

Masters In Education
Multiple and Single Subject Clear Credential (Education Generalist)
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.

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 Credential	Description	Standards Assessed
GED 641 Leading Inclusive Practices, Diverse Cultural Communities	Students will be required to 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 inclusive practices with regard to cultural concepts and perspectives when designing equitable and inclusive learning environments for all students in regards to race, socioeconomic status, culture, gender, sexual orientation, as well as academic, linguistic and family background in classrooms, the K-12 or college educational system as a whole or other environments that address the needs of young adults.	CTC Clear Program Standards Addressed: 4, 5, 6, 6a,6b Program Learning Outcomes: PLO1, PLO2
GED 668 Leading Inclusive Practices, English Language Learners	Students will be required to 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 inclusive practices, as it relates to English Language Learner students. When answering the prompts,	CTC Clear Program Standards Addressed: 4, 5, 6, 6a, 6b Program Learning Outcomes: PLO 1, PLO2, PLO3

	<p>candidates are expected to utilize the academic vocabulary specific to this content area and focus of this course. The prompts in this assignment include:</p> <ol style="list-style-type: none"> 1. Clearly describe how specific and multiple SDAIE teaching strategies support mastery of content learning for ELL students and differ from teaching native English speakers. 2. How will the application of these differentiated teaching strategies provide equal access and opportunity for EL academic success. 3. Provide an example of how you would utilize a variety of strategies, differentiated practices and assistive technologies to afford EL students equal access to the curriculum. 	
<p>GED 673 Culminating Reflection: Student Growth and Evidence</p>	<p>Candidate will reflect in a two to three page essay what they have learned about teaching regarding your content knowledge, delivery of instruction, student assessment and next steps for professional development. This assignment will be “on demand” and guided by specific prompts.</p>	<p>CTC Clear Program Standards Addressed:</p> <p>3, 4, 5, 6, 6a, 6b</p> <p>Program Learning Outcomes:</p> <p>PLO 1, PLO2, PLO3</p>
<p>GED 677 Leading Inclusive Practices, Special Populations</p>	<p>Students will be required to 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 inclusive practices as it relates to students of special</p>	<p>CTC Clear Program Standards Addressed:</p> <p>5, 6, 6a, 6b</p> <p>Program Learning Outcomes:</p> <p>PLO 1, PLO2, PLO3</p>

	<p>populations (i.e., students at risk, students with disabilities, English language learners, and students who are gifted and talented).</p> <p>When answering the prompts, candidates are expected to utilize the academic vocabulary specific to this content area and focus of this course. The prompts in this assignment include:</p> <p>Describe your philosophy regarding inclusive practices for students of special populations, and provide a rationale for your position.</p> <p>Demonstrate your understanding regarding how school-based support structures and resources can assist students of special populations in reaching common core standards in the general education environment.</p> <p>Delineate how you will utilize a variety of strategies, differentiated instructional and/or counseling practices, and assistive technologies to provide equal access and opportunity to meet the needs of students of special populations.</p> <p>Explain the importance of collaboration between school and home, and elaborate how you can effectively collaborate with parents and other professionals to meet the needs of students of special</p>	
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