



COLLEGE OF EDUCATION

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To: Lisa Kirtman, College of Education Dean

From: Alison Dover, MSTT Program Coordinator
Mark Ellis, Secondary Education Department Chair

Subject: Master of Science in Transformative Teaching (MSTT) PPR External Report

Date: February 24, 2025

We have now completed a comprehensive examination of our MSTT program. The Internal PPR report illuminated some aspects of the program that needed clarification or for which the data was incomplete. Our final draft of the PPR report submitted for external review addressed the recommendations from the Internal review sub-committee. The external PPR report that we received found that the MSTT program has demonstrated success in most areas under review along with identifying specific areas in which the program can improve or strengthen as it continues to grow and evolve. We have prepared responses to the recommendations provided by our external PPR committee and will address the recommendations in our seven-year plan.

We are grateful to the internal PPR committee - Rohanna Ylagan-Nicanor, Nancy Watkins, and Calli Lewis Chiu - for their comprehensive review of our draft report. And we greatly appreciate the work of the external PPR committee - Carolina Valdez, Noah Golden, and Juan Garcia - to provide insightful comments about the MSTT program's performance over the past several years and valuable suggestions for program improvement over the next several years.

External Review Team's Recommendations	MSTT Program Coordinator and Department Chair Response
I. Program Mission/Goals Recommendations: We would suggest conducting a midpoint interview and an exit interview of graduating students. The midpoint interview could be done more informally and within a group setting. It would provide faculty members a litmus test of how students are progressing within the program, specifically focusing on what practices and curricular shifts they are learning within the program. Exit interviews could be more formal and for each respective individual. The	<p>This is a good suggestion. We will plan to conduct a focus group interview & survey during the spring MSTT conference to collect midpoint data from current students.</p> <p>Exit interviews, while providing a rich source of data beyond the Exit Survey, are not feasible at the program-level without a source of funding to support the intensive time commitment that would be required. This may be something the College would consider doing as a sample across programs.</p>



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<p>exit interview would provide a clearer understanding of what graduates are learning and gaining from the program as they are finishing up their remaining coursework and more fully implementing changes within their classroom. This also provides faculty the opportunity to self-reflect more immediately and consistently from cohort to cohort.</p>	<p>We could ask Andrea to reach out to graduating students re Exit survey / invite to join alum network (invite to join network, establish foundation/network, update email address/contact info -)</p>
<p>II. Program Description & Analysis</p> <p>Recommendations: EDSC 504 might incorporate the program’s focus on JEIE (i.e., criticality, justice, and equity) by moving from a functional approach to educational technologies to add investigations into the affordances and limitations of datafication and platform pedagogies. This work might also include supporting teachers in using media tools to critically analyze, rework, or produce youth-produced messages to counter hegemonic ideologies. It is noteworthy that students stated that the program helped them with “using educational technologies for teaching and leading through an anti-racist lens”(p.19, self study), but this broad area could be strengthened in EDSC 504.</p>	<p>As of Fall 2024, EDSC 504 has been re-designed in its entirety. What was a course focused on using and integrating technology and tech-related tools into classrooms has become a course focused on examining technology in schools with a critical lens, particularly how historically marginalized communities might be impacted by technology and its uses in K-12 schools.</p> <p>In the course, students explore technology, particularly artificial intelligence (AI), both in greater sociopolitical contexts and directly in K-12 schools. They examine research and expert opinions on technology and AI in schools, and consider how BIPOC students, LGBTQ+ students, bi- and plurilingual students, and students with disabilities are impacted by AI/ tech in schools. Students in 504 also examine their own teaching practices and consider how their use of technology can make their classrooms more just, equitable, and inclusive spaces for their students.</p>
<p>In II.A it’s not immediately clear if you are continuing to provide faculty mentorship to graduate students after the AY 2022-2023 changes. This should be clarified.</p>	<p>Graduate students receive capstone advising and mentorship from their first semester in the program. We strengthened this mentorship with the AY 2022-23 program changes: Effective Spring 2023, all students meet in small groups with faculty during their second semester to discuss capstone pathways and then have 1:1 and small group capstone advising as part of EDSC 591 and 594.</p>
<p>III. Student Academic Achievement & Assessment</p> <p>Recommendations: The report mentions the hiring of a National Board-certified coach for those students who choose this as their capstone, but this isn’t fully advertised anywhere on the program website or slideshow. This should be more widely advertised, as it would attract more graduate students to the program and the specific capstone option.</p>	<p>We will add this information to the MSTT website and make sure it is more prominent in outreach materials/presentations.</p>



