



California State University, Long Beach
College of Education
Candidate Assessment Plan Template
Single Subject Program
Initial Credential

| Candidate Learning Outcomes | | | | | | | | |
|---|---|---|---|---|---|---|---|--------------------------------|
| Transition Pt. 1: Program Admission | Outcome 1: Makes subject matter comprehensible to students | Outcome 2: Assesses student learning | Outcome 3: Engages and supports all students in learning | Outcome 4: Plans instruction and designs learning experiences for all students | Outcome 5: Creates and maintains an effective environment for student learning | Outcome 6: Develops as a professional educator | Measure(s) / Evidence | When Collected |
| | | | | | | | Interview / interview form | Every semester for admission |
| | | | | | | | GPA / ≥ 2.67 | Every semester for admission |
| | | | | | | | Fieldwork Evaluation / Rubric | Every semester for admission |
| | | | | | | | Fingerprint Clearance / State clearance | Every semester for admission |
| | | | | | | | Instructor Evaluation / Rubric | Every semester for admissions |
| | | | | | | | Demonstrate Basic Skills /form | Every semester for admission |
| | | | | | | | Philosophy paper / Rubric | Every semester for admission |
| | | | | | | | Receive a "B" or better in EDSS 300 | Every semester for admission |
| | | | | | | EDSS 300 | Reflective Paper / Rubric | Every semester for admission |
| Transition Pt. 2: Qualification for Culminating Experience | EDSS 450 | | | | | | Teaching lesson / Rubric | Every semester |
| | | | | | EDSE 435 | | Demographic paper / Rubric | Every semester |
| | | | | EDSE 436 | | | Curriculum unit map / Rubric | Every semester |
| | | | EDSE 457 | | | | Lesson plans / Rubric | Every semester |
| | EDSS 450 | | | | | | Course Grade "B" or better to advance | Every Semester for advancement |
| | TPA 1 | | TPA 1 | TPA 1 | | TPA 1 | TPA 1 / Rubric | Every semester |
| | | | TPA 2 | TPA 2 | | TPA 2 | TPA 2 / Rubric | Every semester |
| | | TPA 3 | TPA 3 | TPA 3 | | TPA 3 | TPA 3 / Rubric | Every semester |
| Transition Pt. 3: Program Exit | Student Teaching Experience | | | | | | Mentor Teacher and University Supervisor – Midterm and final evaluations / Rubric | Every semester |
| | | EDSS 473 | | | | | Pre-post assignment / Rubric | Every semester |
| | | | | | | | CSU Exit Survey | Every semester |
| | | | | | | | Single-Subject Exit Surveys | Every semester |
| | TPA 4 | | | | | | TPA 4 / Rubric | Every semester |

