. Historically, the SOE has been able to submit a single report (with some variable sections) on behalf of all four specializations under the M.A. degree. The AP&P division has indicated, however, that increasing individuation of the specializations will likely lead to a need for four separate reports in future years.

The California Commission on Teacher Credentialing (CTC) has also released new standards for program assessment as part of accreditation for all credential granting programs (MSTEP, SSTEP, SPED, ELAP, and SABE). Standard 4 – Continuous Improvement calls upon accredited institutions to ensure that *“Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. The continuous improvement process includes multiple sources of data, including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational services provided to students during supervised practice; and 3) feedback from key stakeholders such as employers and community partners about the quality of the preparation.”* As part of the accreditation cycle, the SOE is required to report on these efforts annually through reports submitted online, and comprehensively once every seven years during Common Standards review. Additionally, the CTC holds the SOE accountable for engaging in assessment at the program level during Program Review, and at the unit level during Common Standards review.

Academic Programs & Planning and CTC accountability are indicated in the table below, as well as other high stakes accountability assessments required of the SOE:

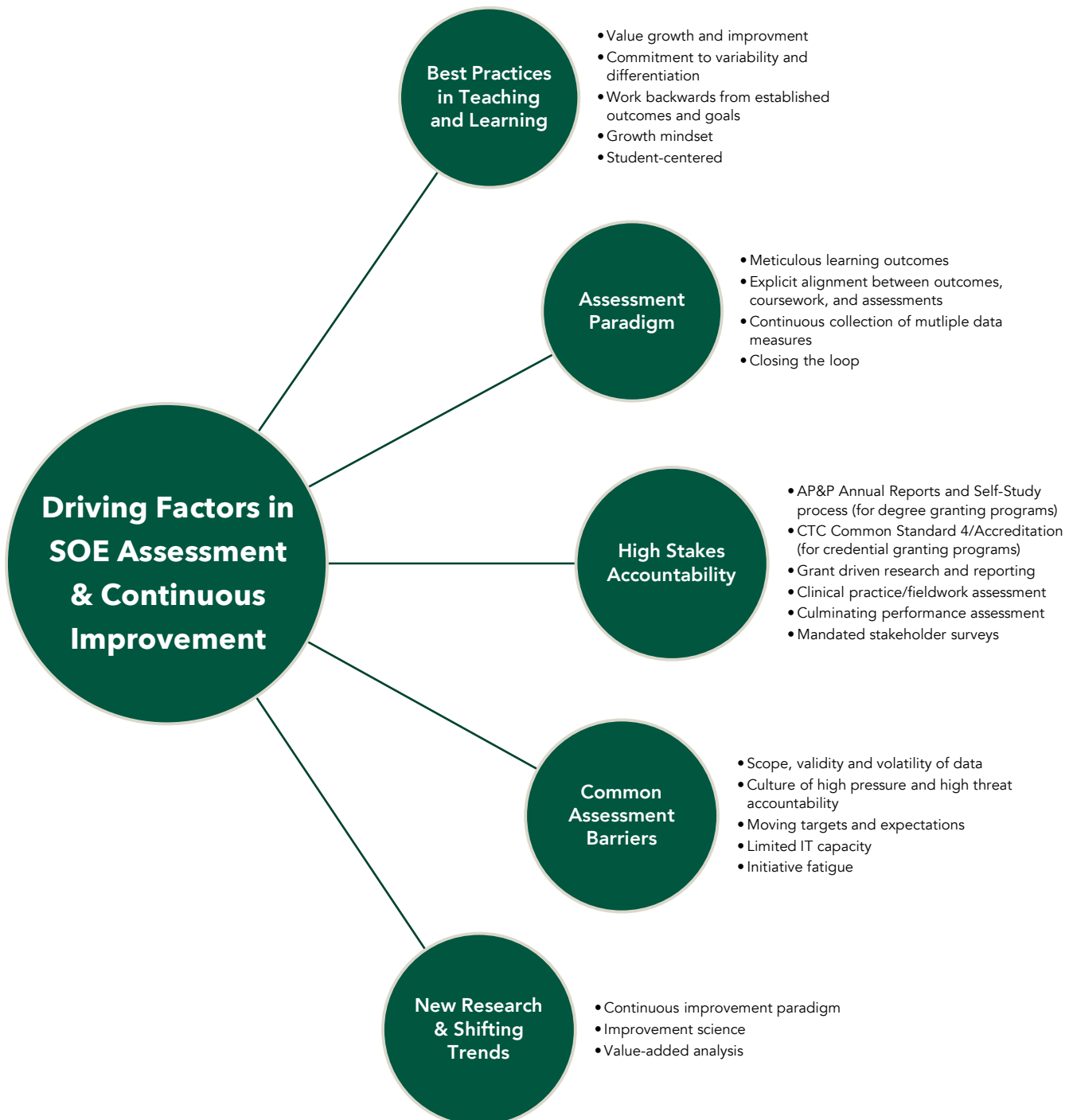
	HEC/SA	C&I	ELAP	SPED	M.S.	S.S.	SABE
AP&P Annual Reporting/Program Review	X	X	X	X			
CTC Standards & Accreditation			X	X	X	X	X
Grant-Driven Research & Reporting				X	X	X	X
Clinical Practice/Fieldwork	X		X	X	X	X	X
Culminating Performance Assessment	Exam		CalAPA		edTPA	edTPA	
Mandated Surveys (Completer/Alumni)			X	X	X	X	X

COMMON BARRIERS

The SOE is influenced by broader barriers common across the changing scope of education assessment. Numerous recent studies around education assessment practices help to identify some of these common barriers, including: problematic data and analytics practices; problems with scope, validity, and volatility of data and indicators; cultures of high pressure and high threat accountability; moving targets and expectations; limited IT capacity; and initiative fatigue.

