



Stony Brook University

Professional Education Program

Assessment #1: Content Knowledge – Course Grades

Part 1. Description of the Assessment

A. Description of the Courses

CEQ 501 (Educational Leadership Theory I) Introduces candidates to aspects of visionary leadership (Develop, Articulate, Implement & Steward a vision), plus the dynamics of developing a positive culture.

CEQ 502 (Educational Leadership Theory II) Reinforces and builds upon the concepts related to visionary leadership, plus instructs candidates in the ability to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.

CEQ 503 (Educational Leadership Practice) Shows candidates how to collect, organize, and analyze a variety of information required to assess progress toward a district's vision, plus the ability to provide effective instructional programs.

CEQ 515 (School District Leadership) Teaches candidates how to promote community involvement while responding to community needs, plus managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

CEQ 528 (School Law) Instructs candidates to act with integrity, fairly, and ethically while understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

CEQ 541 (School Building Leadership) Teaches candidates how to effectively communicate and promote community involvement while acting with integrity, fairness, and in an ethical manner.

CEQ 555 (Supervision of Instruction) Instructs candidates to be able to provide effective instructional practices and best practices.

CEQ 571 (School Business Administration) Teaches candidates how to manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment and mobilize community resources to solve district problems and accomplish district goals.

CEQ 572 (School Personnel Management) Shows candidates how to promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff.

CEQ 595 (Research Project Seminar) Shows candidates how to collect, organize, and analyze a variety of information required to assess progress toward a district's vision while understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

B. Rationale for the Selection

All the courses in the Educational Leadership Program are required courses. Each course has specific **content knowledge**, skills and dispositions that are taught to candidates. While there is duplication of ELCC standards being taught throughout the program, it has been designed that entry level courses (501, 502, 503, 515 & 541) would provide basic understanding, and upper level courses (528, 555, 571, 572 & 595) would build upon that knowledge base and move candidates towards a level of expertise in the myriad facets of educational leadership. Results from all the courses in the Educational Leadership Program would provide a true picture of the depth of understanding each candidate has for the **content knowledge** expected to be learned.

C. Rationale for Course Alignment

Each course in the program was designed by first starting with the ELCC standards (see 1A above). They were then aligned to specific roles and responsibilities of administrators within school districts. A course was then designed that would teach the necessary **content knowledge**, skills and dispositions pursuant to the demands of these administrative positions. (Ex: CEQ 572 School Personnel Management). The standards (promote a positive school culture **2.1**, provide an effective instructional program **2.2**, apply best practice to student learning **2.3**, and design comprehensive professional growth plans for staff **2.4**) align to the roles and responsibilities of the personnel administrator and other administrators that must manage personnel under their charge. Therefore, a course needed to be designed that would teach the **content knowledge**, skills and dispositions pursuant to managing and working with personnel at all levels of a school district.

D. Analysis of Grade Data

The graduation eligibility for the Educational Leadership Program (EDL) at Stony Brook University is determined by the School of Professional Development. This graduation eligibility reads as follows:

“Attain at least a 3.0 (B) cumulative grade point average (GPA) for all graduate courses taken at Stony Brook.”

The goal of the Educational Leadership Program is for candidates to *master* the **content knowledge** taught in each course. The definition of *mastery* that supports this goal is when candidates in a particular course achieve a final grade of B+ (3.33) or better. In using course grades for this assessment we have established that *mastery* is when **80% of the candidates in a course achieve B+ or better (minimum expectation)**. Our data tables reflect the percentage of candidates meeting our *minimum expectation* of *mastery*.

A review of the data tables reveal that all courses taught in both 2005-2006 and 2006-2007 had over 85% of the candidates achieving *mastery (minimum expectations)* in the **content knowledge** ELCC standards aligned to these courses. This was true for both the face-to-face courses in the program and the same courses taught online. The average percentage of candidates meeting *mastery* for all the face-to-face courses was 97.4% and the average for all the online courses was 95.9% (We did factor in the % of candidates

passing CEQ 595). It should be noted that CEQ 595 is a pass/fail course which is a university policy. It should also be noted that some courses were not offered online until spring of 2008.

