



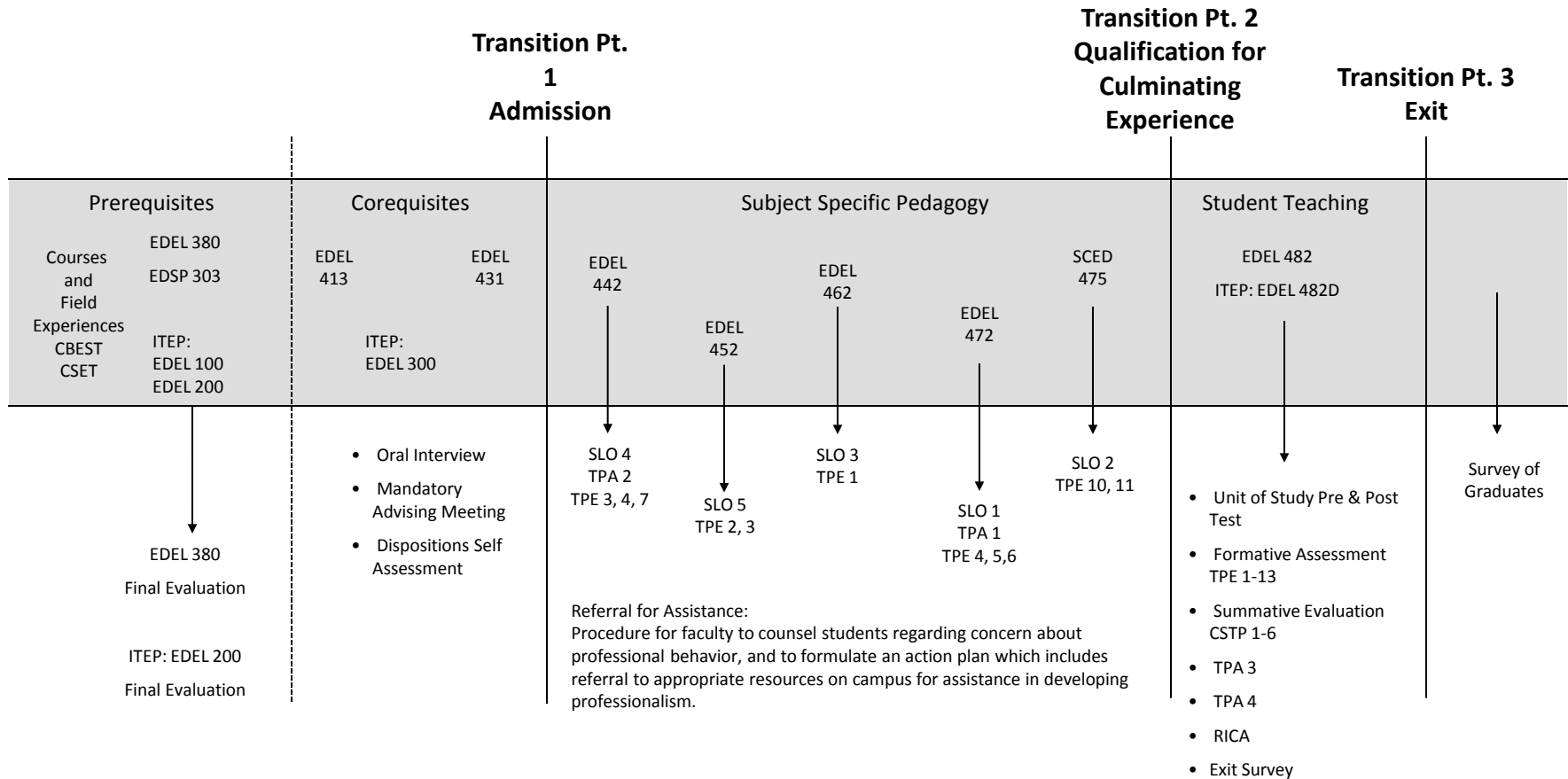
California State University, Long Beach
College of Education
Candidate Assessment Plan Template
Multiple Subject Credential Program
Initial Credential

