



College of Education and Affiliated Programs
Annual Assessment Report Template – Fall 2012
Multiple Subject Credential Program

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Multiple Subject Credential Program (MSCP) is based in the Department of Teacher Education in the College of Education at California State University, Long Beach. The program prepares candidates to be credentialed in California for elementary and middle school instruction, grades K-8. The Multiple Subject Credential Program has four tracks:

- Track 1: Preliminary Multiple Subject Credential Program
- Track 2: Bilingual Cross-Cultural Language and Academic Development (BCLAD)
- Emphasis in Spanish and Asian Languages
- Track 3: Multiple Subject Internship
- Track 4: Integrated Teacher Education Program (ITEP)

The Multiple Subject program reflects the mission of the College of Education to prepare educators for life-long learning, professional growth and social responsibility. Program goals are consistent with the vision of the Department of Teacher Education: to prepare knowledgeable, caring, reflective and highly competent teachers who are advocates for children, adolescents and families. Its inquiry-and experience-based program promotes education equity and excellence in contemporary, inclusive urban classrooms.

Objectives of the program include the following:

- prepare entry level teachers according to SB 2042 Teacher Performance Expectations
- prepare entry level teachers to use technology effectively in order to enhance instruction
- promote social responsibility and child advocacy among K-8 teachers
- collaborate with K-8 educators in order to promote school improvement

The program design is a spiraled curriculum combining content knowledge, pedagogy, and fieldwork based on the California Standards for the Teaching Profession. It guides candidates through practice

and mastery of 13 Teaching Performance Expectations over time, resulting in competent developing professional educators and reflective practitioners. The program's Student Learning Outcomes are mapped to the Teaching Performance Expectations and are identified as follows:

- **Outcome 1:** (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction
- **Outcome 2:** (TPE 2) Monitoring Student Learning During Instruction
- **Outcome 3:** (TPE 3) Interpretation and Use of Assessments
- **Outcome 4:** (TPE 4) Making Content Accessible
- **Outcome 5:** (TPE 5) Student Engagement
- **Outcome 6:** (TPE 6) Developmentally Appropriate Teaching Practices
- **Outcome 7:** (TPE 7) Teaching English Learners
- **Outcome 8:** (TPE 8) Learning about Students
- **Outcome 9:** (TPE 9) Instructional Planning
- **Outcome 10:** (TPE 10) Instructional Time
- **Outcome 11:** (TPE 11) Social Environment
- **Outcome 12:** (TPE 12) Professional, Legal, and Ethical Obligations
- **Outcome 13:** (TPE 13) Professional Growth

Table 1*Program Student (Candidate) Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6¹	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11	Outcome 12	Outcome 13
SLOs	(TPE 1) Specific Pedagogical Skills for Subject Matter Instruction	(TPE 2) Monitoring Student Learning During Instruction	(TPE 3) Interpretation and Use of Assessments	(TPE 4) Making Content Accessible	(TPE 5) Student Engagement	(TPE 6) Developmentally Appropriate Teaching Practices	(TPE 7) Teaching English Learners	(TPE 8) Learning about Students	(TPE 9) Instructional Planning	(TPE 10) Instructional Time	(TPE 11) Social Environment	(TPE 12) Professional, Legal, and Ethical Obligations	(TPE 13) Professional Growth
Signature Assignments	Standards-based summative assessment, Science Lesson, TPA 1, TPA 2, TPA 3, TPA 4	Lesson plan, Standards-based summative assessment, TPA 3, TPA 4	Developmental spelling-writing assessment and instruction, Case study report, TPA 1, TPA 3, TPA 4	Science lesson, TPA 1, TPA 2, TPA 3, TPA 4	Case study report, TPA 3, TPA 4	Standards-based Summative Assessment	Standards-based summative assessment, TPA 1, TPA 2, TPA 3, TPA 4	Developmental spelling-writing assessment & instruction, TPA 2, TPA 3, TPA 4	Lesson Plan, TPA 1, TPA 2, TPA 3, TPA 4	Lesson Plan, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4
State Standards	CSTP Understanding and Organizing Subject Matter for Student Learning	CSTP Assessing Student Learning	CSTP Assessing Student Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Planning Instruction and Designing Learning Experiences for All Students	CSTP Planning Instruction and Designing Learning Experiences for All Students	CSTP Creating and Maintaining Effective Environments for Student Learning	CSTP Creating and Maintaining Effective Environments for Student Learning	CSTP Developing as a Professional Educator	CSTP Developing as a Professional Educator
Conceptual Framework	Promotes Growth, Research and Evaluation	Promotes Growth	Service and Collaboration	Values Diversity	Promotes Growth	Promotes Growth	Values Diversity	Service and Collaboration	Promotes Growth	Promotes Growth	Promotes Growth	Prepares Leaders	Prepares Leaders
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Dispositions	Professional Dispositions

