

**MS and SS Clear
EVIDENCE OF STUDENT LEARNING**

Assessment Instruments

A signature assignment is required for each course. Data collected through the assignment is uploaded to Task Stream. Also collected is on-going formative data on Dispositions of Noble Character. Additional assessments are conducted by each professor and utilized to formulate a grade for each candidate. Data is analyzed biennially resulting in ongoing changes for program improvement. In the 2014-2015 school year there was no biennial report due to the California Teacher for Credentialing. The following cites a summary of evidence of the student learning which has been used for continued improvement.

Evaluation Instrument (Direct)	Description	Standards Assessed
GED 641 (Signature Assignment)	School Communities in a Pluralistic Society	5g, 5h, 6a.1, 6b.1, 6b, 6c, 6d, 5g, 5h
GED 642 (Signature Assignment)	Teaching Strategies for English Learners	6a, 6a.1, 6a.2, 6a.3, 6a.4, 6a.5, 6b, 6c, 1,3,19,24
GED 673 (Signature Assignment)	Culminating Questions and Reflections Guide	1a-e,f, 2a, 4a-h, 5a-i, 6a-d
GED 677 (Signature Assignment)	Teaching Strategies for Special Populations	6b.1-6b.6

Summary: Evidence and Analysis of Candidate and Program Data

GED 641:

Strengths: Although the data represents a small number of students, all students met the program learning outcomes for presentation skills, oral and written, and use of information sources.

Areas for Improvement: This course will undergo a change in the rubric criteria for scoring the signature assignment, as we have found through candidate data we are mixing content knowledge with presentation criteria, giving us a false sense of candidate knowledge in some cases. Because of this we were unable to determine actual candidate acquisition of the Course Learning Outcomes.

GED 642:

Strengths: Students at all regional centers met the program learning outcomes.

Areas for Improvement: Students scored lower in criteria related to “assessment of student outcomes” and “self-reflection for improved teaching”. Also, Clear Credential Program faculty need to evaluate communication strategies of program coding in our assessment collection data system in order to better identify clear program participants.

GED 673:

Strengths: Students at all regional centers met the program learning outcomes.

Areas for Improvement: Students scored lower in criteria related to “reflecting on student needs”, similar to the previous lowest scoring criteria in GED642.

GED 677:

Strengths: Students at the Mission Valley Regional Center met the program learning outcomes.

Areas for Improvement: Students scored lower in criteria related to “using specific strategies for student success” and “differentiation”, which would show a trend with previous lowest scoring criteria in GED641 and 642. Assessing student need and planning strategies based on that analysis is the overall area for improvement.

ALL COURSES: All syllabi and accompanying assignments will be reviewed to ensure adequate instruction of the common core standards at the graduate level.

DISPOSITION ASSESSMENT: Overall, the candidates exhibited exceptional dispositions of noble character. However, the data for the dispositions assessment reflects students who score lower in “perseverance with challenge”, “spirit of collaboration”, and “self-awareness/calling”.

EXIT SURVEY: The data for the exit survey reflects students’ feedback that they need more preparation in “classroom management techniques” and “strategies to assess student learning”.