School of Education
Teacher Education Department
Multiple Subject and Single Subject Credential
PROGRAM ASSESSMENT

I. Program Goal 1

Credential candidates who graduate from this program will learn: Specific Pedagogical Skills for Subject Matter Instruction (TPE 1)

II Learning Outcomes

1A. Candidates plan instruction that addresses state-adopted academic content standards
1B. Candidates demonstrate the ability to teach to state-adopted academic content standards.

III Assessment Method(s)

- 1A(a)/1B (a) California Teaching Performance Assessment (CalTPA):
  - Task 1: Response to 4 scenarios focused on use of subject specific pedagogy in planning, instruction, assessment, and adaptations to meet needs of English Language Learners (ELL) and Special Needs (SN) K-12 students; Scored on a 4-point rubric
  - Task 2: Plan and reflect on lesson to meet needs of students in a specific classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (ELL & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
- 1A(b)/1B(b) California Teaching Performance Assessment (CalTPA)
  - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
  - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 1A(c)/1B(c) Cooperating Teacher Report
  - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 1A(d)/1B(d) Master Teacher Report
  - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 1A(e)/1B(e) University Supervisor Observation Reports

    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 1A(f)/1B(f) Key Assignment(s)
    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 1A(a)/1B(a) California Teaching Performance Assessment Tasks 1 and 2 are submitted for scoring the semester in which candidates are enrolled in Student Teaching I.
- 1A(b)/1B(b) California Teaching Performance Assessment Tasks 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 1A(c)/1B(c) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 1A(d)/1B(d) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 1A(e)/1B(e) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 1A(f)/1B(f) Key assignments are assessed at the point in each semester, typically the last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 1A(a)/1B(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 1A(b)/1B(b) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 1A(c)/1B(c) Cooperating Teachers
- 1A(d)/1B(d) Master Teachers
- 1A(e)/1B(e) University Supervisors
- 1A(f)/1B(f) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of TPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 2

Credential candidates who graduate from this program will learn: Monitoring Student Learning During Instruction (TPE 2)

II Learning Outcomes

2A. Candidates determine student progress toward achieving state-adopted academic content standards.

2B. Candidates use a variety of instructional strategies and techniques to support students' learning.

III Assessment Method(s)

- 2A(a)/2B(a) California Teaching Performance Assessment (CalTPA)
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students: an English Language Learner (ELL) and a Special Needs student (SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 2A(b)/2B(b) Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 2A(c)/2B(c) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 2A(d)/2B(d) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 2A(e)/2B(e) Professional Teaching Portfolio

- Candidates develop a Professional Teaching Portfolio in their final semester; the portfolio is scored on a 4-point rubric

IV Time Frame

- 2A(a)/2B(a) California Teaching Performance Assessment Task 4 is submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 2A(b)/2B(b) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 2A(c)/2B(c) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 2A(d)/2B(d) University Supervisor Observation Reports
  - Two (2) observation reports are completed during Student Teaching I.
  - Seven (7) observation reports are completed during Student Teaching II/III.
  - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 2A(e)/2B(e) Professional Teaching Portfolio is developed in the final semester of the program during the 18-week full-time student teaching.

V Who will do the Assessment?

- 2A(a)/2B(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 2A(b)/2B(b) Cooperating Teachers
- 2A(c)/2B(c) Master Teachers
- 2A(d)/2B(d) University Supervisors
- 2A(e)/2B(e) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of TPA assessors.
- Develop faculty professional development opportunities.
- Provide candidates with a document that detailed their strengths and areas of growth related to the Teaching performance Expectations and the California Standards of the Teaching Profession; this document is to share with the Induction Program Mentor assigned in their first year of teaching.

I. Program Goal 3

Credential candidates who graduate from this program will learn: Interpretation and Use of Assessments (TPE 3)

II Learning Outcomes

3A. Candidates identify a range of assessments.
3B. Candidates use, evaluate, and interpret a range of assessments.
3C. Candidates explain (give feedback) on assessment results.

III Assessment Method(s)

- 3A(a)-3C(a) California Teaching Performance Assessment (CalTPA):
  - Task 1: Response to 4 scenarios focused on use of subject specific pedagogy in planning, instruction, assessment, and adaptations to meet needs of English Language Learners (ELL) and Special Needs (SN) K-12 students; Scored on a 4-point rubric
  - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
  - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 3B(b)/3C(b) Master Teacher Report
  - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 3A(c)-3C(c) University Supervisor Observation Reports
  - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 3A(d)-3C(d) Key Assignment(s)
  - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 3A(a)-3C(a) California Teaching Performance Assessment Task 1 is submitted for scoring the semester in which candidates are enrolled in Student Teaching I. Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.