¹ Outcome 6 (TPE 6) was added to the assessment plan in 2009-2010.

Table 2

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	309	254	568 ¹

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)¹

	Number
Multiple Subject Student Teaching	328

Table 4

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)

	Number
Credential²	188

Table 5

Faculty Profile 2011-12³

Status	Number
Full-time TT/Lect.	15
Part-time Lecturer	33
Total:	48

¹ Data are reported Summer term through Spring term (e.g., Summer 2011-Spring 2012 for the 2011-12 academic year.)

³ Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2011, Fall 2011, and Spring 2012.

³ Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

Sixteen full-time faculty participated in the data discussion on November 19, 2012 in preparation for this report.

Data

3. Question 3 is in 2 parts focused on primary data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide direct evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

Table 6

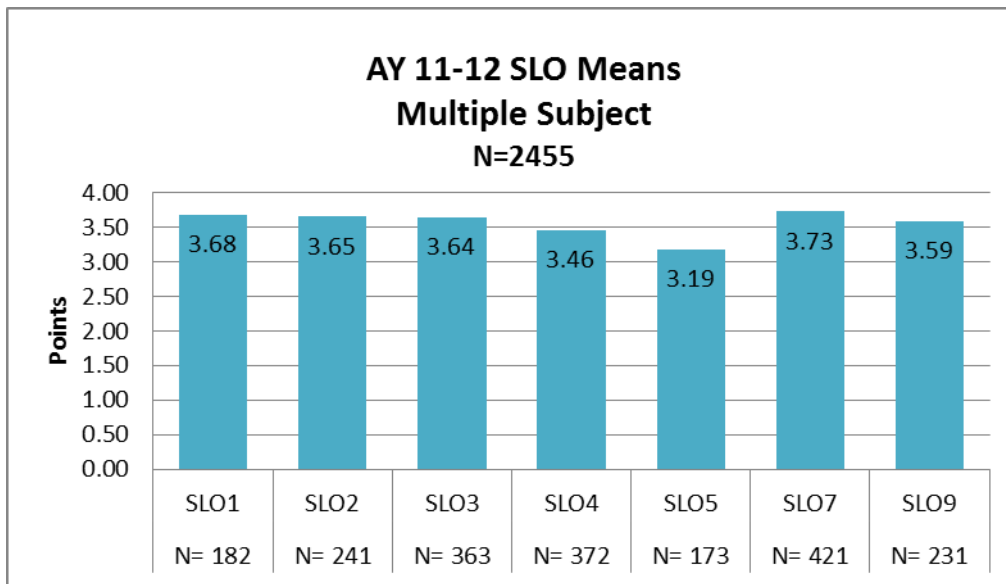
Program Student Learning Outcomes and Signature Assignments

