

**Single Subject Preliminary Credential**  
**Evidence of Candidate Learning**  
**Summer 2014**

For each year of the assessment cycle, data is collected through internal and external sources. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.)

Using Taskstream as the primary data storage system, the program analyzes assessment data biennially to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. This evidence of candidate learning is reported in the CTC Biennial Report. (Please see the Biennial Report 2012-14 in Points of Distinction for actual data tables citing evidence of student learning.)

In the analysis, strengths and areas for improvement are identified to include: a) candidate competence; and b) program effectiveness. Based upon the findings, the programmatic changes and improvements are implemented to improve candidate performance, program quality and program operations.

**Analyses and Discussion of Candidate and Program Data**

**1-3**

Cal TPA: Candidates' results show that of all the criterion (1-8), Criterion number 5 "Making Adaptations" is where they are the least prepared. The Criterion in which they are best prepared is number 3, "Describing Classroom Environment. Overall our candidates performed very well, scoring 3.22 out of 4.0.

EDU 600: The overall mean scores for 2012 and 2013 for the Key Assessment in EDU600, across Regional Centers, indicate that candidates successfully met the program and course outcomes, and the candidate learning outcomes.

EDU 620: The overall mean scores for 2012 and 2013 for the Key Assessment in EDU620, across Regional Centers, indicate that candidates successfully met the program and course outcomes, and the candidate learning outcomes.

DISPOSTION ASSESSMENT: The average in the Disposition Data for 2012 and 2013, which includes both student self-assessment and faculty assessment, indicate that candidates rate themselves very high and faculty rate them high as well. There is no statistically significant difference between the 2012 and 2013 Disposition Data.

EXIT SURVEY: The Data for this Survey consistently shows for both 2012 and 2013, that candidates rated themselves not as highly prepared in formal preparation for teaching, in the area of conducting a parent/teacher conference. Survey results for both years, 2012 and 2013, indicate that, candidates overall, rated the program as having improved in the degree of support from University Supervisors, and in the areas of constructing lesson plans, reflecting on their own teaching and being able to make changes based on that reflection and more able to collaborate with teachers in the school setting. The School of

Education faculty contends that with the implementation of a Co-teaching Model for Clinical Practice, Candidates will begin to feel more prepared to conduct Parent/Teacher conferences.