- 3B(b)/3C(b)/ Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 3A(c)-3C(c) University Supervisor Observation Reports
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 3A(d)-3C(d) Key assignments are assessed at the point in each semester, typically last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 3A(a)-3C(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 3B(b)/3C(b) Master Teachers
- 3A(c)-3C(c) University Supervisors
- 3A(d)-3C(c) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 4

Credential candidates who graduate from this program will learn: Making Content Accessible (TPE 4)

II Learning Outcomes

4A. Candidates identify, differentiate (prioritize), and schedule (sequence) content to be taught.

4B. Candidates select and use various instructional strategies, activities, and resources to facilitate K-12 student learning.

4C. Candidates identify and apply theories, principles, and instructional practices for K-12 students with special needs.

4D. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for K-12 special needs students.

4E. Candidates investigate and apply knowledge of K-12 student backgrounds and language abilities to provide differentiated instruction for ELL students

III Assessment Method(s)

- 4A(a)-4E(a) California Teaching Performance Assessment (CalTPA):
    - Task 1: Response to 4 scenarios focused on use of subject specific pedagogy in planning, instruction, assessment, and adaptations to meet needs of English Language Learners (ELL) and Special Needs (SN) K-12 students; Scored on a 4-point rubric
    - Task 2: Plan and reflect on lesson to meet needs of students in a specific classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (ELL & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
- 4A(b)-4E(b) California Teaching Performance Assessment (CalTPA)
    - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 4B(c)-4E(c) Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 4A(d)-4E(d) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 4A(e)-4E(e) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 4A(f)-4E(f) Key Assignment(s)
    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 4A(a)-4E(a) California Teaching Performance Assessment Task 1 and 2 are submitted for scoring the semester in which candidates are enrolled in Student Teaching I.
- 4A(b)-4E(b) California Teaching Performance Assessment Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 4B(c)-4E(c) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 4A(d)-4E(d) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 4A(e)/4E(e) University Supervisor Observation Reports
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 4A(f)-4E(f) Key assignments are assessed at the point in each semester, typically the last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 4A(a)-4B(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 4A(b)-4E(b) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 4B(c)-4E(c) Cooperating Teachers
- 4A(d)-4E(d) Master Teachers
- 4A(e)-4E(e) University Supervisors
- 4A(f)-4E(f) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 5

Credential candidates who graduate from this program will learn: Student Engagement (TPE 5)

II Learning Outcomes

5A. Candidates identify academic learning goals.

5B. Candidates demonstrate the ability to ensure active and equitable K-12 student participation.

5C. Candidates demonstrate the ability to monitor student progress and extend K-12 student thinking.

III Assessment Method(s)

- 5A(a)-5C (a) California Teaching Performance Assessment (CalTPA):
  - Task 1: Response to 4 scenarios focused on use of subject specific pedagogy in planning, instruction, assessment, and adaptations to meet needs of English Language Learners (ELL) and Special Needs (SN) K-12 students; Scored on a 4-point rubric
  - Task 2: Plan and reflect on lesson to meet needs of students in a specific classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (ELL & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
- 5A(b)-5C(b) California Teaching Performance Assessment (CalTPA)
  - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
  - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 5A(c)-5B(c) Cooperating Teacher Report
  - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 5A(d)-5C(d) Master Teacher Report
  - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 5A(e)-5C(e) University Supervisor Observation Reports
  - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student

teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.

- 5A(f)/5B(f) Key Assignment(s)
    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 5A(a)-5C(a) California Teaching Performance Assessment Task 1 and 2 are submitted for scoring the semester in which candidates are enrolled in Student Teaching I.
- 5A(b)-5C(b) California Teaching Performance Assessment Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 5A(c)/5B(c) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 5A(d)-5C(d) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 5A(e)-5C(e) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 5A(f)/5B(f) Key assignments are assessed at the point in each semester, typically the last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 5A(a)-5C(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 5A(b)-5C(b) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 5A(c)/5B(c) Cooperating Teachers
- 5A(d)-5C(d) Master Teachers
- 5A(e)-5C(e) University Supervisors
- 5A(f)/5B(f) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.

- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of TPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 6

Credential candidates who graduate from this program will learn: Developmentally Appropriate Teaching Practices (TPE 6)

II Learning Outcomes

6A. Candidates identify the important developmental characteristics of K-12 students.
6B. Candidates design developmentally appropriate instructional activities.
6C. Candidates demonstrate the ability to provide (teach) developmentally appropriate educational experiences.

