

**Multiple Year Assessment Plan**  
**Master of Arts in Education: Concentration in Teaching and Learning**  
**CLAD Certificate**

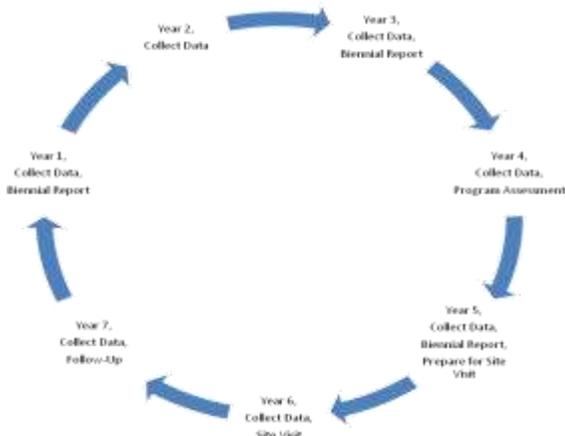
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation 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 CTS 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 Education: Teaching and Learning CLAD Certificate**

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** EDU 601, Language Acquisition and Diverse Populations, candidates focus on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socio-economically diverse are introduced and applied through fieldwork experiences. The signature assignment focuses on a holistic student assessment to include anecdotal data, conference notations, assessment of ELD abilities, and literacy assessments and reflections on the assessment analysis to drive the student's learning goals for growth.
- **Signature Assignment: In** GED 642, Teaching Strategies for English Learners, the signature assignment requires candidates design a one-week ELD or SDAIE unit of study for one of the classes they currently teach. The PLNU lesson plan format is used and includes both ELD and Content standards, as well as language and content objectives appropriate to the level of proficiency of the EL students in their current class. The candidates list the instructional texts, strategies, technology, assessment techniques, and any supplemental teaching materials that are used to help meet the needs of the EL students. A reflection at the end of each lesson describes what successes the students attained, how the lesson impacted student learning and what the candidate would do to improve on their practice in future lessons.
- **Signature Assignment: In** GED 641, candidates report on a particular cultural group present in their school district. Candidates research the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal), and how to best reach and teach these children. The project includes a reflection section on the most significant learning to the candidate and the application to teaching.

- **Signature Assignment: In GED 668, Bilingual Education and Specially Designed Academic Instruction, candidates develop** knowledge, skills, and dispositions in the foundations of English language literacy development and content instruction with an emphasis on English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), instructional planning and organization, components of effective instructional delivery, and the effective use of resources. The signature assignment involves the development of a SDAI lesson plan.

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

Professors of Reading Certificate courses will focus on entire dispositions and these specific dispositions:

- GED628 – All Dispositions
- GED694 – Disposition #4 Spirit of Collaboration, Flexibility and Humility
- GED692 – Disposition #5 Harmony in the Learning Community
- GED693 – Disposition #8 Diligence in Work Habits and/ Responsibility for Learning
- GED698 – Disposition #2 Honesty and Integrity

## ***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 identifying 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.