NEW RESEARCH & SHIFTING TRENDS

As scholars and educational leaders, the SOE strives to be at the forefront of new and strengthened practices in assessment. This includes practices in improvement science, a shift to an improvement paradigm, and trends in value-added analysis. The SOE struggles to keep current with these shifts and trends, however, when already encumbered by the previously delineated assessment efforts.



III. SUMMARY OF NEEDS

Opportunities and needs to reform SOE Assessment Practices have been identified both internally through conversation with SOE faculty and staff, and externally when identified by accountability agencies.

STRENGTHEN UNITWIDE PRACTICE

In 2011, the Cal Poly SOE the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE, now CAEP) released recommendations for accreditation of the Cal Poly SOE. In these recommendations, reviewers identified Standard 2. Assessment System and Unit Evaluation as an area 'Met with Concerns', citing *"While the BOE found evidence within programs that a wide variety of data are being collected and used for program improvement, there is limited evidence that such data—as well as data on program effectiveness—are being collected or used for unit improvement."* Additionally, the report noted that *"[...]it was not clear to all persons interviewed nor in all institutional practices and requirements whether the School of Education is the unit or whether the CSM is the unit."* These findings initiated recent efforts to refine the SOE as a defined collaborative unit, and to develop unit wide assessment.

REVISE LEARNING OBJECTIVES

In 2016-17, SOE engaged in a reflective needs assessment as an alternative to filing a traditional assessment report with the Academic Affairs Assessment Committee. A common theme identified across the program coordinators was a need to revise Learning Objectives at either a program or unitwide level.

All programs within the SOE have either recently revised their Program Learning Objectives (PLOs), or are looking to revise PLOs in 2017-2018 as part of continuing individuation of the M.A. specializations. While three of the M.A. programs currently share a common set of LOs, most program coordinators agree that these do not meaningfully capture their practices. Additionally, these PLOs have not been adopted by the post-baccalaureate credentialing programs, and thus do not contribute to unitwide practice. Furthermore, many programs cited difficulty with 'LO Overload' due to juggling Learning Objectives of their program (PLOs), with broader objectives from the SOE (SLOs), the University (ULO), Diversity initiatives (DLOs), and the standards and performance expectations for accreditation. As a result, program coordinators expressed a desire to revise their PLOs to accurately align with their programs, and to streamline SLOs that genuinely capture shared values and practices.

DEVELOP INTENTIONAL PRACTICES

All programs within the SOE engage in regular, systematic data collection through direct assessments (i.e. signature projects and performance tasks) and indirect assessments (i.e. surveys, feedback and evaluation). These data collection efforts are well established as part of the individual program curriculum, and broader unit wide efforts. While most of the SOE programs engage in some level of organic digestion and conversation around data, SOE programs consistently affirm a lack of consistent practice and communication.

Typically, data-driven conversations in the SOE occur among coordinators and lead faculty within each of the separate programs. But, faculty members note there is no intentional protocol for data-driven conversations, for documenting data-driven decisions, or for communicating these across the SOE, or out to the broader CSM college or Cal Poly leadership. As a School of Education, we are committed to using our assessment data to improve our practice, but we are not currently following through on this intention in a streamlined and meaningful way.

