Multiple Year Assessment Plan
Master of Arts in Teaching: Education Specialist Mild Moderate
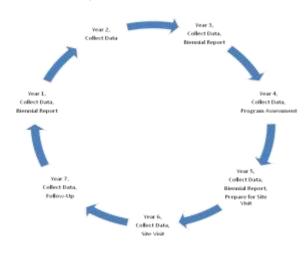## Preliminary Credential

Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in-depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center, and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTS studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

CTC Seven Year Cycle of "Red Cohort" Activities:

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection **Site Visit**	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback **What & When**	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

CTC Accreditation Cycle

<u>Assessment Activities</u>

Methods of Assessment and Criteria for Success
Master of Arts in Teaching: Education Specialist Mild Moderate
Preliminary Credential

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below. Accompanying forms and rubrics are included in the appendix.

1. *California Teacher Performance Assessments*
The California Teaching Performance Assessment (CalTPA) is an assessment of an initial candidate's ability to demonstrate competency of the Teaching Performance Expectations (TPEs). CalTPA is required of Multiple Subject and Single Subject candidates. In addition, the unit has also required TPA's of the Special Education candidates. The CalTPA provides a series of four performance tasks that candidates complete during their professional preparation program. The results of the candidates' knowledge and performance during the various tasks of the CalTPA can help provide formative assessment information to candidates for improving the quality of their teaching, and assists candidates to focus on those aspects of teaching in which they may need further development or support. The CalTPA must be successfully completed as one of the requirements for earning a California preliminary teaching credential from any institution in California.

2. *Coursework Assessments (2008)*
Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. At the end of each academic year, collected data is disaggregated by regional center and analyzed with results identifying areas for program improvement. Rubrics may be found in the appendix.

- **Signature Assignment: In EDU 600, Foundations of Education and Learning Theory, candidates are provided an overview of the laws and principles regarding the roles and functions of education as well as an overview of the major concepts, theories, and research related to the cognitive, linguistic, social, emotional, and physical development of children and adolescents. Effective instructional** strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experience.

- **Signature Assignment:** In EDU 610, Methods of Teaching Reading and Writing, Multiple Subject and all Special Education candidates demonstrate an understanding of how to incorporate the California Reading Language Arts Content Standards for grades one through six and the English Language Development Standard. Candidates complete a case study assignment that helps them reflect on how to meet individual students' needs. A fieldwork component is included.

- **Signature Assignment:** In EDU 650, Assessment and Services for Students with Disabilities, all Special Education candidates learn to analyze assessment data to plan instruction and support student learning through the use of formative and summative

assessments to determine the developmental, academic, behavioral, social, communication, technology, transition, career, and community-life skill needs of individual students to develop and monitor students' progress. A comprehensive analysis (Behavior Support Plan) is completed to provide positive supports to maximize student learning.

- **Signature Assignment:** In EDU652, Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement, all Special Education candidates demonstrate the ability to present the content to students in challenging, clear, and compelling ways using integrating technology and differentiation strategies through collaborative and inclusive instruction within the context of a general education classroom.

3. *Dispositions Assessments (2010)*

Dispositions of candidates in the Single Subject MAT Program are assessed throughout their program of study in a series of phases with the opportunities for a struggling candidate to be provided coaching through an Improvement Plan:

PHASE I

1. The "introductory course" introduces and defines the eight dispositions with their class (EDU 600 – Foundations of Education and Learning Theory).
2. Students self-assess on weeks one and eight.
3. Professor of "introductory course" assesses every student at end of course.

*If the professor or candidate has a dispositional concern at this point, it is noted in the candidate's file but no recommendation for an Improvement Plan is made because of the lack of significant data.

PHASE II

4. Professors of every subsequent course continue to teach and refer to the dispositions, especially applying them to the course content. (EVERY COURSE)
5. In each of the following courses, candidates self assess at the END of the course: EDU 612, EDU 621, EDU 654. Professor confirms or gives evidence of why they cannot confirm the ratings in any category.
6. Student receives data of ratings so far during Advancement Interview (Advancement Interview Scheduler to provide to interviewers.)

*At any point in this phase a candidate could be recommended to the Improvement Plan process.

PHASE III

7. Final disposition ratings include practitioners in the field at the end of the MAT program during Clinical Practice I and II. Candidates, Seminar instructors, Supervising Faculty and Cooperating Teachers (or equivalent by program) all submit separate disposition ratings.
8. Candidates submit first to the Seminar instructor, and after inputting their own ratings, release it back for a second score from the Supervising Faculty.
9. Cooperating Teachers give their dispositional ratings on paper.

*At any point in this phase a candidate could be recommended to the Improvement Plan process.

<u>REFFERRAL TO THE IMPROVEMENT PLAN PROCESS</u>
During Phase II or III of the disposition assessment process a candidate, a professor or a professional who works with the candidate can recommend the candidate participate in the "Dispositional Improvement Plan". The Improvement Plan occurs through a one unit course (GED 691: Special Studies) and consists of data analysis, goal setting, reflective journaling, and behavior transformation. The candidate and his/her advisor analyze the disposition data collected to determine area(s) for dispositional growth and development. The candidate documents the goal area(s) with a specific action plan associated with each goal area. The candidate has the option of meeting weekly with the Graduate Chaplain or attending the graduate campus bible study as part of their action plan. The candidate reflects, in writing, on their implementation of the action plan and their progress toward their goals. The candidate has an initial meeting for planning, a mid-plan meeting for monitoring, and a final summative meeting with his/her advisor. The final determination of successful completion of the Disposition Improvement Plan Process is made by the Regional Center Faculty Committee (RCFC) via review of the candidate's completed assignment and completion interview. If the committee determines successful completion, it will submit to the candidate a written reflection of encouragement and support, noting its own perception of the candidate's growth and development.

4. *Exit Surveys for Program Completers (2009)*
Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content, instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement.

5. *Follow-up Surveys (2011)*
Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential. Results provide the program with feedback regarding the knowledge, skills and dispositions, and overall program satisfaction.