III Assessment Method(s)

- 6A(a)/6C(a) California Teaching Performance Assessment (CalTPA):
    - Task 1: Response to 4 scenarios focused on use of subject specific pedagogy in planning, instruction, assessment, and adaptations to meet needs of English Language Learners (ELL) and Special Needs (SN) K-12 students; Scored on a 4-point rubric
    - Task 2: Plan and reflect on lesson to meet needs of students in a specific classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (ELL & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
    - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 6A(b)/6C(b) Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 6A(c)/6C(c) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert

Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)

- 6A(d)/6C(d) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 6A(e)/6B(e) Signature Assignment
    - Each required course has a signature assignment, selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 6A(a)/6C(a) California Teaching Performance Assessment Task 1 and 2 are submitted for scoring the semester in which candidates are enrolled in Student Teaching I. California Teaching Performance Assessment Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 6A(b)/6C(b) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 6A(c)/6C(c) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 6A(d)/6C(d) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 6A(e)/6B(e) Key assignments are assessed at the point in each semester, typically the last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 6A(a)/6C(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 6A(b)/6C(b) Cooperating Teachers
- 6A(c)/6C(c) Master Teachers
- 6A(d)/6C(d) University Supervisors
- 6A(e)/6B(e) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 7

Credential candidates who graduate from this program will learn: Teaching English Language Learners (TPE 7)

II Learning Outcomes

7A. Candidates identify and apply theories, principles, and instructional practices for English Language Development.
7B. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for K-12 ELL students
7C. Candidates investigate and apply knowledge of K-12 student backgrounds and language abilities to provide differentiated instruction for ELL students

III Assessment Method(s)

- 7A(a)/7C(a) California Teaching Performance Assessment (CalTPA):
    - Task 1: Response to 4 scenarios focused on use of subject specific pedagogy in planning, instruction, assessment, and adaptations to meet needs of English Language Learners (ELL) and Special Needs (SN) K-12 students; Scored on a 4-point rubric
    - Task 2: Plan and reflect on lesson to meet needs of students in a specific classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (ELL & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
    - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 7A(b)/7C(b) Cooperating Teacher Report

    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 7A(c)/7C(c) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 7A(d)/7C(d) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 7A(e)/7B(e) Key Assignment(s)
    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 7A(a)/7C(a) California Teaching Performance Assessment Task 1 and 2 are submitted for scoring the semester in which candidates are enrolled in Student Teaching I. California Teaching Performance Assessment Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 7A(b)/7C(b) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 7A(c)/7C(c) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 7A(d)/7C(d) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 7A(e)/7C(e) Key assignments are assessed at the point in each semester, typically the last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 7A(a)/7C(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 7A(b)/7C(b) Cooperating Teachers

- 7A(c)/7C(c) Master Teachers
- 7A(d)/7C(d) University Supervisors
- 7A(e)/7C(e) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 8

Credential candidates who graduate from this program will learn: Learning About Students (TPE 8)

II Learning Outcomes

8A. Candidates identify and employ a variety of methods to learn about K-12 students.
8B. Candidates use student information to plan, implement, and evaluated learning experiences.

III Assessment Method(s)

- 8A(a)/8B (a) California Teaching Performance Assessment (CalTPA):
    - Task 1: Response to 4 scenarios focused on use of subject specific pedagogy in planning, instruction, assessment, and adaptations to meet needs of English Language Learners (ELL) and Special Needs (SN) K-12 students; Scored on a 4-point rubric
    - Task 2: Plan and reflect on lesson to meet needs of students in a specific classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (ELL & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
    - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 8A(b)/8B(b) Cooperating Teacher Report

    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 8A(c)/8B(c) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 8A(d)/8B(d) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 8A(e)/8B(e) Key Assignment(s)
    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 8A(a)/8B(a) California Teaching Performance Assessment Task 1 and 2 are submitted for scoring the semester in which candidates are enrolled in Student Teaching I. California Teaching Performance Assessment Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 8A(b)/8B(b) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 8A(c)/8B(c) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 8A(d)/8B(d) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 8A(e)/8B(e) Key assignments are assessed at some point in each semester, typically the last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 8A(a)/8B(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 8A(b)/8B(b) Cooperating Teachers

- 8A(c)/8B(c) Master Teachers
- 8A(d)/8B(d) University Supervisors
- 8A(e)/8B(e) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 9

Credential candidates who graduate from this program will learn: Instructional Planning (TPE 9)

II Learning Outcomes

9A. Candidates identify appropriate academic learning goals and plan appropriate strategies/activities/materials/resources.
9B. Candidates connect academic content to K-12 students' backgrounds, needs, and abilities.