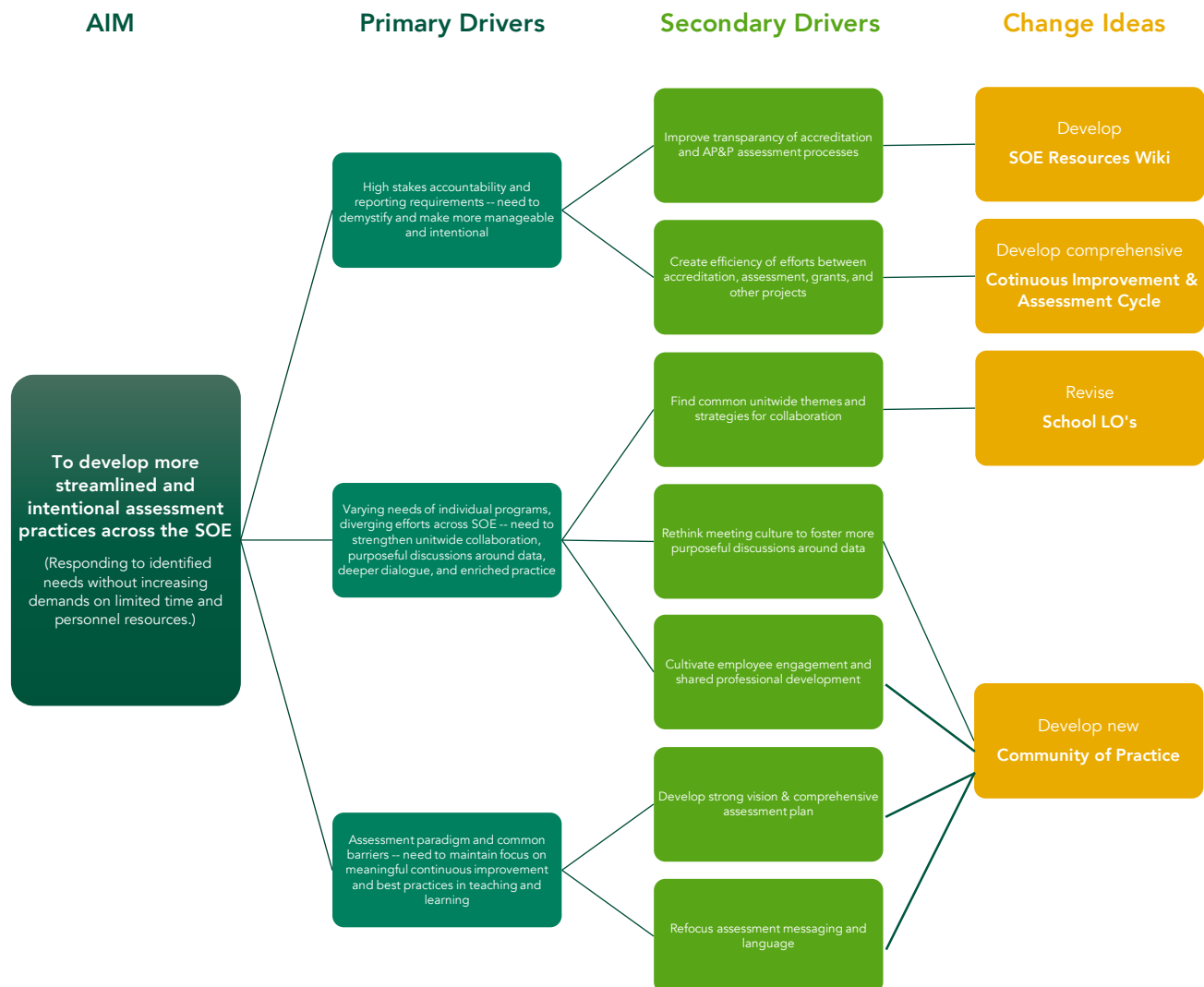
RESTORE CULTURE AND CLIMATE

In June of 2017, the SOE administered a revised version of its annual Satisfaction Survey to all faculty, staff, and University Supervisors employed by, or working in very close partnership with, the School of Education. The survey investigated several factors that most contribute to employee engagement and satisfaction, based on leading research. One need garnered from analysis of the survey results is an opportunity to build stronger culture and climate among SOE employees by addressing collaboration and shared professional development across programs:

- A net of 30% of employees indicated that they have an opportunity to learn from their colleagues (Top 2=32%, Bottom 2=2%, Mde=4, IQR=2), although a net of -22% of employees indicated that they have an opportunity to teach (or lead) their colleagues (Top 2=15%, Bottom 2=37%, Mde=2, IQR=3).

- A net of 45% of employees affirmed that meetings and collaboration opportunities are 'productive' (Top 2=53%, Bottom 2=8%, Mde=6, IQR=2), whereas a net of 41% of employees affirmed that meetings and collaboration opportunities are 'enjoyable' (Top 2=49%, Bottom 2=8%, Mde=6, IQR=2).
- A net of 25% of employees indicated that they had access to professional development opportunities relevant to their professional goals (Top 2=40%, Bottom 2=15%, Mde=5, IQR=2)
- There was significant variability among employees reporting they have the opportunity to pursue professional passions (including special projects or research) to advance their professional goals (Top 2=28%, Bottom 2=28%, Mde=5, IQR=4)

SOE Assessment Driver Diagram



IV. ESTABLISHING A COMMUNITY OF PRACTICE

The SOE seeks to respond to the identified needs without increasing demands on limited time and personnel resources. To this end, the SOE will improve the intentionality of our assessment practices by streamlining our efforts and deepening our conversations across the School.

To better realize our unity as educators, balanced with the reality of the unique learning objectives of each program and discipline, the SOE seeks to operationalize its assessment vision by building a strong community of practice grounded in common Schoolwide Learning Themes (see Section V). In strengthening our community of practice, we hope to be intentional in engaging educators across Cal Poly who contribute to teacher and counselor education through common professional development and coordinated (while personalized) inquiry and assessment projects driven by a rotating annual theme. The community of practice will engage in a three-pronged effort:

INTENTIONAL DIALOGUE AND COMMUNITY BUILDING

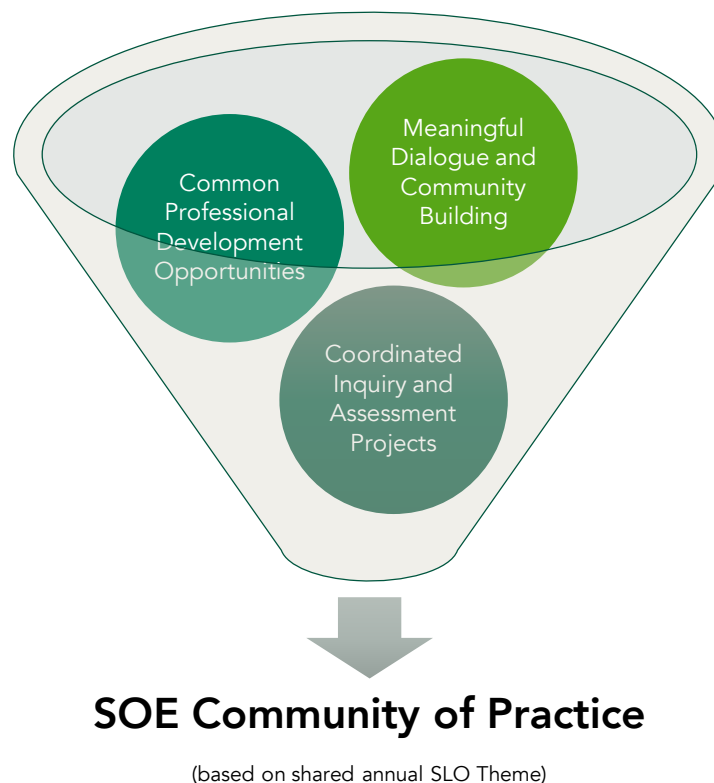
To respond to the identified needs for unitwide assessment, as well as stronger community and shared culture, the SOE will use a common annual Schoolwide Learning Theme to anchor conversations, celebrations, and enrichment opportunities throughout the year.