	Assessment	Student Learning Outcomes	Description of the Assignment
Signature Assignments	EDEL 442: Developmental Spelling-Writing Assessment and Instruction	<ul style="list-style-type: none"> • SLO 3: (TPE 3) Interpretation and Use of Assessments • SLO 4: (TPE 4) Making Content Accessible • SLO 7: (TPE 7) Teaching English Learners 	Candidates conduct assessments of developmental spelling of two students (one ELL and one student with special learning challenges).
	EDEL 452: Case Study Report	<ul style="list-style-type: none"> • SLO 3: (TPE 3) Interpretation and Use of Assessments • SLO 5: (TPE 5) Student Engagement 	Candidates write a case study report based on a variety of assessments that are conducted with a student.
	EDEL 462: Lesson Plan	<ul style="list-style-type: none"> • SLO 2: (TPE 2) Monitoring Student Learning During Instruction • SLO 9: (TPE 9) Instructional Planning • SLO 10: (TPE 10): Instructional Time 	Candidates identify content standards at a specific grade level and write academic learning goals that are connected with these standards. Candidates prepare a written lesson plan including instructional strategies and assessments.
	EDEL 472: Standards-based summative assessment	<ul style="list-style-type: none"> • SLO 1: (TPE 1) Making Subject Matter Comprehensible to Students • SLO 2: (TPE 2) Monitoring Student Learning During Instruction • SLO 6: (TPE 6) Developmentally Appropriate Teaching Practices • SLO 7: (TPE 7) Teaching 	Candidates develop a standards-based summative assessment for a complete instructional unit.

		English Learners	
	SCED 475: Science Lesson	<ul style="list-style-type: none"> SLO 1: (TPE 1) Making Subject Matter Comprehensible to Students SLO 4: (TPE 4) Making Content Accessible 	Candidates develop a standards-based science lesson in the 5E format.
Student Teaching Evaluations	Student Teaching Evaluations	<ul style="list-style-type: none"> SLO's/TPE's 1-13 	Candidates demonstrate their knowledge and application of the California Standards for the Teaching Profession through formative and summative evaluations of the student teaching experience by University Supervisors and Master Teachers.
California Teaching Performance Assessments	EDEL 472: Teacher Performance Assessment #1: Subject Specific Pedagogy	<ul style="list-style-type: none"> SLO's/TPE's 1, 3, 4, 6, 7, & 9 	Candidates demonstrate their knowledge of the principles of content-specific and developmentally appropriate pedagogy by analyzing case studies and developing instructional strategies appropriate for English Learners and students with special needs.
	Teacher Performance Assessment #2: Designing Instruction	<ul style="list-style-type: none"> SLO's/TPE's 1, 4, 6, 7, 8, 9, 13 	Candidates demonstrate their ability to learn important details about a classroom of students, including English learners and students with special needs and to apply that knowledge to the design of appropriate instructional strategies.
	Student Teaching: Teacher Performance Assessment #3: Assessing Learning	<ul style="list-style-type: none"> SLO's/TPE's 3, 6, 7, 8, 9, & 13 	Candidates demonstrate their ability to select a unit of study, identify related learning goals, and plan standards-based, developmentally appropriate student assessment activities for a group of students.
	Student Teaching Teacher Performance Assessment #4: Culminating Teaching Experience Task	<ul style="list-style-type: none"> SLO's 1-11 & 13 (TPE's 1-11 & 13) 	Candidates demonstrate their ability to design a standards-based lesson for a class of students, implementing that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, and managing instruction and student interaction. Candidates will also assess student learning related to the lesson and analyze the overall strengths and weaknesses of the lesson implementation.

