

**MS and SS Clear
EVIDENCE OF STUDENT LEARNING 2015-2016**

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. 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 668 (Signature Assignment)	Leading Inclusive Practices, English Language 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 School Communities in a Pluralistic Society Signature Assignment

Strengths: Although the data represents a small number of students (less than ten), all students who took this course during the 2015-2016 academic year met the program learning outcomes for presentation skills, oral and written, and use of information sources.

Areas for Improvement: This course underwent a change in the rubric criteria for scoring the signature assignment, as it was found through candidate data we are mixing content knowledge with presentation criteria, giving us a false sense of candidate knowledge in some cases. We will continue to gather data for another year before making any further changes.

GED 668 Leading Inclusive Practices, English Language Learners Signature Assignment

Strengths: All students at the regional centers who took this course during the 2015-2016 academic year met the program learning outcomes. However, the data represents a small number of students (less than ten).

Areas for Improvement: In the previous year, students scored lower in criteria related to “assessment of student outcomes” and “self-reflection for improved teaching”. During 2015-2016, there were gains in this area.

GED 673 Culminating Questions and Reflections Guide Signature Assignment

Strengths: All students at the regional centers who took this course during the 2015-2016 academic year met the program learning outcomes. However, the data represents a small number of students (less than ten).

Areas for Improvement: Additional data will be gathered for another year before any recommended changes will be made.

GED 677 Teaching Strategies for Special Populations Signature Assignment

Strengths: Although the data represents a small number of students (less than ten), all students who took this course during the 2015-2016 academic year met the program learning outcomes.

Areas for Improvement: Students scored lower in criteria related to “using specific strategies for student success” and “differentiation”, which they also did during the 2014-2015 academic year. This may show a trend. Continuing to assess student need and subsequently 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.