COMMON PROFESSIONAL DEVELOPMENT

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 will allow for each program to meet individual accountability demands (CTC, AP&P, grants, etc.), while still participating in unitwide assessment discussions and shared practice.



V. SCHOOLWIDE LEARNING THEMES

For the 2017-2019 catalog, the School of Education adopted six Learning Objectives for all its credential and master's degree programs:

- Be qualified, competent, and caring professional educators
- Integrate principles and practices of professional fields to support student learning
- Engage in cross-disciplinary and collaborative practices
- Demonstrate authentic assessment practices designed for student success, individual growth, and program improvement
- Effect sustainable communities in a multicultural environment
- Engage in professional practices

However, faculty in the SOE have indicated that these SLOs do not capture the reality of current practices in the School of Education. Several programs have either recently revised their Program Learning Objectives (PLOs), or are looking to revise PLOs in the near future. Furthermore, faculty have noted the large number of local LOs (University LOs, Diversity LOs, etc.) that have to be balanced and integrated with the standards that are more widely adopted and accepted by accrediting agencies and professional organizations in the field of education.

In order to create intentionality and efficiency across these many LOs, the SOE charged the Assessment Coordinator with investigating options to revise the SLO's as broader 'shared themes.' The goal of these shared themes is to **broadly capture the umbrella of essential principles** across the SOE, Cal Poly ULOs, and Diversity LOs. These themes are not designed to be measurable. Rather, they are a common lens for anchoring dialogue, professional development and PLO driven inquiry and assessment projects across the SOE. With this overarching framework in place, each program will be more empowered to develop and focus on measurable PLOs that reflect the standards and practices of their discipline.

Current LOs		Suggested School Learning Themes
Be qualified, competent, and caring professional educators <i>Replaced with Professional Dispositions for Teacher Prep. >> Theme of PROFESSIONALISM</i>	➔	Demonstrating Professionalism GroundED
Integrate principles and practices of professional fields to support student learning <i>Combines being a knowledgeable professional and supporting student learning. Consider separating into two different themes >> KNOWLEDGE & SUPPORTING LEARNING</i>	➔	Advancing Disciplinary Knowledge InformED & Responding to Diverse Learning Needs EmpowerED
Engage in cross-disciplinary and collaborative practices <i>Advancing Disciplinary Knowledge is covered under a previous theme. Theme of COLLABORATION Possible Gap: Collaborating with communities, families, partners (key to ELAP, HEC/SA, Teacher Prep)</i>	➔	Drawing on Knowledge and Partnerships Across Disciplines and Communities ConnectED
Demonstrate authentic assessment practices designed for student success, individual growth, and program improvement <i>One of our goals is to reframe assessment as part of a bigger part of conducting research and improving practice. Perhaps this is part of a theme about being able to REFLECT and to GROW</i>	➔	Encouraging Continuous Growth & Reflection TransformED
Effect sustainable communities in a multicultural environment <i>Language specific to sustainable communities and multiculturalism may be too limiting for some programs. Perhaps this could be opened up to a broader theme of CULTURAL SUSTAINABILITY.</i>	➔	Building Cultural Responsiveness EngagED
Engage in professional practices <i>Theme of PROFESSIONALISM</i>		

InformED – Advancing Disciplinary Knowledge

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

Being InformED 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), and being able to be a productive professional (ULO 4).

During our theme year focusing on InformED educators, the SOE Community of Practice might:

- Investigate student scores on performance assessments or culminating exams (edTPA/CalAPA)
- Analyze data from employers of recent alumni, regarding their preparedness to enter the profession
- Participate in a collaborative reading or professional development around latest research in education
- Invite guest speakers to address our community on topics related to disciplinary knowledge

SOE programs support InformED educators by:

- Teaching candidates subject matter and content specific instructional strategies (MS/SS PLO 3)
- (SPED PLO)
- Teaching educational leaders to be instructional leaders (ELAP PLO 2) and strong management skills (ELAP PLO 3)
- Supporting in-practice teachers to advance their practices and content knowledge (C&I PLO 2)
- (HECSA PLO)
- (SABE CLO)

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.

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).

During our theme year focusing on EmpowerED educators, the SOE Community of Practice might:

- Analyze clinical practice data related to supporting emergent bilinguals or students with special needs
- Support a community of practice Mock IEP, or similar event, to learn and grow as practitioners
- Participate and support research collaborations between SPED, SABE and other programs in the SOE

SOE programs support EmpowerED educators by:

- Teaching candidates to effectively engage and support all students in learning (MS/SS PLO 1)
- Teaching candidates to effectively plan instruction and learning experiences for all learners (MS/SS PLO 4)
- (SPED PLO)
- Teaching educational leaders to be instructional leaders (ELAP PLO 2)
- Teaching in-practice teachers to support multiple literacies (C&I PLO 3)
- (HECSA PLO)
- (SABE CLO)

EngagED – Building Cultural Responsiveness

EngagED educators are culturally responsiveness, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

Being EngagED supports Cal Poly ULOs related to effective communication with diverse peoples (ULO 2), and making a positive contribution to society (ULO 5). EngagED educators understand diversity, inequality, and power (DLO 1), are knowledgeable of contributions from diverse groups (DLO 2), consider diverse perspectives in decision making (DLO 3), and engage with differing beliefs, ideas, and behaviors (DLO 4).

