

## Multiple Year Assessment Plan Master of Arts in Education: Concentration in Teaching and Learning Reading Certificate

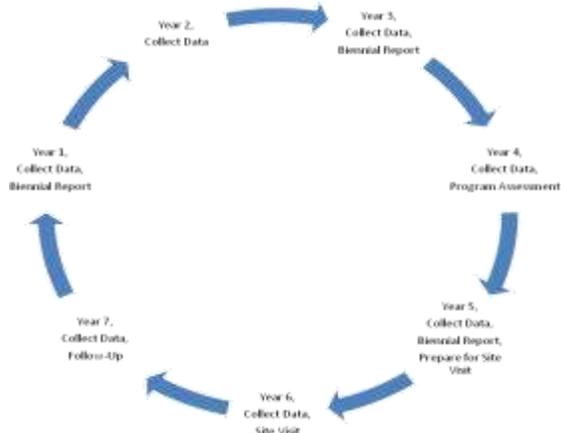
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle accreditation cycle provides the structure for this ongoing, in depth, intern 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<br><br>Program Assessment             | Institutional Data Collection<br><br>Biennial Report | Institutional Data Collection<br><br><b>Site Visit</b>            | Institutional Data Collection<br><br>Site Visit follow-up | Institutional Data Collection<br><br>Biennial Report                      | Institutional Data Collection | Institutional Data Collection<br><br>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<br>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<br>Sept: 10-12 wks<br>Oct: 12-16 wks | None                          | -CTC Staff feedback in Aug: 8-10 wks<br>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 Reading**

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 informing areas for program improvement. Rubrics may be found in the appendix.

- **Signature Assignment:** IN GED 628, Using Technology to Support Student Learning, candidates will demonstrate their understanding course content with the integration of technology and a standards-based curriculum through the development of a lesson plan. Standards will be identified, the hardware, software and internet resources listed, the evidence that will be used to monitor students' progress, and differentiated strategies for diverse learners.
- **Signature Assignment:** In GED 692, Standards Assessment and Instruction: Comprehending and Composing Written Language, candidates will present a culminating portfolio to include a strategy demonstration plan, literature logs, reflective logs and the sharing of reading strategies.
- **Signature Assignment:** In GED693, Research-based Intervention Models and Strategies, candidates will present a culminating portfolio to include diagnostic folders, thumbnail sketches of students, and an outline of a proposed intervention for research.
- **Signature Assignment:** In GED 694, Standards, Assessment, and Instruction: Word Analysis, Fluency, and Systematic Vocabulary Development, candidates will present a culminating portfolio to include reflection logs, two fluency assessments, and two fluency action plans.
- **Signature Assignment:** In GED 698, Special Studies in Education: Literacy Field Studies, will conduct an action research and present a paper to include an introduction, the design and methodology, results and reflections, and an appendix.

#### ***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.