III Assessment Method(s)

- 9A(a)/9B (a) California Teaching Performance Assessment (CalTPA):
    - Task 1: Response to 4 scenarios focused on use of subject specific pedagogy in planning, instruction, assessment, and adaptations to meet needs of English Language Learners (ELL) and Special Needs (SN) K-12 students; Scored on a 4-point rubric
    - Task 2: Plan and reflect on lesson to meet needs of students in a specific classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (ELL & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
    - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric

- 9A(b)/9B(b) Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 9A(c)/9B(c) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 9A(d)/9B(d) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 9A(e)/9B(e) Key Assignment(s)
    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 9A(a)/9B(a) California Teaching Performance Assessment Task 1 and 2 are submitted for scoring the semester in which candidates are enrolled in Student Teaching I. California Teaching Performance Assessment Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 9A(b)/9B(b) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 9A(c)/9B(c) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 9A(d)/9B(d) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 9A(e)/9B(e) Signature assignments are assessed at the point in each semester, typically last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 9A(a)/9B(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.

- 9A(b)/9B(b) Cooperating Teachers
- 9A(c)/9B(c) Master Teachers
- 9A(d)/9B(d) University Supervisors
- 9A(e)/9B(e) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 10

Credential candidates who graduate from this program will learn: Instructional Time (TPE 10)

II Learning Outcomes

10A. Candidates schedule instructional time.
10B. Candidates manage instructional time.

III Assessment Method(s)

- 10A(a)/10B(a) California Teaching Performance Assessment (CalTPA)
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 10A(b)/10B(b) Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 10A(c)/10B(c) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 10A(d)/10B(d) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.

IV Time Frame

- 10A(a)/10B(a) California Teaching Performance Assessment Task 4 is submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 10A(b)/10B(b) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 10A(c)/10B(c) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 10A(d)/10B(d) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.

V Who will do the Assessment?

- 10A(a)/10B(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 10A(b)/10B(b) Cooperating Teachers
- 10A(c)/10B(c) Master Teachers
- 10A(d)/10B(d) University Supervisors

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 11

Credential candidates who graduate from this program will learn: Social Environment (TPE 11)

II Learning Outcomes

11A. Candidates recognize the importance of the social environment.
11B. Candidates plan and maintain a positive environment for learning.

III Assessment Method(s)

- 11A(a)/11B(a) California Teaching Performance Assessment (CalTPA)
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 11A(b)/11B(b) Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 11A(c)/11B(c) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 11A(d)/11B(d) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 11A(e)/11B(e) Key Assignment(s)
    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 11A(a)/11B(a) California Teaching Performance Assessment Task 4 is submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 11A(b)/11B(b) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 11A(c)/11B(c) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 11A(d)/11B(d) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 11A(e)/11B(e) Key assignments are assessed at the point in each semester, typically last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 11A(a)/11B(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 11A(b)/11B(b) Cooperating Teachers
- 11A(c)/11B(c) Master Teachers
- 11A(d)/11B(d) University Supervisors
- 11A(e)/11B(e) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 12

Credential candidates who graduate from this program will learn: Professional, Legal, and Ethical Obligations (TPE 12)

II Learning Outcomes

12A. Candidates take responsibility for K-12 student academic learning outcomes.
12B. Candidates know and apply professional, legal, and ethical obligations.

III Assessment Method(s)

- 12A(a)/12B(a) Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 12A(b)/12B(b) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 12A(c)/12B(c) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 12A(d)/12B(d) Key Assignment(s)

    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.
- 12A(e)/12B(e) Candidate/Graduate Survey
    - A survey series that consists of an entry, exit, and post graduate (follow-up for 3-5 years into beginning years of teaching) was implemented for candidates entering the credential program in Fall 2007.

IV Time Frame

- 12A(a)/12B(a) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 12A(b)/12B(b) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 12A(c)/12B(c) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 12A(d)/12B(d) Key assignments are assessed at the point in each semester, typically the last 2 weeks, when the assignments are due.
- 12A(e)/12B(e) Survey is done at the point of entry into the program and at exit, and each year

V Who will do the Assessment?

- 12A(a)/12B(a) Cooperating Teachers
- 12A(b)/12B(b) Master Teachers
- 12A(c)/12B(c) University Supervisors
- 12A(d)/12B(d) Faculty
- 12A(e)/12B(e) Staff

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

I. Program Goal 13
Credential candidates who graduate from this program will demonstrate: Professional Growth (TPE 13)

II Learning Outcomes
13A. Candidates evaluate teaching practices and subject matter knowledge
13B. Candidates use reflection and feedback to improve teaching practice and subject matter knowledge.

