

MULTIPLE SUBJECT PRELIMINARY CREDENTIAL EVIDENCE OF STUDENT LEARNING 2015-2016

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 and Writing	5,6,7, 16
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	Learning Instruction	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 3.7/4.0-4.0/4.0.	No improvement needed but continued emphasis recommended.

Reflection on how these theories affect and resonate with candidates' beliefs.	Candidates passed this criterion with mean scores ranging from 3.3/4.0-4.0/4.0.	No improvement needed but continued emphasis recommended.
Presentation is grammatically correct, spelling is correct, layout is organized.	Candidates passed this criterion with mean scores ranging from 3.7/4.0/4.0/4.0.	No improvement needed.

EDU 610 Teaching Reading and Writing

Criteria	Strengths	Areas for Improvement
Data collection through anecdotal observation and student conferences.	Candidates passed this criterion with mean scores ranging from 3.2/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Data collection to determine language abilities or special needs.	Candidates passed this criterion with mean scores ranging from 3.5/4.0-4.0/4.0.	No improvement needed with continued emphasis recommended.
Data collection through administration of literacy assessment instruments.	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 scores were lower than the previous year.
Reflection on student strengths and areas for growth.	Candidates passed this criterion with mean scores ranging from 3.3/4.0-4.0/4.0.	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 3.0/4.0-4.0/4.0.	No improvement needed but continued emphasis recommended since scores were lower than the previous year.

Cal TPA for Multiple Subject Education Specialist Candidates

Criteria	Strengths	Areas for Improvement
Task 1	While most candidates are unfamiliar with 'pedagogy' upon entering the program, 99% of candidates are passing Task 1 by their second attempt after typically completing just 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 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. 89% of candidates passed this task on the first attempt, an increase from the previous year.	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. 99% 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 on the first attempt, continue to be below the School of Education expectations, demonstrating a need for a renewed focus on instruction strategies for assessment in all courses.
Task 4	The criteria in Task 4 became one of the higher scoring criteria. All candidates passed this task on the first attempt.	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.

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