

## Multiple Year Assessment Plan Master of Arts in Special Education Education Specialist Clear Credential

Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in-depth, internal and external review process.

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

### *CTC Seven Year Cycle of “Red Cohort” Activities:*

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection  Program Assessment	Institutional Data Collection  Biennial Report	Institutional Data Collection  Site Visit	Institutional Data Collection  Site Visit follow-up	Institutional Data Collection  Biennial Report	Institutional Data Collection	Institutional Data Collection  Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7 <sup>th</sup> Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7 <sup>th</sup> Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

### *CTC Accreditation Cycle*



## Assessment Activities

### **Methods of Assessment and Criteria for Success Master of Arts in Special Education Education Specialist Clear Credential**

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below. Accompanying forms and rubrics are included in the appendix.

#### ***1. Coursework Assessments (2008)***

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 GED 622, Advanced Assessment and Behavioral Analysis,** the signature assignment requires candidates to complete a comprehensive philosophy and action plan of assessment and behavior support to include: their personal beliefs and philosophy about their approach to assessment and behavior interventions and supports, identification of a viable set of rules and expectations for a classroom based on this philosophy (specifying the grade level, number of students and types of disabilities involved), and specific consequences for noncompliance with rules. This includes how the rules and expectations are taught and used to establish a positive classroom environment for students and established guidelines for individual behavioral needs, procedures, room arrangement, and supports as appropriate.
- **Signature Assignment: In GED 650: Universal Access: Equity for All Students, candidates, given** the Universal Design lesson planning forms, design, rather than retrofit, and implement a standards-based curricular lesson for a unit of study. This assignment demonstrates deepened understanding of: equitable access and implementing differentiated strategies (content, product, process). This creates a powerful standards-aligned lesson responsive to the needs of diverse learners (special education, English Learners, gifted/talented, cultural diversity, at-risk).
- **Signature Assignment: In GED 656, Shared Leadership, Legislation, and Due Process, candidates,** through observation and data collection, produce a school scan that documents the following elements of their school environment: policies and procedures enhancing collaborative teams, leadership styles, instructional resources, inclusive policies and practices or those not implemented, problem solving strategies that they are encouraged to use, classroom organizational systems, identifying what is working well, and areas for improvement.
- **Signature Assignment: In GED658, Reflective Coaching Seminar and Induction,** for special education "Education Specialist" clear credential candidates complete and submit the Education Specialist Individual Induction Plan (IIP) Plan, which is the process for Teacher Induction. Candidates, in collaboration with faculty, frame the path for the

expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth.

- **Signature Assignment: In GED 672, Philosophy of Education**, candidates submit a five page paper that addresses their personal philosophy of education, identifies specific strands and elements of philosophical thoughts studied in the course and having an influence on their personal philosophy, addresses the alignment of their philosophy with the conceptual framework, and apply that philosophy by developing a strategic response to a current issue in education.
- **Signature Assignment: In GED 652 Methods for Teaching Students with ASD**, candidates will develop an organizational and self-regulation system for an individual student in a Word document that includes each of the following: a daily class/subject schedule, task completion due dates, long and short term assignment planning, DIS services, sensory diet, assignment notification, anticipation of change, relaxation system, and communication of needs/questions.

## ***2. Dispositions Assessments (2010)***

Candidates will be assessed a minimum of three times during the Master's in Special Education program:

- Introductory Self-Assessment and Professor Assessment
- Mid-Program Self-Assessment and Professor Assessment
- Final Disposition Self- Assessment and Professor Assessment

Candidates will upload dispositions on to TaskStream where they will be reviewed by faculty

## ***3. Exit Surveys for Program Completers (2009)***

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 informing areas for program improvement.

## ***4. Follow-up Surveys (2011)***

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.