III Assessment Method(s)

- 13A(a)/13B (a) California Teaching Performance Assessment (CalTPA):
    - Task 2: Plan and reflect on lesson to meet needs of students in a specific classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (ELL & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
    - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a specific classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); Scored on a 4-point rubric
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a specific classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (ELL & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- 13A(b)/13B(b) Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- 13A(c)/13B(c) Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- 13A(d)/13B(d) University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.
- 13A(e)/13B(e) Key Assignment(s)
    - Each required course has a key assignment, selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- 13A(a)/13B(a) California Teaching Performance Assessment Task 2 is submitted for scoring the semester in which candidates are enrolled in Student Teaching I. California Teaching Performance Assessment Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- 13A(b)/13B(b) Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- 13A(c)/13B(c) Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- 13A(d)/13B(d) University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- 13A(e)/13B(e) Key assignments are assessed at the point in each semester, typically last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- 13A(a)/13B(a) Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- 13A(b)/13B(b) Cooperating Teachers
- 13A(c)/3B(c) Master Teachers
- 13A(d)/13B(d) University Supervisors
- 13A(e)/13B(e) Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
- Develop faculty professional development opportunities.

School of Education
Teacher Education Department
Bilingual Cross-cultural Academic Development (BCLAD) Credential
PROGRAM ASSESSMENT

Credential candidates that graduate from this program learn:
I. Program Goal(s)
1. Specific Pedagogical Skills for Subject Matter Instruction (TPE 1)
2. Monitoring Student Learning During Instruction (TPE 2)
3. Interpretation and Use of Assessments (TPE 3)
4. Making Content Accessible (TPE 4)
5. Student Engagement (TPE 5)
6. Developmentally Appropriate Teaching Practices (TPE 6)
7. Teaching English language Learners (TPE 7)
8. Learning About Students (TPE 8)
9. Instructional Planning (TPE 9)
10. Instructional Time (TPE 10)
11. Social Environment (TPE 11)
12. Professional, Legal, and Ethical Obligations (TPE 12)
13. Professional Growth (TPE 13)
14. Language Practice
15. Cultural Immersion and Theoretical Foundations
16. Preparation and Selection of BCLAD Methods and Materials

II Learning Outcomes
1A. Candidates will plan instruction that addresses state-adopted academic content standards taught in bilingual classrooms
1B. Candidates will demonstrate the ability to teach, in the language of emphasis, to state-adopted academic content standards in bilingual classrooms.
2A. Candidates will determine student progress toward achieving state-adopted academic content standards in both L1 and English.
2B. Candidates will use a variety of instructional strategies and techniques to support students' learning in both L1 and English.
3A. Candidates will identify a range of assessments.
3B. Candidates will use, evaluate, and interpret a range of assessments.
3C. Candidates will explain (give feedback) on assessment results.
4A. Candidates will identify, differentiate (prioritize), and schedule (sequence) content to be taught in both L1 and English.
4B. Candidates will select and use various instructional strategies, activities, and resources to facility student learning in both L1 and English.
4C. Candidates identify and apply theories, principles, and instructional practices for bilingual students with special needs.
4D. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for bilingual students with special needs.
4E. Candidates investigate and apply knowledge of student community, culture, and language abilities to provide appropriate instruction for bilingual students