During our theme year focusing on EngagED educators, the SOE Community of Practice might:

- Analyze coursework projects to evaluate capstone projects across programs to evaluate cultural sustainability
- Host author talks or movie presentations that build capacity for diversity and inclusion
- Participate in professional development around restorative practices

SOE programs support EngagED educators by:

- Teaching candidates to create and sustain environments that are culturally-responsive and support learning (MS/SS PLO 2)
- (SPED PLO)
- Teaching educational leaders to support family and community engagement (ELAP 4)
- Supporting in-practice teachers to engage in Social Justice teaching (C&I PLO 4)
- (HECSA PLO)
- (SABE CLO)

ConnectED – Drawing on Knowledge and Partnerships Across Disciplines and Communities

ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines.

ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.

Being ConnectED supports Cal Poly ULOs related effective communication (ULO 2), expertise in a discipline in relation to the larger world (ULO 3), productive work in groups (ULO 4), and a positive contribution to society (ULO 5). ConnectED educators understand diversity, inequality and power in the communities they work with (DLO 1), and they appreciate the contributions from diverse stakeholders (DLO 2) and consider their perspectives in decision making (DLO 3).

During our theme year focusing on ConnectED educators, the SOE Community of Practice might:

- Engage local community partners, such as the SLOCOE or partners in higher education student affairs
- Analyze student's ability to develop community action or advocacy plans

SOE programs support ConnectED educators by:

- Teaching candidates to build partnerships with families and communities (MS/SS PLO 5 and Dispositions)
- (SPED PLO)
- Helping educational leaders to develop a vision for community leadership (ELAP PLO 1) and family and community engagement (ELAP PLO 4)
- Encouraging in-service teachers to be agents of change (C&I PLO 5)
- (HECSA PLO)
- (SABE CLO)

GroundED – Demonstrating Professionalism

GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.

Being GroundED supports Cal Poly ULOs related to productive work as a professional, either individually or in groups (ULO 4). GroundED educators make well-reasoned decisions that are based on ethics, respect, and sustainability (ULO 6) and consider diverse perspectives and needs (DLO 3).

During our theme year focusing on GroundED educators, the SOE Community of Practice might:

- Analyze measures of professional dispositions
- Analyze data from employers of recent alumni, regarding professionalism
- Participate in team building activities, such as the StrengthsFinder

SOE programs support GroundED educators by:

- Promoting professional dispositions (MS/SS Dispositions and Prioritized Skill D2)
- (SPED PLO)
- Supporting management skills (ELAP PLO 3) and ethics and integrity (ELAP PLO 5)
- (C&I PLO)
- (HECSA PLO)
- (SABE CLO)

TransformED – Encouraging Continuous Growth & Reflection

TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection as an intentional part of a broader commitment to inquiry and improvement.

By continually improving and transforming, educators demonstrate critical thinking and creativity (ULO 1) and a commitment to lifelong learning (ULO 7).

During our theme year focusing on TransformED educators, the SOE Community of Practice might:

- Conduct annual assessment and inquiry around problems of practice
- Engage in data-driven conversations at the unit and program level
- Analyze student abilities to conduct assessment, action research, and reflection

SOE programs support TransformED educators by:

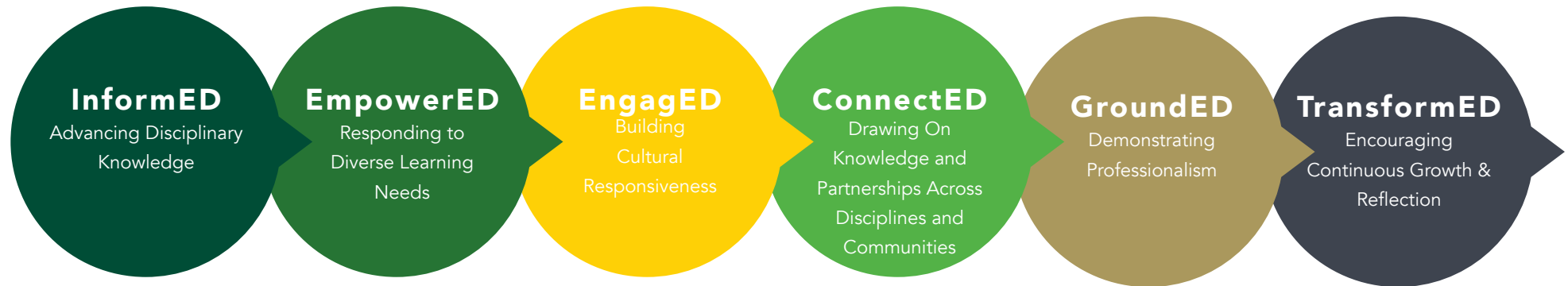
- Teaching candidates effective use of assessments to inform instruction (MS/SS PLO 5)
- Teaching candidates professional development and professional growth practices (MS/SS PLO 6)
- Teaching leaders to be aware of external context and policy (ELAP PLO 6)
- Supporting in-service teachers to conduct action research projects (C&I PLO 1)
- (HECSA PLO)
- (SABE CLO)

CAL POLY SCHOOL OF ED

CONTINUOUS IMPROVEMENT AND ASSESSMENT CYCLE



CAL POLY



2017–2018

2018–2019

2019–2020

2020–2021

2021–2022

2022–2023

CTC ACCREDITATION

- | | | | | | |
|--|--|---|---|--|--|
| <ul style="list-style-type: none">• Preconditions
due March 2018• Annual Data Report | <ul style="list-style-type: none">• Program Review
due October 2018• Common Standards
due March 2019• Annual Data Report | <ul style="list-style-type: none">• BIR Site Visit• Annual Data Report | <ul style="list-style-type: none">• Year 7 Follow-Up• Annual Data Report | <ul style="list-style-type: none">• Preconditions
due March 2022• Annual Data Report | <ul style="list-style-type: none">• Annual Data Report |
|--|--|---|---|--|--|

