

Assessment Activities

Methods of Assessment and Criteria for Success Liberal Studies Degree and Preliminary Credential

Currently, assessment data is collected through internal and external sources. Undergraduate and graduate staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below.

Course/Experience:	PLO Assessed:	Frequency:
MTH 223 – Final Exam	1c	Annually, Spring
EDU 304/324 – Disposition Assessments	2b, 3a, 3b	Annually, Fall and Spring
EDU 402 – Signature Assignment	1d, 2a, 2b	Annually, Fall and Spring
EDU 306- Signature Assignment	1a, 1b, 1c, 1d, 2a	Annually, Fall and Spring
EDU 324 – Teaching Performance Assessment	1c, 1d	Annually, Spring
Fieldwork – Performance Feedback	3a, 3b	Seniors only, every four years

1. California Teacher Performance Assessments

The California Teaching Performance Assessment (CalTPA) is a series of four performance assessments of an initial candidate's ability to demonstrate competency of the Teaching Performance Expectations (TPEs). CalTPA Task 2 is required of Multiple Subject candidates in their senior year as a Liberal Studies major (during EDU324). The results of 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 with a score of 3 or 4 on a 4-point rubric and measures the following PLOs: **1.(c) candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom; and 1.(d) candidates will demonstrate the efficient acquisition of, and appropriate use of, information from a variety of sources for specific content instructional planning.**

2. 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. 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 EDU402, *Research Based Learning Theory*, taken by all sophomores, candidates are provided 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. The Wesleyan perspective of service through the venue of education is developed. The signature assignment is a written and oral presentation graded on a rubric (attached) that measures PLOs **1.(d) candidates will demonstrate the efficient acquisition of, and appropriate use of, information from a variety of sources for specific content instructional planning; 2.(a) candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities; and 2.(b) candidates will apply faith-based influences and beliefs within professional/educational settings.**
- **Signature Assignment:** In EDU304, *Legal, Ethical and Wesleyan Perspectives on Education*, taken by all sophomores, candidates complete a self-assessment on their Dispositions of Noble Character. Professors complete the same assessment about the candidate from their perspective. This gives both the candidate and the professor an opportunity to reflect on the candidates' demonstration of PLOs **2. (b) Candidates will apply faith-based influences and beliefs within professional/educational settings; 3. (a) Candidates will reflect on and engage in professional and spiritual growth opportunities in educational and personal settings, and 3. (b) candidates will serve effectively within their communities and in educational settings.** This is assessed on a rubric based on fieldwork experiences and class participation.
- **Signature Assignment:** In EDU306, *Principals of Language Acquisition*, candidates respond to a case study with relevant teaching strategies and design an ELD lesson plan appropriate for students who are English learners. This signature assignment assesses PLOs **1.(a) Candidates will demonstrate effective presentation skills, one-on-one and with groups, 1.(b) Candidates will produce effective written communication; 1.(c) Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom, 1.(d) Candidates will utilize specific content information from a variety of sources for instructional planning, and 2.(a) candidates apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.**
- **Final Exam, MTH223:** This course develops the math skills and concepts of the candidate who will be teaching the California state standards in mathematics to elementary students in K-6th grade. The final exam measures the candidate's ability to construct geometric figures using a compass and straight edge; to compute area and volume; and to use probability and statistics to solve problems. This final exam assesses PLO **1.(c) Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom.**

3. Fieldwork assignments

Each Education course has a required fieldwork component where each candidate must spend a minimum of 15 hours in a K-12 classroom to observe teaching practice, participate in

teaching diverse children, employ reading, math and ELD instruction, and integrate their faith, beliefs, personal, professional and spiritual selves into the community. The host teachers rate the candidates' service in the classroom assessing the following PLOs: **3(a) candidates will reflect on and engage in professional and spiritual growth opportunities in educational and personal settings, and 3(b) candidates serve effectively within their communities and in educational settings.**

4. Exit Surveys for Program Completers

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. These surveys occur at the end of the credential experience on the graduate campus. These surveys assess the following PLOs: **2.(a) candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities; and 2.(b) candidates will apply faith-based influences and beliefs within professional/educational settings; 3(a) candidates will reflect on and engage in professional and spiritual growth opportunities in educational and personal settings, and 3(b) candidates serve effectively within their communities and in educational settings.**

5. Follow-up Surveys

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. These surveys occur at the end of the credential experience on the graduate campus. These surveys assess the following PLOs: **3(a) candidates will reflect on and engage in professional and spiritual growth opportunities in educational and personal settings, and 3(b) candidates serve effectively within their communities and in educational settings.**