5A. Candidates will identify academic learning goals.
5B. Candidates will demonstrate the ability to ensure active and equitable student participation.
5C. Candidates will demonstrate the ability to monitor student progress and extend student thinking.
6A. Candidates will identify the important developmental characteristics of bilingual K-12 students.
6B. Candidates will design developmentally appropriate instructional activities for a bilingual classroom.
6C. Candidates will demonstrate the ability to provide (teach) developmentally appropriate educational experiences in a bilingual classroom.
7A. Candidates identify and apply theories, principles, and instructional practices for L1 support and English Language development in a bilingual classroom.
7B. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards in a bilingual classroom.
7C. Candidates investigate and apply knowledge of student backgrounds and language abilities to provide instruction in both L1 and English for bilingual students,
8A. Candidates will identify and employ a variety of methods to learn about students.
8B. Candidates will use student information to plan, implement, and evaluated learning experiences.
9A. Candidates will identify appropriate academic learning goals and plan appropriate strategies/activities/materials/resources for a bilingual classroom.
9B. Candidates will connect academic content to students' backgrounds, needs, and abilities.
10A. Candidates will schedule instructional time.
10B. Candidates will manage instructional time.
11A. Candidates recognize the importance of the social environment.
11B. Candidates plan and maintain a positive environment for learning.
12A. Candidates take responsibility for student academic learning outcomes.
12B. Candidates know and apply professional, legal, and ethical obligations.
13A. Candidates evaluate teaching practices and subject matter knowledge
13B. Candidates use reflection and feedback to improve teaching practice and subject matter knowledge.
14A. Candidates demonstrate an understanding of the structure and characteristics of language of emphasis (Spanish or Filipino).
14B. Candidates compare the similarities and difference between language of emphasis (Spanish or Filipino) and apply these to instruction in the BCLAD classroom.
14C. Candidates demonstrate the ability to plan, conduct, and assess instruction in the language of emphasis (Spanish or Filipino).
14D. Candidates evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.
15A. Candidates identify the social and psychological factors which may affect the acquisition and maintenance of a student's home language in the US.
15B. Candidates recognize the historical perspectives, as well as the contemporary issues of Latinos/Filipinos (depending on language of emphasis) in the US.

15C. Candidates recognize the educational opportunities and outcomes of Latino/Filipino students (depending on language of emphasis) in the US.
15D. Candidates identify the impact of social, political, and economic issues on Latino/Filipino groups (depending on language of emphasis).
15E. Candidates demonstrate the ability to use knowledge of cultural immersions issues and theoretical foundations of bilingual education in planning, conducting, and assessing instruction in the language of emphasis (Spanish or Filipino).
16A. Candidates identify and apply research based bilingual education theories and concepts in selection, preparation, and evaluation of BCLAD materials for the classroom.
16B. Candidates examine the relationship between BCLAD theory and the development, adoption, adaptation, and evaluation of education materials for the BCLAD classroom.
16C. Candidates select, use, and evaluate appropriateness of BCLAD materials based on student learning outcomes in bilingual classrooms.

III Assessment Method(s) for All Goals/Learning Outcomes 1-16

- California Teaching Performance Assessment (CalTPA):
    - Task 2: Plan and reflect on lesson to meet needs of students in a bilingual classroom setting, including summary of information about students; identifying and making adaptations for 2 K-12 focus students (BCLAD & SN) and planning instruction to meet needs of all K-12 students in classroom; Scored on a 4-point rubric
    - Task 3: Plan, give, analyze, and reflect on assessment to determine student learning outcomes for a bilingual classroom setting; including summary of information about K-12 students, identifying and making adaptations for 2 K-12 focus students (BCLAD & SN); Scored on a 4-point rubric
    - Task 4: Plan, teach, assess, analyze, and reflect on a lesson taught in a bilingual classroom setting; including summary of classroom setting, K-12 students, identifying and making adaptations for 2 K-12 focus students (BCLAD & SN); includes a 20 minute video of teaching; Scored on a 4-point rubric
- Cooperating Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Cooperating Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching I (96 hours)
- Master Teacher Report
    - Report uses Teaching Performance Expectations (TPEs/Learning Outcomes) for Master Teacher to assess candidate on a 5-point Likert Scale; Reports are completed during Student Teaching II/III (18-weeks, full-time teaching)
- University Supervisor Observation Reports
    - Reports use Teaching Performance Expectations (TPEs/Learning Outcomes) for University Supervisor to record TPEs observed/not observed during each 1 hour observation of candidates during student teaching; narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes.

- Key Assignment(s)
    - Each required course has a key assignment(s), selected by the faculty, which each candidate completes; assessment for each is specific to the assignment and determined by the faculty. Assignments are consistent across all sections of the course.

IV Time Frame

- California Teaching Performance Assessment Task 2 is submitted for scoring the semester in which candidates are enrolled in Student Teaching I. California Teaching Performance Assessment Task 3 and 4 are submitted for scoring the semester in which candidates are enrolled in Student Teaching II/III.
- Cooperating Teacher Report is submitted at the completion of Student Teaching I.
- Master Teacher Reports are submitted monthly during the 18 week full-time student teaching placement.
- University Supervisor Observation Reports
    - Two (2) observation reports are completed during Student Teaching I.
    - Seven (7) observation reports are completed during Student Teaching II/III.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teaching, candidate, University Supervisor) are held at regular intervals.
- Key assignments are assessed at the point in each semester, typically the last 2 weeks, when the assignments are due.

V Who will do the Assessment?

