Masters In Teaching Degree
Single Subject Preliminary Credential
Multiple Year Assessment Plan
2015-2016

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to biennially undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. This recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

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

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cycle Year	1	2	3	4	5	6	7
General Accreditation Activities for Education Accreditation Organizations	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices VISIT: CTC CAEP NCATE	Program Data Collection CTC & NCATE FOLLOW UP AS NEEDED
Due to CTC	Biennial Report		Biennial Report		Biennial Report		
Due to AACTE	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
Due to NCATE/ CAEP	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

Methods of Assessment and Criteria for Success

Though analyzed biennially, data is collected for each year of the assessment cycle. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures for each program/licensure. Faculty responsible for evaluating assessments are trained and calibrated to strengthen the validity of the process. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Student Learning Outcomes and

Curriculum Maps for this alignment.) Using Taskstream as the primary data management system, the program collects ongoing data from these assessments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met.

Each direct signature assessment is evaluated using a four point rubric. The direct assessments for this program and supporting rubrics are listed below. All candidates are expected to be at the "proficient level of performance with a score of "3" or above in each rubric criteria.

Direct Measures:

Evaluation Instrument for Credential	Description	8A, 5, 6, 9, 3, 4, 12, 13, 10, 11
EDU 600 Foundations of Education and Learning Theory Signature Assessment	**Candidates respond to broad questions during an in-class reflection. This reflection includes knowledge gained throughout the course.**	8A, 5, 6, 9, 3, 4, 12, 13, 10, 11 PLO 1, 2, 3 Introduced
EDU 620 Literacy Instruction for Secondary Teachers Signature Assessment	**Candidates respond to broad questions during an in-class reflection. This reflection includes knowledge gained throughout the course.**	7B, 11 PLO 1, 2, 3 Developed
TPA 1 – Subject-specific pedagogy	**Candidates respond to a performance task in the area of Subject-Specific Pedagogy.**	PLO 1, 2, 3 Developed
TPA 2 – Designing instruction	**Candidates respond to a performance task in the area of Designing Instruction.**	PLO 1, 3 Developed 2 Mastered
TPA 3– Assessing Learning	**Candidates respond to a performance task in the area of Assessing Learning.**	PLO 1, 2 Developed 3 Mastered
TPA 4–Culminating Teaching Experience	**Candidates respond to a performance task in the area of Culminating Teaching Experience.**	PLO 1, 2, 3 Mastered