ACADEMIC REVIEW

- | | | | | | |
|--|--|--|--|---|--|
| <ul style="list-style-type: none">• Graduate Programs Annual Assessment Report
due October 2017 | <ul style="list-style-type: none">• Graduate Programs Annual Assessment Report
due October 2018 | <ul style="list-style-type: none">• Graduate Programs Annual Assessment Report
due October 2019 | <ul style="list-style-type: none">• Graduate Programs Self Study Report(s) | <ul style="list-style-type: none">• Program Review Site Visit and Action Plan Development | <ul style="list-style-type: none">• Graduate Programs Annual Assessment Report
due October 2022 |
|--|--|--|--|---|--|



VII. SOE Themes/PLO Alignment Map (Sample)

SOE Theme	1. Advancing Disciplinary Knowledge	2. Responding to Diverse Learning Needs	3. Building Cultural Competency	4. Collaborating Across Disciplines and Communities	5. Demonstrating Professionalism	6. Encouraging Growth and Reflection
University LO Align.	1. Think critically/creatively 3. Expertise in a scholarly discipline and relation to the larger world 4. Productive work as individuals and in groups	1. Think critically/creatively 3. Expertise in a scholarly discipline and relation to the larger world	2. Communicate effectively 5. Positive contribution to society	2. Communicate effectively 3. Expertise in a scholarly discipline and relation to the larger world 4. Productive work as individuals and in groups 5. Positive contribution to society	3. Expertise in a scholarly discipline and relation to the larger world 4. Productive work as individuals and in groups 6. Decisions based on ethics, respect and sustainability	1. Think critically/creatively 7. Lifelong learning
Diversity LO Align.		1. Understand diversity, inequality and power 4. Engages with different beliefs, ideas, and behaviors	1. Understand diversity, inequality and power 2. Knowledge of contributions from diverse groups 3. Considers diverse perspective in decision making 4. Engages with different beliefs, ideas, and behaviors	1. Understand diversity, inequality and power 2. Knowledge of contributions from diverse groups	3. Considers diverse perspective in decision making	

EDUCATIONAL LEADERSHIP & ADMINISTRATION

Program LO Align.	2. Instructional Leadership	2. Instructional Leadership	1. Development of a Shared Vision	1. Development of a Shared Vision	3. Management and Learning Environment	
Standards/ Accountability	3. Management and Learning Environment		4. Family and Community Engagement	4. Family and Community Engagement	5. Ethics and Integrity	
	CAPE 3.B – Managing systems and human resources CAPE 6.A – Understanding and communicating policy	CAPE 2.B – Effective Curriculum, Instruction, and Assessment CAPE 2.C – Supporting Teachers to Improve CAPE 2.D – Feedback on Instruction	CAPE 1.A – Student centered vision of teaching and learning CAPE 3.B – Managing systems and human resources CAPE 4.A – Parent and Family Engagement CAPE 4.B – Community Involvement	CAPE 1.B – Developing Shared Vision and Community Commitment CAPE 4.A – Parent and Family Engagement CAPE 4.B – Community Involvement CAPE 6.A – Understanding and communicating policy CAPE 6B – Representing and promoting the school	CAPE 3.A – Operations and Resource Management CAPE 3.C – Managing School Budget CAPE 5.B – Ethical Decision making Cape 5.C – Ethical Action	CAPE 2.A – Personal and Professional Learning CAPE 5.A – Reflective practice
Existing Embedded Program Assessments	EDUC 516 – Teacher Observations and Coaching CalAPA	EDUC 542 – Parental Involvement Plan (for ELL and SPED students)	EDUC 588 – Self Assessment on Cultural Proficiency practices	EDUC 510 – Local Control Accountability Plan EDUC 542 – Parental Involvement Plan (for ELL and SPED students) CalAPA	EDUC 511 – Point of Law Essay EDUC 513 – Scenario Based Managerial Decision Making EDUC 519 – ePortfolio CalAPA	EDUC 512 – Group Research Paper on Organizational Leadership EDUC 519 – ePortfolio CalAPA

CAL POLY SCHOOL OF ED

Annual Inquiry and Assessment Plan



CAL POLY

Degree Program	
Department	
Assessment Coordinator - Name, Email	

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 Plan

To better realize our unity as educators, balanced with the realities of the unique learning objectives of each SOE program and discipline, the SOE is working to strengthen our community of practice grounded in common Schoolwide Learning Themes. These themes are not intended to be shared learning objectives (and thus, they are not specific or measurable). Rather, these 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 through common professional development and coordinated (while personalized) inquiry and assessment projects.

Meaningful Dialogue and Community Building

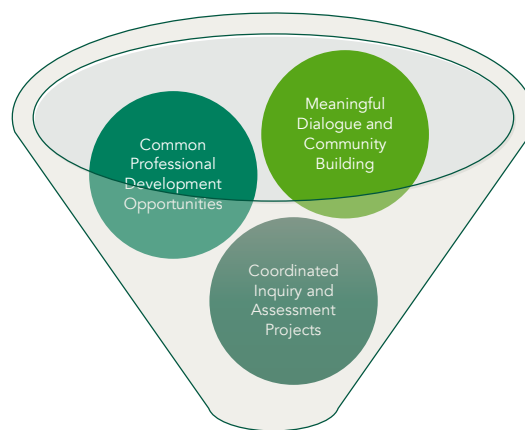
To respond to identified needs for unitwide assessment, as well as stronger community and shared culture, the SOE will use a common annual Schoolwide Learning Theme to anchor conversations, celebrations, and enrichment opportunities throughout the year.

