

**Master of Arts in Teaching (MAT)**  
**Preliminary Education Specialist Mild/Moderate and Moderate/Severe Credentials**  
**Multiple Year Assessment Plan**  
**2011-12**

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:*

<b>Academic Year (AY)</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Cycle Year</b>	4	5	6	7	1	2	3
<b>Accreditation Activity</b>	Institutional Data Collection  Program Assessment	Institutional Data Collection  Biennial Report	Institutional Data Collection  <b>Site Visit</b>	Institutional Data Collection  Site Visit follow-up	Institutional Data Collection  Biennial Report	Institutional Data Collection	Institutional Data Collection  Biennial Report
<b>Due to CTC</b>	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)
<b>Due dates</b>	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
<b>COA/CTC Feedback What &amp; When</b>	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
<b>Notes</b>							

## CTC Accreditation Cycle



### Methods of Assessment and Criteria for Success

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to determine a set of balanced assessment measures. They are listed below. All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria. The assessments are listed below.

#### *1. Coursework Assessments*

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. Annually (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 EDU 600, Foundations of Education, the signature assignment requires candidates to demonstrate an understanding of research-based learning theories by choosing a method of delivery for the lesson and presentation. The PLNU lesson plan format is used and includes both ELD and Content standards. The candidates demonstrate knowledge of research-based theories and principles of human learning and development through this assessment. A reflection at the end of the lesson describes how the theories affect learning and resonate with the candidates’ beliefs.
- **Signature Assignment:** In EDU 610, Methods of Teaching Reading and Writing , candidates complete a Literacy Case Study on a student from their fieldwork experience. Candidates prepare their case study using the teaching and learning cycle: plan, teach reflect, and apply to communicate next steps for this student.
- **Signature Assignment:** In EDU 650, Assessment Procedures and Services for Students with Disabilities, candidates complete a Positive Behavior Support Plan for a student with behavior challenges by reviewing a case of a student who requires a functional

behavioral analysis and behavior support plan. The analysis includes the steps taken for the functional behavioral analysis, (slow and fast triggers, communicative intent, etc.), the assessment results, 3 goals/objectives for the IEP to include: behavior reduction, teaching of an alternative skill, and increasing the quality of life. The plan includes materials, technology, supports, assessment system as well contacts with all stakeholders (student, parents, DIS, etc.) and when the team will reassemble to review progress or lack of progress. A personal reflection is also be completed to identify new learnings and personal philosophy on supporting students with behavioral challenges.

- **Signature Assignment:** In EDU 652, Collaboration and Consultation for IEPs, an Instructional Collaboration Project is completed by candidates. They use the Instructional Collaborative Lesson planning template as well as California State Standards to prepare a comprehensive lesson that delineates the role of a special education teacher, DIS provider, and paraeducator in collaboration with the general education staff in meeting the diverse needs of the students with disabilities and English Learners with special needs. The lesson includes: 1.) the content area and supporting standards, 2.) lesson objectives, 3.) considerations for 3 select students, their IEP objectives and specific supports and services as well as the data collection that will be integrated, 4.) co-teaching approaches used, 5.) room arrangement, 6.) materials, 7.) assessment products, 8.) a five step lesson with the responsibilities of each staff member delineated, and 9.) Lesson follow-up and reflection.
- **Signature Assignment:** In GED 672, Philosophy of Education, candidates develop their own individual philosophy of education that addresses the following components: their view of students and the role of education, identification of strands of philosophical thought studied in the course (e.g., Idealism, Essentialism, Progressivism, Pragmatism), and be able to relate components of the professional standards for their field to a current issue in education.
- **Signature Assignment:** In GED 689P, candidates develop a power point presentation to provide an overview of their research study that is ultimately presented before a faculty panel. The power point summarizes their topic area, research questions, methodology, population, data collection and findings.

## ***2. Dispositions of Noble Character Assessments***

Again, utilizing Task Stream candidates are assessed by professors on the School of Education Dispositions of Noble Character. Candidates also self-assess on the Dispositions at several established junctures within the MAT Education Specialist program. All disposition assessments are uploaded into Task Stream:

- Self-Assessment (EDU 600)
- Professor Assessment ( EDU 600)
- Self-Assessment ( EDU 612/ EDU 654)
- Professor Assessment ( EDU 612 / EDU 654)
- Self-Assessment ( EDU 6CP1/6CP2)
- Professor Assessment ( EDU 6CP1/6CP2)