		Candidate Learning Outcomes							
		Outcome 1: Engaging and Supporting All Students in Learning <i>TPE 4:</i> Making Content Accessible <i>TPE 5:</i> Student Engagement <i>TPE 6:</i> Developmentally Appropriate Teaching Practices	Outcome 2: Creating and Maintaining Effective Environments for Student Learning <i>TPE 10:</i> Instructional Time <i>TPE 11:</i> Social Environment	Outcome 3: Understanding and Organizing Subject Matter Knowledge for Student Learning <i>TPE 1:</i> Subject Specific Pedagogy Skills	Outcome 4: Planning Instruction and Designing Learning Experiences for all Students <i>TPE 7:</i> Teaching English Learners <i>TPE 8:</i> Learning about Students <i>TPE 9:</i> Instructional Planning	Outcome 5: Assessment Student Learning <i>TPE 2:</i> Monitoring Student Learning <i>TPE 3:</i> Interpretation and Use of Assessments	Outcome 6: Developing as a Professional Educator <i>TPE 12:</i> Professional, Legal, and Ethical Obligations <i>TPE 13:</i> Professional Growth	Measure(s)/ Evidence	When Collected
Transition Pt. 1: Admission	Pre-requisites	EDEL 380						Fieldwork Evaluation	
		EDP 303						Fieldwork Evaluation	
	Program Admission							Program Application	
								Transcripts	
								GPA Review	
								Oral Interview	Annually
								Mandatory Advising Meeting	Annually
								Dispositions Self Assessment	Annually
								CSET and CBEST	Annually
						Final Evaluation	Annually		
Transition Pt. 2: Qualification for Culminating Experience	Co-requisites	EDEL 431							
		EDEL 413							
	Phase 1 Candidate Assessment				EDEL 442 (TPA 2)			Fieldwork Evaluation Developmental Spelling Assessment	Annually
						EDEL 452		Fieldwork Evaluation Case Study Report	Annually
	Phase 2 Candidate Assessment: Student teaching			EDEL 462				Fieldwork Evaluation Lesson Plan	Annually
		EDEL 472 (TPA 1)					Fieldwork Evaluation Standards-Based	Annually	



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	Readiness							History-Social Science Lesson	
	May be taken in Phase 1 or 2		SCED 475					Fieldwork Evaluation Elementary Classroom Observation	Annually
Transition Pt. 3: Exit	Phase 3						EDEL 482 (TPA 3) EDEL 482 (TPA 4)	Formative and Summative Evaluations	Annually
								CSU Exit Survey	Annually
Ongoing Follow-up								CSU System Wide Survey	Annually
National Standards		Not Applicable							
State Standards		CSTP 1 Engaging and Supporting All Students in Learning	CSTP 2 Creating and Maintaining Effective Environments for Student Learning	CSTP 3 Understanding and Organizing Subject Matter Knowledge for Student Learning	CSTP 4 Planning Instruction and Designing Learning Experiences for all Students	CSTP 5 Assessing Student Learning	CSTP 6 Developing as a Professional Educator		
Conceptual Framework		Effective Pedagogy; Advocacy	Effective Pedagogy; Collaboration	Effective Pedagogy; Scholarship	Effective Pedagogy; Innovation	Evidence-Based Practices	Advocacy; Collaboration; Effective Pedagogy; Evidenced- Based Practices; Leadership; Scholarship		
CSULB Learning Outcomes		Knowledge and respect for diversity	Collaborative problem solving	Knowledge and respect for diversity	Integrating liberal education	Well-prepared	Knowledge and respect for diversity; Well-prepared; Integrating liberal education; Engaged in global and local issues; Collaborative problem solving		
NCATE Elements		Student Learning	Student Learning	Professional Knowledge and Skills; Student Learning	Pedagogical Content Knowledge; Student Learning	Professional Knowledge and Skills; Student Learning	Professional Knowledge and Skills; Professional Dispositions; Student Learning		



Note: A Referral for Assistance Form is used by faculty for deficiencies in professional behavior, communication skills, or concerns about a student's progress. It may be used at any time in the program.

Adapted from Eastern Michigan University Performance and Disposition Assessment.