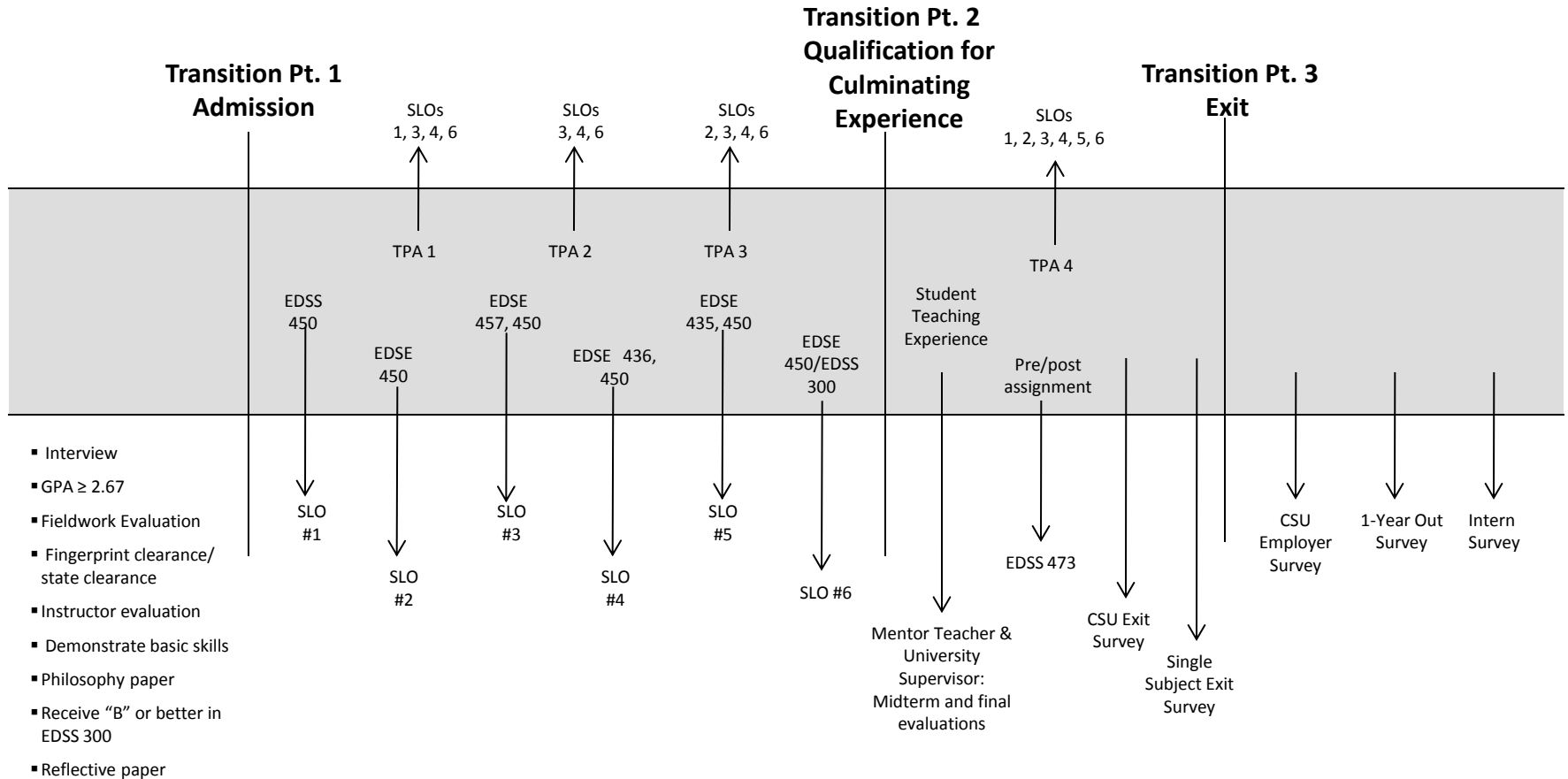


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|--|---|--|--|---|--|--|---------------------|----------|
| Ongoing Follow-up (Program Evaluation) | | | | | | | CSU Employer Survey | Annually |
| | | | | | | | 1-Year Out Survey | Annually |
| | | | | | | | Intern Survey | Annually |
| National Standards | Makes subject matter comprehensible to students | Assesses student learning | Engages and supports all students in learning | Plans instruction and designs learning experiences for all students | Creates and maintains an effective environment for student learning | Develops as a professional educator | | |
| State Standards | Makes subject matter comprehensible to students | Assesses student learning | Engages and supports all students in learning | Plans instruction and designs learning experiences for all students | Creates and maintains an effective environment for student learning | Develops as a professional educator | | |
| Conceptual Framework | Effective Pedagogy | Evidence-based Practices | Evidence-based Practices | Evidence-based Practices; Innovation | Innovation | Collaboration; Leadership; Scholarship; Advocacy | | |
| CSULB Learning Outcomes | Well-prepared; Integrating liberal education | Well-prepared; Collaborative problem solving | Engaged in global and local issues; Knowledge and respect for diversity; Integrating liberal education | Engaged in global and local issues; Integrating liberal education | Engaged in global and local issues; Knowledge and respect for diversity; Integrating liberal education | Well-prepared; Engaged in global and local issues; Collaborative problem solving | | |
| NCATE Elements | Content Knowledge | Student Learning | Pedagogical Content Knowledge | Professional Knowledge & Skills | Professional Knowledge & Skills | Professional Dispositions | | |



California State University, Long Beach
College of Education
Single Subject Program
Candidate Performance Assessment System



Adapted from Eastern Michigan University Performance and Disposition Assessment.