

Assignment 1

What are the features or characteristics of your signature pedagogies?

The Joint Doctoral Program of UC Santa Barbara and California Polytechnic State University, San Luis Obispo offers a program that fosters the learning and practice of educational leaders.

Program courses reflect the view that teaching and learning are creative and social processes that manifest themselves through interpersonal interaction within a cooperative context. Using adult learning theory and national and state standards of excellence (e.g., NCATE, ISSLC and CTC) as frameworks, learning environments are created where participants (instructor and students) collaborate to construct shared understanding and knowledge. Through selected readings, discussions, guests, assignments, and activities, students are provided the opportunity to become part of a genuine learning community; a community where student-generated knowledge is fostered and respected and where students are directed and encouraged to contemplate diverse perspectives and interpretations in their development as teachers, leaders and scholars.

All courses incorporate current research in the area of educational leadership, policy and organizations and research methods. Courses also make use of extant literature and are designed around principles of best practice. Course assignments and projects are focused primarily on the “problems of practice,” and thereby afford students the ability to apply theoretical constructs and “learn by doing”.

Assignment 2

What are your outcomes?

UCSB/Cal Poly JDP employs several measures for assessing student learning. These assessments based on the mission of the JDP to develop regional and distinctive capacity in the leadership of instruction among ex-urban, Central California educational professionals in P-16 schools and other educational organizations. The JDP is based on three fundamental beliefs:

- Under appropriate instructional conditions, virtually all students can learn -- excellently, swiftly, and self-confidently
- School organizations control these conditions of learning success
- Educational leaders, at various levels and capacities, are accountable for these organizations

What data do you gather to assess how well students have met those expectations?

Assessment measures formative and summative and are on-going throughout the program. For example:

- (a. Admissions
 - Writing sample that is aligned to program goals

- GRE - to evaluate incoming students' mathematics and writing skills

(b. Qualifying exam- students are presented with a complex case study and then are asked to evaluate that case using a framework of organization, leadership and public policy

(c. Annual assessment of field based project

(d. Dissertation