

Masters In Teaching Degree
Reading and Language Added Authorization
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 Instrument	Description	Standards Assessed
<p>GED 628 Signature Assessment: Using Technology to Support Student Learning</p>	<p>Candidates will 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 technology, as it relates to enhancing instruction for all students, meeting the needs for all learners including EL, At-risk, Resource, Special Needs & GATE populations.</p>	<p>CTC RLAA Program Standards Addressed:</p> <p>RLAA 3,5,7,8,9,10</p> <p>PLO 1-Introduced PLO 3-Developed</p>
<p>GED 696 Signature Assessment: Literacy Portfolio</p>	<p>Candidates will teach a minimum of 2 literacy lessons to the whole class. They will incorporate a whole class or small group assessment within these lessons. Based on this assessment, candidates will choose two struggling readers to observe, assess, and later intervene (in the next course).</p> <p>The students should be performing at differing levels of literacy acquisition. One of the students should be achieving at</p>	<p>CTC RLAA Program Standards Addressed:</p> <p>RLAA 2.5 ,3.1, 3.2a-f, 3.6, 4.1-3, 5.A, 5.A1-5.A4, 5B1-5B3,</p> <p>PLO 1-Introduced PLO 2-Developed PLO 3-Developed</p>

	<p>a primary level of literacy acquisition (PreK-3) and one at an intermediate level (Grade 4 and higher). Additionally, at least one of the two students should be an English Language Learner.</p> <p>Candidates will compile the information collected into a virtual portfolio. This assignment serves as an opportunity to demonstrate and reinforce knowledge and skills that are embedded in the Reading and Literacy Added Authorization Program and curriculum standards.</p>	
<p>GED 697 Signature Assessment: Literacy Fieldwork</p>	<p>Candidates will create and implement a systematic intervention plan based on the data gathered in GED 696 for the two students. Candidates will report on their process, findings, and reflections. This assignment serves as an opportunity for you to demonstrate and reinforce knowledge and skills that are embedded in the Reading Certificate Program and curriculum standards.</p>	<p>CTC RLAA Program Standards Addressed:</p> <p>RLAA 1.2, 2.4-2.5, 3.1, 3.2a-g, 3.3-3.7, 4.1-4.5, 5.A1-5.A4, 5B1-2</p> <p>PLO 1-Developed & Mastered PLO 2-Mastered PLO 3-Mastered</p>

<p>GED 689/689P Written Presentation: Data Analysis, Findings, & Conclusions</p>	<p>Candidates will submit a formal report of their research topic, methods, data and analysis following the outline and format provided.</p>	<p>CTC RLAA Program Standards Addressed:</p> <p>CSTP 6.1-6.3</p> <p>Program Standards 3, 4, 5A</p> <p>PLO 1-Introduced & Developed PLO 2- Introduced & Developed PLO 3- Introduced & Developed</p>
<p>GED 689P Oral Presentation: Data Analysis, Findings & Conclusions</p>	<p>Candidates will present their research findings to a faculty panel with the use of a PowerPoint presentation.</p>	<p>CTC RLAA Program Standards Addressed:</p> <p>CSTP 6.1-6.3</p> <p>Program Standards 3, 4, 5A</p> <p>PLO 1-Mastered PLO 2- Mastered PLO 3 Mastered</p>