

**Master of Arts in Special Education (MA SPED)**  
**Education Specialist Clear Credential**  
**Multiple Year Assessment Plan**  
**2011-12**

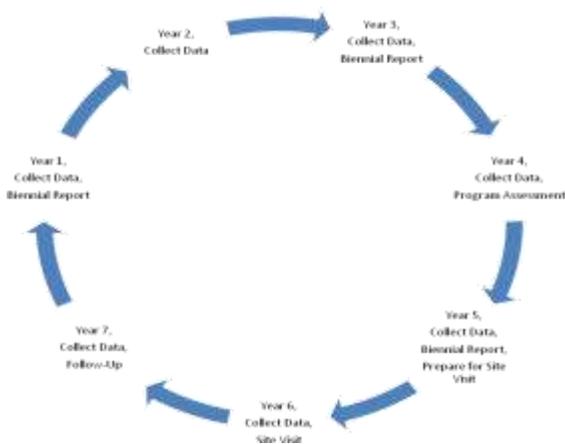
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation 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:*

<b>Academic Year (AY)</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Cycle Year</b>	4	5	6	7	1	2	3
<b>Accreditation Activity</b>	Institutional Data Collection  Program Assessment	Institutional Data Collection  Biennial Report	Institutional Data Collection  <b>Site Visit</b>	Institutional Data Collection  Site Visit follow-up	Institutional Data Collection  Biennial Report	Institutional Data Collection	Institutional Data Collection  Biennial Report
<b>Due to CTC</b>	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7 <sup>th</sup> 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)
<b>Due dates</b>	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
<b>COA/CTC Feedback What &amp; When</b>	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 7 <sup>th</sup> 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
<b>Notes</b>							

## CTC Accreditation Cycle



## Methods of Assessment and Criteria for Success

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. All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria. They are listed below.

### 1. *Coursework Assessments*

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. Annually, (end of each academic year), collected data is disaggregated by regional center and analyzed with results informing areas for program improvement. Rubrics may be found in the appendix.

- **Signature Assignment:** In GED 622, Advanced Assessment and Behavior Analysis, the signature assignment requires candidates develop a Comprehensive Philosophy of Assessment and Action plan of Behavior Support. The assignment requires candidates to address the following: 1) their personal beliefs and philosophy about their approach to assessment and behavior interventions/supports; 2) identification of a viable set of rules and expectations based on this philosophy for their classroom along with specific consequences and reinforcers; 3) how the rules/expectations are taught and are used to establish a positive classroom environment for students; 4) how they establish guidelines for individual behavioral needs, procedures, room arrangement, and supports as appropriate.
- **Signature Assignment:** In GED 650, Universal Access: Equity for All Students, candidates complete a Universal Design Curricular Project. Candidates use the Universal Design planning forms, to *design* (rather than retrofit) and implement a standards-based curricular lesson for a unit of study. This assignment demonstrates deepened

understanding of equitable access, the implementing of differentiated strategies ( content product, process), and the formation of a powerful standards-aligned lesson responsive to the needs of diverse learners ( special education, English Learners, gifted/talented, cultural diversity, at-risk).

- **Signature Assignment:** In GED 656, Shared Leadership, Legislation, and Due Process, candidates complete a School Scan Project through observation and data collection procedures. The School Scan documents the following elements of the candidate's school environment: 1) Policies and procedures enhancing collaborative teams; 2) Leadership styles; 3) Instructional resources; 4) Inclusive policies practices or not implemented; 5) Problem solving strategies encouraged; 5) Classroom organizational systems; 6) What is working well and areas for improvement.
- **Signature Assignment:** In GED 658, Reflective Coaching / Induction for Special Education, candidates complete and submit the Education Specialist Individual Induction Plan (IIP) describing their professional development plans for the future along with the areas of specialization they are interested in for further development.
- **Signature Assignment:** In GED 658, Reflective Coaching Seminar and Induction, clear credential candidates complete the Plan, Teach, Reflect, and Apply process for Teacher Induction. This formative assessment system utilizes California's Beginning Teacher Support and Assessment (BTSA) materials that serve as resource for candidates and faculty through the process. Candidates, in collaboration with faculty, frame the path for the expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth.
- **Signature Assignment: In GED 651 Understanding Emotional/Behavioral Disorders,** candidates conduct a comprehensive case study on a student with emotional and behavioral challenges. An extensive report is completed and presented in class using power point format. The report must include the following components:
  - Demographic data on the student
  - Description of the school and community
  - Educational history ( schools attended, reason for initial referral, pre-referral interventions, results of multi-disciplinary evaluation, disability category, placement decisions, IEP goals and objectives, behavior support plan)
  - Family system elements
  - Classroom accommodations
  - Observational information related to goals and objectives
  - Teacher/paraeducator interviews
  - Summary and synthesis ( comparison of student's characteristics with those described in textbook or other research, i.e. Which characteristics were identified in the student? Integrate at least three (3) sources from the literature with what you observed in your case study)
  - Appendices – to include student work samples, teacher/paraeducator interview questions/answers.

- **Signature Assignment:** In GED 652, Methods for Teaching Students with Autism Spectrum Disorders, candidates. Candidates will develop an organizational/self-regulation system for an individual student with ASD that includes each of the following: 1) Daily Class/ Subject-Schedule; 2) Task Completion-Due Dates; 3) Long-Short-Term Assignments Planning; 4) DIS services; 5) Sensory Diet; 6) Assignment Notification; 7) Anticipation of Change; 8) Relaxation System; 9) Communication of Needs/Questions.
- **Signature Assignment:** In GED 661, Early Childhood Special Education Curriculum, Services and Supports, candidates develop an Individual Activity Plan with Inclusive Strategies for a young child with special needs. Candidates work in small collaborative groups to identify at least two instructional objectives in four different domains. Each group describes two activities that are appropriate in addressing these objectives across domains. For each activity, they describe the following: 1) The objectives and their relationship to the IEP goals; 2) The adaptations and accommodations needed for the child including EL needs; 3) The environment/setting and materials needed; 4) The data collection system; 5) The way that family members are included in the activity; 6) Inclusive strategies for accomplishing curriculum adaptation, scheduling, class composition, grouping, and transitioning; 7) The roles and responsibilities of paraprofessionals in instruction.
- **Signature Assignment:** In GED 672, Philosophy of Education, candidates develop their own individual philosophy of education that addresses the following components: their view of students and the role of education, identification of strands of philosophical thought studied in the course (e.g., Idealism, Essentialism, Progressivism, Pragmatism), and be able to relate components of the professional standards for their field to a current issue in education.
- **Signature Assignment:** In GED 689P, candidates develop a power point presentation to provide an overview of their research study that is ultimately presented before a faculty panel. The power point summarizes their topic area, research questions, methodology, population, data collection and findings.

## 2. *Dispositions of Noble Character Assessments*

Candidates self-assess at three junctures and professors assess Dispositions at a single point within the MA SPED / Clear Education Specialist Program:

- Introductory Self-Assessment (GED 658/ 658F)  
(Students will upload Self-Assessment into TaskStream)
- Disposition Assessment by professor (GED 658)
- Students also self-assess in GED 659 and GED 672