

Masters In Teaching Degree
Moderate Severe Preliminary Credential
Multiple Year Assessment Plan
2015-2016

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to biennially undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. This recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

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

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cycle Year	1	2	3	4	5	6	7
General Accreditation Activities for Education Accreditation Organizations	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices VISIT: CTC CAEP NCATE	Program Data Collection CTC & NCATE FOLLOW UP AS NEEDED
Due to CTC	Biennial Report		Biennial Report		Biennial Report		
Due to AACTE	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
Due to NCATE/ CAEP	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

Methods of Assessment and Criteria for Success

Though analyzed biennially, data is collected for each year of the assessment cycle. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures for each program/licensure. Faculty responsible for evaluating assessments are trained and calibrated to strengthen the validity of the process. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Student Learning Outcomes and

Curriculum Maps for this alignment.) Using Taskstream as the primary data management system, the program collects ongoing data from these assessments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. At least one direct and two indirect measures are used for each Learning Outcome.

Each direct signature assessment is evaluated using a four point rubric. The direct assessments for this program and supporting rubrics 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 criterion.

Direct Measures:

Evaluation Instruments for the Credential	Description	Standards Assessed
EDU 600 Foundations of Education and Learning Theory Signature Assessment	Candidates respond to broad questions during an in-class reflection. This reflection includes knowledge gained throughout the course.	CTC program standards 8A, 5, 6, 3, 4, 13 PLO 1
EDU 610 Methods of Teaching Reading and Writing Signature Assessment	Candidates respond to broad questions during an in-class reflection. This reflection includes knowledge gained throughout the course.	CTC program standards 7A, 10, 16 PLO 1,2
EDU 650 Assessment Procedures and Services for Students with Disabilities Signature Assessment	Students respond to a series of writing prompts designed to demonstrate their understanding of the course learning outcomes. For this course, that is: application and use of assessment procedures and services as they relate to students with disabilities in the identification of the disability and in the development of the individual education plans for students.	CTC program standards 4, 5, 8, 10 ; M/S 2,4, 6 PLOs 1,2
EDU 652 Instructional Collaboration Project for Co-	Candidates prepare a co-teaching lesson plan to delineate the role of a special education teacher, DIS,	CTC program standards 10, 12, 16, 22, 23

Teaching Signature Assessment	and paraeducator in collaboration with the general education staff in meeting the diverse needs of the students with mild/moderate/severe disabilities and English Learners with special needs.	PLOs 1, 2, 3
TPA 1 – Subject-specific pedagogy	Candidates respond to a performance task in the area of Subject-Specific Pedagogy.	CTC program standards 3,4, 5, 6, 7A, 8A,10, 13, 16 PLOs 1,2,3
TPA 2 – Designing instruction	Candidates respond to a performance task in the area of Designing Instruction.	CTC program standards 3,4, 5, 6, 7A, 8A,10, 13, 16 PLOs 1,2,3
TPA 3 – Assessing Learning	Candidates respond to a performance task in the area of Assessing Learning.	CTC program standards 3,4, 5, 6, 7A, 8A,10, 13, 16 PLOs 1,2,3
TPA 4 - Culminating Teaching Experience	Candidates respond to a performance task in the area of Culminating Teaching Experience.	CTC program standards CTC program standards 3,4, 5, 6, 7A, 8A,10, 13, 16 PLOs 1,2,3