<p>IV. Faculty</p> <p>Recommendations: It would be beneficial to increase the curricular diversity of faculty teaching the courses for the MSTT. The program already has a diverse group of individuals teaching the coursework, but it would be beneficial to have professors of different content areas also participating. It would provide teacher candidates a greater exposure to how the program SLOs can look across all disciplines if taught by individuals in those representative disciplines.</p>	<p>Core MSTT faculty bring disciplinary expertise in math, literacy, language arts, world languages, social science, and adolescent development, and we strategically reach out to faculty from other disciplines as project advisors/resources as needed.</p> <p>For future tenure-track searches, we can include explicit attention to graduate program fit and curricular diversity. One need, beyond disciplinary expertise, is for a faculty who is National Board Certified and/or has expertise with National Board Certification.</p>
<p>V. Student Support & Advising</p> <p>Recommendations: [related to advising] It would be especially impactful if more tenured/senior educators were invited alongside teachers within their first few years of teaching. One common misconception I hear from my own colleagues, especially the more tenured ones, is that these kinds of pedagogical shifts and transformative approaches to teaching are almost exclusively something only younger teachers engage with. I believe this recommendation was previously mentioned in the report as a future goal for the program.</p>	<p>MSTT students include early career and veteran (20 year+) educators, providing many opportunities for mentorship and collaborative growth.</p> <p>As we build our alumni network, we are looking forward to opportunities to engage MSTT alumni and veteran teachers as mentors to current MSTT students and earlier career educators.</p> <p>We have had MSTT alums as speakers at virtual and face-to-face graduate conferences and engage them as TAs/National Board supports. We look forward to expanding our engagement of alums with ongoing departmental and college support for alumni events, guest speaker stipends, and professional conferences that engage current and former students.</p>
<p>Alumni could also be invited to present the ways they are implementing their learning from the MSTT program. There is mention of this in the Long-Term Planning section, but the specific goals and approaches are yet to be flushed out.</p>	<p>See above</p>
<p>Alumni could also regularly be invited to present the ways they are implementing their learning from the MSTT program.</p>	<p>See above</p>
<p>The new (2023) staff position in the Secondary Education Department likely has much on their plate, but this person may be able to dedicate time to surveys for graduates to ask how they are implementing their learning from the MSTT program.</p>	<p>Yes, this sort of outreach would provide useful feedback about the impact of the MSTT program on graduates' work as educators, it is unclear whether this would fall within the scope of work of our Admissions and Academic Advisor or that of another staff person within the College of Education who may be more directly involved with alumni communication and networking.</p>
<p>VII. Long-Term Plans</p>	<p>Our Admissions and Academic Advisor has been closely involved with MSTT outreach this year. And</p>



<p>Recommendations:</p> <p>As discussed above, the new (2023) staff position in the Secondary Education Department likely has much on their plate, but securing this colleague’s time towards the goals detailed here (e.g., advertising, recruitment, tracking, and support activities) will increase the possibility of realizing the excellent long-term plan.</p>	<p>it is anticipated they will be more involved with MSTT admissions for the 2025-26 cycle.</p> <p>As stated above, it is unclear whether this position would have the capacity to track graduates and help launch an alumni network though this may be something the College of Education could help to coordinate.</p>
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