<p style="text-align:center">**SPED MODERATE/SEVERE PRELIMINARY CREDENTIAL**
Traditional and Intern Pathways
EVIDENCE OF STUDENT LEARNING 2015-2016</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. The following cites a summary of evidence of the student learning which has been used for continued improvement.

Evaluation Instrument (Direct)	Description	Standards Assessed
EDU 600 Signature Assignment	Foundations of Education & Learning Theory	**3,4,5,6,11**
EDU 610 Signature Assignment	**Teaching Reading Fall '09**	**5,6,7, 16**
EDU 650 Signature Assignment	Assessment and Services for Students with Disabilities	**1,4,5,6,7**
EDU 652 Signature Assignment	**Co-Teaching Lesson Plan**	**10, 12, 22, 23**
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**

Summary: Evidence and Analysis of Candidate and Program Data

EDU 600 Philosophy of Education Signature Assignment

Criteria	Strengths	Areas for Improvement
Knowledge of research-based theories and principles of human learning and development.	Candidates passed this criterion with a mean score of 4.0/4.0.	No improvement needed.
Knowledge about how these theories affect classroom practice.	Candidates passed this criterion with mean scores ranging from 3.1/4.0 – 4.0/4.0.	No improvement needed but continued emphasis recommended since the mean scores were lower than the previous year.

Reflection on how these theories affect and resonate with candidates' beliefs.	Candidates passed this criterion with mean scores ranging from 3.0/4.0-4.0/4.0.	No improvement needed but continued emphasis recommended since the mean scores were lower than the previous year.
Presentation is grammatically correct, spelling is correct, layout is organized.	Candidates passed this criterion with a mean score of 4.0/4.0.	No improvement needed.

EDU 610 Methods of Teaching Reading and Writing signature assignment

Criteria	Strengths	Areas for Improvement
Data collection through anecdotal observation and student conferences.	Candidates passed this criterion with mean scores ranging from 3.7/4.0-4.0/4.0.	No improvement needed.
Data collection to determine student ELD abilities.	Candidates passed this criterion with mean scores ranging from 3.6/4.0-4.0/4.0.	No improvement needed.
Data collection through administration of literacy assessment instruments.	Candidates passed this criterion with mean scores ranging from 3.3/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Reflection on student strengths and areas for growth.	Candidates passed this criterion with mean scores ranging from 3.1/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Setting learning goals or next steps for student growth.	Candidates passed this criterion with mean scores ranging from 3.2/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.

EDU 650 Assessment and Services for Students with Disabilities signature assignment

Criteria	Strengths	Areas for Improvement
Ecological Inventory.	Candidates passed this criterion with means scores ranging from 3.1/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.

Target behavior interfering with learning.	Candidates passed this criterion with mean scores ranging from 3.8/4.0-4.0/4.0.	No improvement needed.
Data collection of presence and absence of behavior.	Candidates passed this criterion with mean scores ranging from 3.3/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Functional analysis of data with hypothesis and rationale.	Candidates passed this criterion with mean scores ranging from 3.4/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Goal development: reduce behavior interfering with learning.	Candidates passed this criterion with mean scores ranging from 3.3/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Goal development: teach a replacement behavior that is socially acceptable and leads to self-regulation.	Candidates passed this criterion with mean scores ranging from 3.1/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Goal development: access to an activity that enhances the quality of one's life.	Candidates passed this criterion with mean scores ranging from 3.2/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Reflection.	Candidates passed this criterion with mean scores ranging from 3.2/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.

EDU 652 Consultation and Collaboration for IEPs signature assignment

Criteria	Strengths	Areas for Improvement
Common core standards and lesson plan objectives.	Candidates passed this criterion with mean scores ranging from 2.6/4.0-4.0/4.0.	The program director and faculty need to review this signature assignment to determine its overall efficacy as part of changes to the course and program.

Additional considerations for students.	Candidates passed this criterion with mean scores ranging from 3.6/4.0-4.0/4.0.	No improvement needed.
Considerations for enhancing, materials (content) and assessment (student product) with co-teaching staff.	Candidates passed this criterion with mean scores ranging from 3.2/4.0-4.0/4.0.	No improvement needed but continued emphasis recommended.
Considerations for enhancing instruction (process) with co-teaching staff.	Candidates passed this criterion with mean scores ranging from 2.6/4.0-4.0/4.0.	The program director and faculty need to review this signature assignment to determine its overall efficacy as part of changes to the course and program.

CalTPA for Moderate/ Severe Education Specialist Candidates

Criteria	Strengths	Areas for Improvement
Task 1	While most candidates are unfamiliar with 'pedagogy' upon entering our program, 100% of our candidates are passing Task 1 by their second attempt after typically taking just three classes.	Equipping candidates with pedagogical approaches to making adaptions will require an adjustment of course content and intentional modeling of these approaches by the course professors in the first three courses taken.
Task 2	The candidates gave considerable effort to learning about their students. The candidates are receiving solid exposure to and practice of how to design effective instruction. 79% of our candidates passed this task on the 2nd attempt. The average mean score was only 2.9/4.0, a slight increase over the previous year.	Courses taken prior to the attempt and completion of Task 2 need to provide students with opportunities to practice and develop skills regarding 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. 70% of our candidates passed this task on the 1st attempt; 100% on the 2nd attempt.	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. This is an ongoing area of focus.

Task #4	The criteria in Task 4 became one of the higher scoring criteria. Candidates passed this task on the first attempt, with an average mean score of 3.3/4.0.	Candidates are in the final clinical practice experience and they continue to be confronted with the task of developing appropriate adaptations to meet the learning needs of all students. This is an ongoing area of focus.

ADDITIONAL DISCUSSION:

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.