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)

CAL POLY SCHOOL OF ED

Annual Inquiry and Assessment Plan



CAL POLY



Identified Theme:

ULO/DLO Alignment:

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-
-

Plan for Meaningful Dialogue and Community Building:

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Plan for Common Professional Development Opportunities:

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Plans for Coordinated Inquiry and Assessment Projects:

Counseling & Guidance

- PLO -
- Problem of Practice -
- Assessment Method -

Curriculum & Instruction

- PLO -
- Problem of Practice -
- Assessment Method -

Educational Leadership

- PLO -
- Problem of Practice -
- Assessment Method -

Special Education

- PLO -
- Problem of Practice -
- Assessment Method -

Multiple Subject/Single Subject/SABE- Not Required for Reporting to AP&P

- PLO -
- Problem of Practice -
- Assessment Method -

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Assessment & Continuous Improvement Calendar



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	Fall	Winter	Spring	Summer
SOE Learning Community <ul style="list-style-type: none"> Annual Theme Year and Continuous Improvement Plan 	<input type="checkbox"/> Theme Year Brainstorming & Planning <i>SOE All or Coordinating Council</i> <input type="checkbox"/> Theme Year Shared PD #1 <i>SOE All or Appropriate Audience</i> <input type="checkbox"/> Fall Retreat <i>SOE All</i> <input type="checkbox"/> Quarterly Collaborations <i>SOE All x2</i> <i>Coordinating Council x5</i> <i>Educator Prep</i> <i>Graduate Education</i> <i>SSTEP Program Mtngs</i> <i>MSTEP Program Mtngs</i> <i>Clinical Practice Supervisor Workshop</i>	<input type="checkbox"/> Theme Year Shared PD #2 <i>SOE All or Appropriate Audience</i> <input type="checkbox"/> Theme Year Shared PD #3 <i>SOE All or Appropriate Audience</i> <input type="checkbox"/> Quarterly Collaborations <i>SOE All x2</i> <i>Coordinating Council x5</i> <i>Educator Prep</i> <i>Graduate Education</i> <i>SSTEP Program Mtngs</i> <i>MSTEP Program Mtngs</i> <i>Clinical Practice Supervisor Workshop</i>	<input type="checkbox"/> Theme Year Shared PD #4 <i>SOE All or Appropriate Audience</i> <input type="checkbox"/> End of Theme Year Reflection and Assessment Report <i>SOE All or Coordinating Council</i> <input type="checkbox"/> Quarterly Collaborations <i>SOE All x2</i> <i>Coordinating Council x5</i> <i>Educator Prep</i> <i>Graduate Education</i> <i>SSTEP Program Mtngs</i> <i>MSTEP Program Mtngs</i> <i>Clinical Practice Supervisor Workshop</i>	
Accreditation and Accountability <ul style="list-style-type: none"> CTC Accreditation Academic Programs 	<input type="checkbox"/> Annual CTC Accreditation Tasks, as needed <input type="checkbox"/> Master's Program Assessment Project Report due October 15	<input type="checkbox"/> Annual CTC Accreditation Tasks, as needed <input type="checkbox"/> Master's Program Assessment Projects and Program Review, as needed	<input type="checkbox"/> Data Gathering and Preparation for Annual Data System Report <input type="checkbox"/> Master's Program Assessment Projects and Program Review, as needed	<input type="checkbox"/> Annual Data System Report due August 15
Data Driven Continuous Improvement <ul style="list-style-type: none"> Data Gathering and Survey Administration Data Reporting and Discussions 	<input type="checkbox"/> Completer Focus Group <i>MSTEP CPIII Fall Completers</i> <input type="checkbox"/> Completer Surveys <i>MSTEP CPIII Fall Completers</i> <input type="checkbox"/> Annual Report <i>SOE Partners</i> <input type="checkbox"/> Employee Engagement Data <i>Coordinating Council</i> <input type="checkbox"/> Completer/1-Year/Employer Surveys <i>Program and Cross-Program Conversations</i> <input type="checkbox"/> edTPA Summary Data <i>Program and Cross-Program Conversations</i> <input type="checkbox"/> Clinical Practice Data <i>Program and Cross-Program Conversations</i> <input type="checkbox"/> Theme Year Data, as needed <i>Appropriate Audience</i>	<input type="checkbox"/> Completer Focus Group <i>MSTEP CPIII Winter Completers</i> <input type="checkbox"/> Completer Surveys <i>MSTEP CPIII Winter Completers</i> <input type="checkbox"/> Clinical Practice Data <i>Program and Cross-Program Conversations</i> <input type="checkbox"/> Theme Year Data, as needed <i>Appropriate Audience</i>	<input type="checkbox"/> Completer Focus Group <i>MSTEP, SSTEP, and SPED Spring Completers</i> <input type="checkbox"/> Completer Surveys <i>MSTEP, SSTEP, SPED and ELAP Spring Completers</i> <input type="checkbox"/> 1-Year/Employer Surveys <input type="checkbox"/> Employee Engagement Survey <input type="checkbox"/> Clinical Practice Data <i>Program and Cross-Program Conversations</i> <input type="checkbox"/> Theme Year Data, as needed <i>Appropriate Audience</i> <input type="checkbox"/> Grants Data, as needed <i>Appropriate Audience</i>	

As part of our commitment to forming a shared learning community, the SOE commits to dedicating 30-45 minutes of protected time for collaborative conversations (such as during SOE All, Coord. Council, Ed. Prep, or Program Meetings)