An analysis of this information proves that our candidates are not only learning the **content knowledge** pursuant to becoming an effective educational leader but they are doing so to a level of *mastery* that will only help to support their future actions as administrators and the P-12 students they serve.

Part 2. Alignment with SPA Standards

Course Name & No.	SPA Standards Addressed	How Course Meets Standards
CEQ 501 (Educational Leadership Theory I)	1.1, 1.2, 1.3, 2.1	Candidates are required to learn aspects of visionary leadership (Develop, Articulate, Implement & Steward a vision), plus the dynamics of developing a positive culture.
CEQ 502 (Educational Leadership Theory II)	1.1, 1.2, 1.3, 4.1, 4.2, 4.3	Candidates are required to learn concepts related to visionary leadership, plus the ability to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.
CEQ 503 (Educational Leadership Practice)	1.4, 2.2	Candidates are required to learn how to collect, organize, and analyze a variety of information required to assess progress toward a district's vision, plus the ability to provide effective instructional programs.
CEQ 515 (School District Leadership)	1.5, 3.1, 3.2, 3.3, 4.2	Candidates are required to learn how to promote community involvement while responding to community needs, plus managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
CEQ 528 (School Law)	5.1, 5.2, 5.3, 6.1, 6.2, 6.3	Candidates are required to learn how to act with integrity, fairly, and ethically while understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
CEQ 541 (School Building Leadership)	1.5, 4.1, 5.1, 5.2, 5.3	Candidates are required to learn how to effectively communicate and promote community involvement while acting with integrity, fairness, and in an ethical manner.
CEQ 555 (Supervision of Instruction)	2.3, 2.4	Candidates are required to learn how to be able to provide effective instructional practices and best practices.
CEQ 571 (School Business Administration)	3.1, 3.2, 3.3, 4.3	Candidates are required to learn how to manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment and mobilize community resources to solve district problems and accomplish district goals.
CEQ 572 (School Personnel Management)		Candidates are required to learn how to promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive

	2.1, 2.2, 2.3, 2.4	professional growth plans for staff.
CEQ 595 (Research Project Seminar)	1.4, 6.1, 6.2, 6.3	Candidates are required to learn how to collect, organize, and analyze a variety of information required to assess progress toward a district's vision while understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Part 3. Grade Policy and Minimum Expectation

All courses in the Educational Leadership Program have the same grading policy:

Authentic Performance Activity	20 points
Role plays, scenarios, and in-basket activities	20 points
Group presentation	20 points
Class preparation, participation and attendance	20 points
Reflection Paper	10 points
Final Exam	20 points

As was discussed in Section I, #2, candidates taking courses in the Educational Leadership Program experience authentic educational activities, called Authentic Performance Activities (See Assessment #2 for complete details). These Authentic Performance Activities (APA) support and rely upon the **content knowledge** attained from each course taken in the program, which are aligned to specific ELCC standards. Taken together with the other assignments listed above, grades then become the basis for determining the level of proficiency attained by each candidate for the specific **content knowledge** (specific ELCC standards) learned within each course.

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What follows is the alignment between the ELCC **content knowledge** standards and each course, how final grades are determined within the different courses, and the analysis of two years worth of course grades to determine if the goal of *mastery* (**minimum expectation**) had been reached. It should be noted that CEQ 595 is a pass/fail course

which is a university policy. It should also be noted that some courses were not offered online until spring of 2008.

Faculty members have been trained in and use the following university guidelines when assigning grades:

Grading Criteria:

A (4.0)	Exemplary graduate work, worthy of sharing with a wider audience
A- (3.67)	Very good quality graduate work, some areas of improvement identified
B+ (3.33)	Satisfactory graduate work with one or two important weaknesses identified
B (3.0)	Satisfactory graduate work, a major weakness identified
B- (2.67)	Does not meet criteria sufficient for graduate quality
C (2.0)	Major short comings
F (0.0)	Unacceptable