- CalTPA: Trained, calibrated California Teaching Performance Assessment assessors, Lead Assessors, Master Trainers as stipulated by the CalTPA requirements.
- Cooperating Teachers
- Master Teachers
- University Supervisors
- Faculty

VI How data will be used to improve program or revise curricula

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the credential program.
- Incorporate information into training/professional development opportunities for mentors/coaches, University Supervisors, Cooperating Teachers, and Master Teachers.
- Identify and use information for training and re-calibration of CalTPA assessors.
  Develop faculty professional development opportunities.

School of Education
Teacher Education Department
Master of Arts in Teaching Reading (MATR) and Reading Certificate Program
PROGRAM ASSESSMENT

I. Program Goals

1. Development of Fluent Reading in K-12 Students:
Candidates will develop an understanding of the relationship between beginning reading skills, extensive opportunities to practice those skills and to incorporate them into the overall reading process as it relates to the development of fluent readers at all grade levels.

2. Comprehension and Study Strategies for K-12 Students:
Candidates will develop a thorough understanding of the importance of the development of comprehension, including skills and knowledge related to the teaching of comprehension strategies and instructional methods for increasing comprehension ability in all students.

3. Planning and Delivery of K-12 Reading Instruction Based on Assessment:
Candidates will develop a thorough understanding of how assessment is a link between the students and the instructional program, and will participate in the assessment and evaluation of students' reading and writing.

4. Intervention Strategies at Early and Intermediate Reading Levels:
Candidates will develop a thorough understanding of the appropriate use of intervention models and strategies to help struggling readers build the reading and writing skills necessary for school success.

5. Research and Research-based Practice in K-12 Reading:
Candidates will develop an understanding of the research in areas related to reading and language arts and its implications for evaluating student progress and making instructional decisions.

6. Application and Reinforcement through K-12 Field Experiences:
Candidates will participate in field experiences to demonstrate proficiency in the practice and adaptation of skills and strategies of effective reading instruction.

II. Learning Outcomes

1. Development of Fluent Reading in K-12 Students:
Candidates investigate and apply current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners.

2. Comprehension and Study Strategies for K-12 Students:
Candidates demonstrate skills and knowledge related to the teaching of comprehension strategies such as text analysis (both narrative and expository text structure); thinking and study strategies (such as inference, summarization, predicting, questioning and clarifying); and independent reading of high quality books.

3. Planning and Delivery of K-12 Reading Instruction Based on Assessment:
Candidates demonstrate the ability to assess and evaluate students' needs, abilities and achievement by using a variety of measures: formal and informal; individual and group. Candidates demonstrate the ability to apply what is learned through assessment and evaluation to the development and delivery of appropriate instruction in reading and language arts.

4. Intervention Strategies at Early and Intermediate Reading Levels:
Candidates demonstrate a thorough understanding of the appropriate use of intervention models and strategies to helping struggling readers build the reading and writing skills necessary for school success.

5. Research and Research-based Practice in K-12 Reading:
Candidates examine research and research-based practice pertaining to how students learn to read; including phonology, morphology, and orthography;; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

6. Application and Reinforcement through K-12 Field Experiences:
Candidates practice the assessment of struggling readers at both early and intermediate levels of reading acquisition, and the tutoring, small-group and whole-class instruction of struggling readers at two or more reading levels**.**

III. Assessment Method(s)

The Masters in Teaching Reading (MATR) program uses the following assessment methods to determine program effectiveness:

- University Supervisor Observation Reports
  Reports use the objectives developed by the International Reading Association and used for NCATE certification. Supervisors record objectives observed/not observed during three different 1 hour observations of candidates during their Practicum field experiences. Narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes
  - University Supervisor Observation Report #1: The first observation reports on the candidate's ability to deliver focused one-on-one intervention with struggling readers during the Tutoring Practicum.
  - University Supervisor Observation Report #2: The second observation reports on the candidate's ability to deliver effective instruction to small groups of struggling readers during the Summer Practicum.

    - University Supervisor Observation Report #3: The third observation reports on the candidate's ability to effectively deliver whole-class instruction in reading during the Summer Practicum.
- Student Instructional Reports
  Following the post-observation conference with their University Supervisor, students complete a written reflection on their small group instruction (observation #2) and whole class instruction (observation #3). They use the following criteria to evaluate their success in putting their instructional plan into action: objectives met in the lesson, materials planned/actually used, instructional activities planned/implemented, and student performance expected/actual.
- Exit Survey
  Beginning in summer 2008, each candidate was asked to complete an Exit Survey at the end of the program. The Exit Survey determines that all the major program goals have been accomplished.