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Assessment & Continuous Improvement System & Responsibilities



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Plan Assessment and Continuous Improvement Efforts

Driven by annual continuous improvement theme and assessment cycle

Assessment & Accreditation Analyst oversees and directs process

Coordinating Council engages in discussion, examines existing strengths and areas of need, and determine goals and activities for the year ahead

All Faculty, Staff and Stakeholders are invited to suggest activities or efforts that would be most meaningful and relevant

Assessment & Accreditation Analyst oversees and directs process

Coordinating Council engages in discussion, examines impact, and determines next steps or follow-up needed

All Faculty, Staff and Stakeholders respond to Employee Engagement survey questions to indicate the impact of the annual assessment and continuous improvement efforts

Reflect on Process, Root Causes, and Impact

Collect Data

- Student and Enrollment Data
- Clinical Practice Observation Data
- Culminating Assessment Data (edTPA, CalAPA, etc.)
- Surveys (Completer, 1Yr, Employer, Course Evaluations, etc.)

Assessment & Accreditation Analyst oversees and directs process and is the liaison to third-party survey and dashboard systems (EdQ, edTPA, etc.)

Credential Analysts and IT Coordinator are responsible for student and enrollment data entry in the Student Information Database

Clinical Practice Coordinator and Program Coordinators are responsible for Clinical Practice Observation data entered in Lime Survey

Program Coordinators and Faculty ensure student assessment data and is collected within their programs

SOE Director maintains final authority and approval for all reporting and accountability requirements

Assessment & Accreditation Analyst supplies data for analysis, use, and reporting and facilitates data-discussion protocols at program and cross-program conversations

All Faculty, Staff and Stakeholders regularly participate in shared professional development opportunities and engage with data through facilitated data-discussion protocols as part of the SOE's Learning Community and annual continuous improvement theme

Analysis, Use, and Reporting

Program Level Analysis & Discussion

- **Program Coordinators** oversee and direct the process; schedule opportunities for data-driven discussions.
- **Assessment & Accreditation Analyst** supplies data for discussion and facilitates protocol.
- **All affiliated program faculty, instructors, and staff** participate in discussion, analyze data, and determine needed improvements.

Cross-Program Analysis & Discussion

- **SOE Director** oversees and directs the process; schedules opportunities for data-driven discussions.
- **Assessment & Accreditation Analyst** supplies data for discussion and facilitates protocol.
- **Coordinators, faculty, instructors and staff** participate in discussions during Coordinating Council mtgs, Educator Preparation Programs mtgs, and Graduate Education Programs mtgs

CTC Reporting & Accountability (SS, MS, SPED, ELAP, AgEd, SABE)

- **Assessment & Accreditation Analyst** oversees and directs the process of responding to CTC annual requirements
- **All affiliated program faculty, instructors, and staff** participate in discussion, supply evidence, and verify accuracy of reports and submissions

Academic Programs Reporting & Accountability (SPED, ELAP, HEC/SA, C&I)

- **Assessment & Accreditation Analyst** oversees and directs the process of responding to Academic Programs & Planning Annual Assessment Report
- **All affiliated program faculty, instructors, and staff** participate in discussion, supply evidence, and verify accuracy of reports and submissions

Additional Reporting & Accountability

- **Grants Coordinator** oversees and directs the process of providing annual data required for Bechtel and TQP grants
- **IT Coordinator** oversees and directs preparation of the annual Title II report
- **Credential Analysts** oversee and direct preparation of IPEDS and Credential reports



Data Discussion Protocol

Topic & Date of Discussion:

About This Protocol

As part of our commitment to continuous improvement, the School of Education seeks to engage in ongoing unitwide and programwide data-driven conversations.

Developing a protocol for data discussions supports more thoughtful and purposeful conversations. Many protocols for discussing data are available online and in print, each with unique guiding principles and purposes. Some protocols are as simple as the "Here's What. So What? Now What?" model, while others push for deeper exploration into root causes and underlying systems.

This protocol was adopted from two samples: *The National School Reform Faculty* and the *School Reform Initiative*. These templates were selected to meet the needs of the School of Education because they emphasize:

- A preliminary conversation around a manageable chunk of data, with a few meaningful questions (appropriate to our time constraints)
- Focusing our efforts; identifying data that is most valuable to our continuous improvement
- Identifying patterns and trends of performance, rather than single issue data
- Identifying root-causes and systemic issues at the unitwide and programwide level
- Improving data capacity and data integrity by developing shared understandings
- Building collective ownership for data, continuous improvement, and decision making

Presentation of Data & Methodology (3 minute presentation)

STEP 1: Perspective (2 min silent reflection, 3 min discussion if needed)

Reflect privately on your preliminary thoughts about the data. What assumptions, predictions, questions, points of view, or goals are you bringing to our conversation today?

STEP 2: Observations (3 min silent reflection, 7 min discussion)

What quantities, numerical relationships, comparisons, patterns, or trends jump out at you?

REMEMBER: Just the facts! Stop if you catch yourself using the following words --

X I think... **X** Because.... **X** Therefore... **X** It seems... **X** Maybe...

STEP 3: Framing (5 min discussion)

What contexts, causes, or caveats might be important before we begin to analyze this data? What institutional changes or practices are relevant? What **can** this data tell us, and what **can't** it tell us?

STEP 4: Implications (10 min discussion)

What good news is there to celebrate? What problems of practice does the data suggest?

What are the **possible** explanations for the data? What might the data suggest about our impact?

STEP 5: Follow-Up (5 min discussion)

Will further inquiry or exploration of this data meaningfully change our practice? If so, what follow-up is needed? How should this type of data and reporting be modified for the future?



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