<p style="text-align:center; color:red;">**SINGLE SUBJECT PRELIMINARY CREDENTIAL**
EVIDENCE OF STUDENT LEARNING</p>

Assessment Instruments

A signature assignment is required for each course. Data collected through the assignment is uploaded to Task Stream. Also collected is on-going formative data on Dispositions of Noble Character. Additional assessments are conducted by each professor and utilized to formulate a grade for each candidate. Data is analyzed biennially resulting in ongoing changes for program improvement. In the 2014-2015 school year there was no biennial report due to the California Teacher for Credentialing. The following cites a summary of evidence of the student learning which has been used for continued improvement.

Evaluation Instrument (Direct)	Description	CTC Standards Assessed
TPA 1	Subject Specific Pedagogy	TPE Standards 1,3,4,6,7,9
TPA 2	Designing Instruction	TPE Standards 1,4,6,7,8,9,13
TPA 3	Assessing Learning	TPE Standards 3,6,7,8,9,13
TPA 4	Culminating Teaching Experience	TPE Standards 1-11, 13
EDU 600 Signature Assignment	Foundations of Education & Learning Theory	3,4,5,6,11
EDU 620 Signature Assignment	Literacy Instruction for Secondary Teachers	5,6,7B,8B

Summary: Evidence and Analysis of Candidate and Program Data

Cal TPA:

Candidates' results show that of all criteria (1-8), criterion number 5 "Making Adaptations" is where candidates are least prepared. Candidates are best prepared in criterion number 3, "Describing Classroom Environment. Overall, candidates performed very well, scoring 3.22 out of 4.0.

Assessment	Strengths	Areas for Improvement
Task 1	While most candidates are unfamiliar with 'pedagogy' upon entering the program, 97.5% of candidates pass Task 1 on their second attempt after typically completing only three courses.	Equipping candidates with pedagogical approaches to making adaptations will require an adjustment of course content and intentional modeling of these approaches by the course professors.
Task 2	The candidates gave considerable effort to learning about their students. Candidates are receiving exposure to and practice of instructional design. 96.5% of candidates passed this task on the second attempt.	As with Task 1, candidates' greatest area of need was making adaptations for student learning. The program needs to continue encouraging the practice of making appropriate

		instructional and content adaptations to meet the needs of students.
Task 3	Candidates are gaining proficiency in planning developmentally appropriate activities and reflecting on evidence of student learning based on those assessments. 96.5% of our candidates passed this task on the second attempt.	As in Task 1 and 2, candidates continue to be challenged in making adaptations to their instruction, content, and assessment in the effort to meet the needs of their English Learners and children who pose different learning challenges. In addition, passage rates on Task 3 decreased in 2013 on the first attempt, demonstrating a need for a renewed focus on instruction strategies for assessment in all courses.
Task 4	In 2012, candidates scored in the acceptable range in all criteria, with the exception of Making Adaptions. In 2013, candidates scored in the acceptable range in all criteria, with the lowest score a 3.03.	Candidates are in the final clinical practice experience and they continue to be challenged with developing appropriate adaptations to meet the learning needs of all students. Certain criteria decreased in score average from 2012 to 2013 (e.g. Establishing Goals and Objectives), demonstrating specific needs for target instruction in all coursework.

Signature Assignment: EDU 600 (Foundations):

Across Regional Centers, the overall mean scores for 2012 and 2013 for the Key Assessment in EDU600 indicate that candidates successfully met the program and course outcomes, and the candidate learning outcomes.

Criteria	Strengths	Areas for Improvement
Knowledge of research-based theories and principles of human learning and development	Candidates passed this criteria with mean scores ranging from 3.83*/4 – 4/4 *Outlier data removed	No improvement needed
Knowledge about how these theories affect classroom practice.	Candidates passed this criteria with mean scores ranging from 3.61*/4 – 3.93/4. *Outlier data removed	No improvement needed
Reflection on how these theories affect and resonate with candidates' beliefs.	Candidates passed this criteria with mean scores ranging from 3.6/4 – 4/4.	No improvement needed

Presentation is grammatically correct, spelling is correct, layout is organized.	Candidates passed this criteria with mean scores ranging from 3.87*/4 – 4.0/4 *Outlier data removed	No improvement needed

Signature Assignment: EDU 620 (Reading):

The overall mean scores for 2012 and 2013 for the Key Assessment in EDU620 across Regional Centers indicate that candidates successfully met the program and course outcomes, as well as the candidate learning outcomes.

Criteria	Strengths	Areas for Improvement
Data collection through anecdotal observation and student conferences	Candidates passed this criteria with mean scores ranging from 3.64/4 – 4/4.	No improvement needed
Data collection to determine language abilities or special needs	Candidates passed this criteria with mean scores ranging from 3.36/4 – 3.91/4.	No improvement needed with continued emphasis recommended.
Data collection through administration of literacy assessment instruments	Candidates passed this criteria with mean scores ranging from 3.75/4 – 4/4	No improvement needed
Reflection on student strengths and areas for growth	Candidates passed this criteria with mean scores ranging from 3.32/4 – 3.91/4	No improvement needed with continued emphasis recommended.
Setting learning goals or next steps for student growth	Candidates passed this criteria with mean scores ranging from 3.09/4 – 3.91/4	No improvement needed with continued emphasis recommended.

ALL PROGRAM COURSES:

All syllabi and accompanying assignments will be reviewed to ensure adequate instruction of the common core standards at the graduate level.

ALL PROGRAM DATA:

Candidates enrolled in the Masters in Teaching (MAT) degree program often enter with the goal of receiving one preliminary credential. Many candidates are now choosing to seek two

credentials. This requires that candidates enter into a second Taskstream Direct Response Folio (DRF). This impacts the consistent number of participants in a program. Key Assessment data may be in one folio or the other.

DISPOSTION ASSESSMENT:

The average in the Disposition Data for 2012 and 2013, which includes both candidate self-assessment and faculty assessment, indicate that candidates rate themselves very high and faculty rate them high as well. There is no statistically significant difference between the 2012 and 2013 Disposition Data.

EXIT SURVEY:

The Data for this Survey consistently shows for both 2012 and 2013, that candidates rated themselves not as highly prepared in the area of conducting a parent/teacher conference. Survey results for both years, 2012 and 2013, indicate that, candidates overall, rated the program as having improved in the degree of support from University Supervisors and in the areas of constructing lesson plans, reflecting on their own teaching and being able to make changes based on that reflection and more able to collaborate with teachers in the school setting. The School of Education faculty contends that with the implementation of a Co-teaching Model for Clinical Practice, candidates will begin to feel more prepared to partner with parents. In addition, a parent-teacher conference component has been implemented during the seminar in Clinical Practice Phase II.