IV. Time Frame

- University Supervisor Observation Reports
    - One or two observation reports are completed during the Tutoring Practicums.
    - Two observation reports are completed during the Summer Reading Practicum.
    - Observations include a pre-observation discussion between candidate and University Supervisor, a 1 hour observation of a lesson, and a debrief session after the observation; 3-way conferences (Cooperating/Master Teacher, candidate, University Supervisor) are held at regular intervals.
- Student Instructional Reports
  Two written instructional reports/reflections are completed during the Summer Reading Practicum.
- Exit Survey
  An exit survey is collected from each candidate at program completion.

V. Who will do the Assessment?

- Faculty in the MATR program
- University Supervisors

VI. How data will be used to improve program or revise curricula?

- Adjust course content in areas of concern identified through analysis of assessment information.
- Develop new and/or refine current practices for formative mentoring of candidates during the MATR/reading certificate program.
- Develop faculty professional development opportunities.
- Provide candidates with a document that detailed their strengths and areas of growth related to the program goals and the performance expectations of the International Reading Association/NCATE.

School of Education
Teacher Education Department
Master of Arts in Teaching (MAT)
PROGRAM ASSESSMENT

MAT candidates that graduate from this program learn:

I. Program Goal(s)

1. Candidates know the uses of and differences between the quantitative and qualitative methods of educational research.
2. Candidates apply appropriate terms, concepts, methods and processes to evaluating and critiquing research reports.
3. Candidates produce a preliminary proposal leading to the writing of a field project or research project (thesis) in the field of education
4. Candidates are aware of the ethical considerations when critiquing research reports and when developing their own projects.
5. Candidates demonstrate knowledge of the theory and skills involved in conducting research and writing a field project/research project (thesis).

II Learning Outcomes

1A. Candidates identify the components of quantitative and qualitative educational research methods.
1B. Candidates identify the similarities and differences between the quantitative and qualitative research methods.
1C. Candidates identify the issues surrounding the use of quantitative and qualitative educational research methods.
2A. Candidates use computer skills to locate research articles.
2B. Candidates analyze and critique educational research articles and reports.
3A. Candidates identify and give the rationale for the research decisions used in their own research study.
3B. Candidates identify and give the rationale for the research decisions used in their own research study.
3C. Candidates produce a preliminary proposal for a field project or research project (thesis) in the field of education.
4A. Candidates identify and explain ethical issues related to educational research.
4B. Candidates identify and explain ethical issues related to plagiarism.
4C. Candidates conducting a research project (thesis) will apply ethical principles related to Human Subject Protocols in the design and completion of their research.
4D. Candidates completing a field project will apply ethical principles related to citation and permission issues related to the use of educational materials from other sources.
5A. Candidates identify a problem and design a field project/research project (thesis) to address the problem.
5B. Candidates research, select, and review research applicable/in support of the field project/research project (thesis).
5C. Candidates prepare a literature review that supports their field project or research project (thesis).

5D. Candidates demonstrate an understanding of educational research methodology (data collection and analysis).
5E. Candidates demonstrate the ability to discuss the implications of current research, and the specific field project/research project (thesis) on his or her teaching practices.
5F. Candidates demonstrate MA level mastery of the use of APA style.
5G. Candidates construct and submit for evaluation a completed field project/research project (thesis) aligned with guidelines in the department/program MA Handbook.

III Assessment Method(s)

- GEDU 603 - Methodology of Educational Research
    - In-class examination given at mid-term
    - Connected literature review of 4 research articles
    - Preliminary MA Proposal
- TEC 619 – Master's Field Project: Education
    - Thesis or Field Project

IV Time Frame

- GEDU 603 - Methodology of Educational Research
    - Assignment(s)/tests are assessed at the point in each semester when the test is given and/or assignment(s) are due.
    - MA Proposal is typically due and assessed at the end of the semester.
- TEC 619 – Master's Field Project: Education
    - The Thesis or Field Project is assessed when it is complete, whether in the semester in which the candidate enrolled in TEC 619 or after the end of the semester. A plan for the time frame for completion of an MA Thesis/Field Project rests with the candidate and the faculty advisor.

V Who will do the Assessment

- GEDU 603 - Methodology of Educational Research
    - Faculty teaching Methodology of Research Methods course
- TEC 619 – Master's Field Project: Education
    - Faculty advisor for MA thesis/field project.

<u>VI How data will be used to improve program or revise curricula</u>

- Adjust course content in areas of concern identified through analysis of assessment information as well as candidate feedback (Exit Survey, Course Feedback Form).
- Develop new and/or refine current practices for formative mentoring of candidates during the MA completion process.