Figure 1

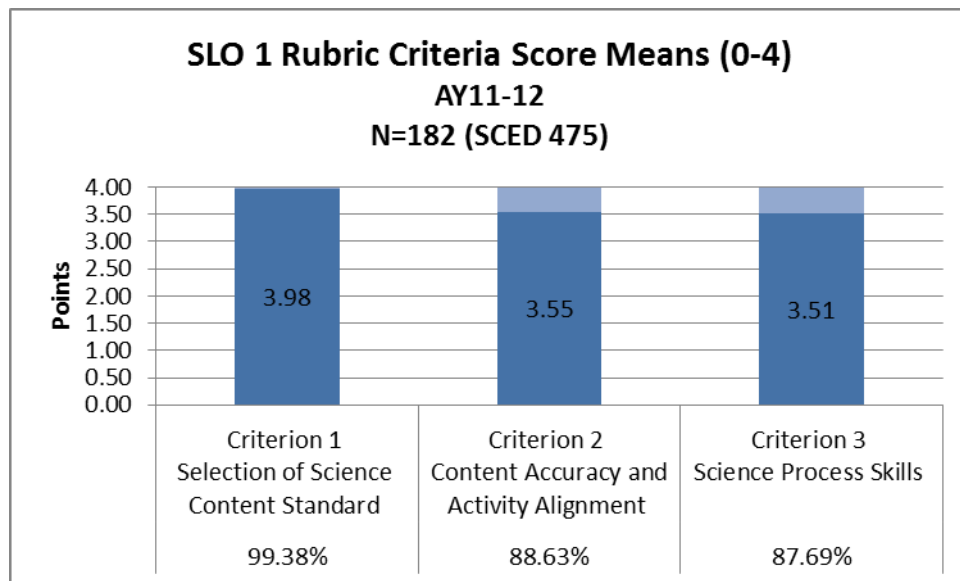
AY11-12 SLO Means



Outcome 1: (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction

Figure 2

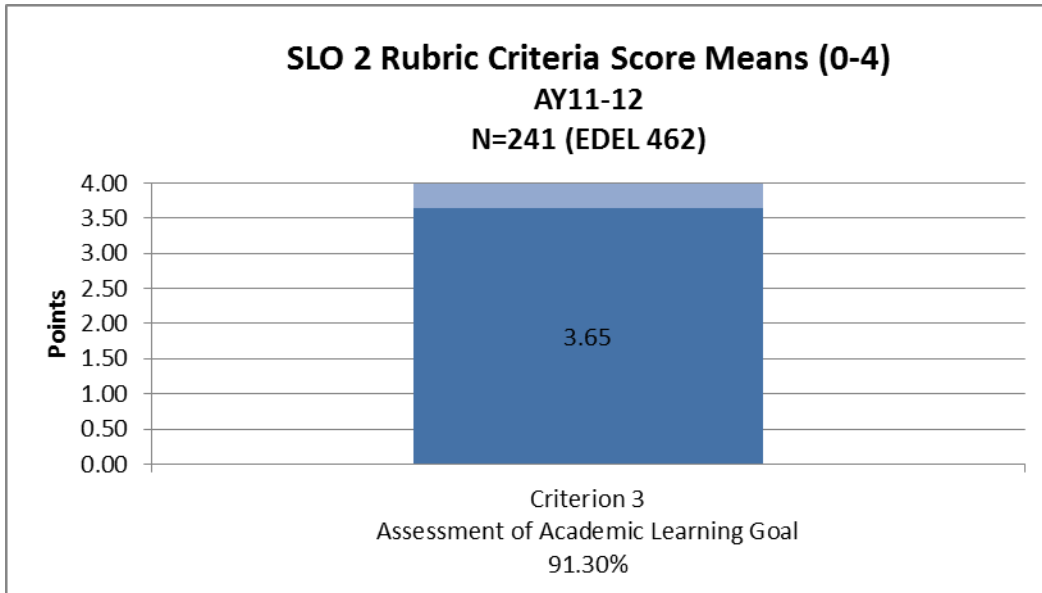
AY11-12 Criteria Score Means-SLO 1 SCED 475



Outcome 2: (TPE 2) Monitoring Student Learning During Instruction

Figure 3

AY11-12 Criteria Score Means-SLO 2 EDEL 462



Outcome 3: (TPE 3) Interpretation and Use of Assessments

Figure 4

AY11-12 Criteria Score Means-SLO 3 EDEL 442

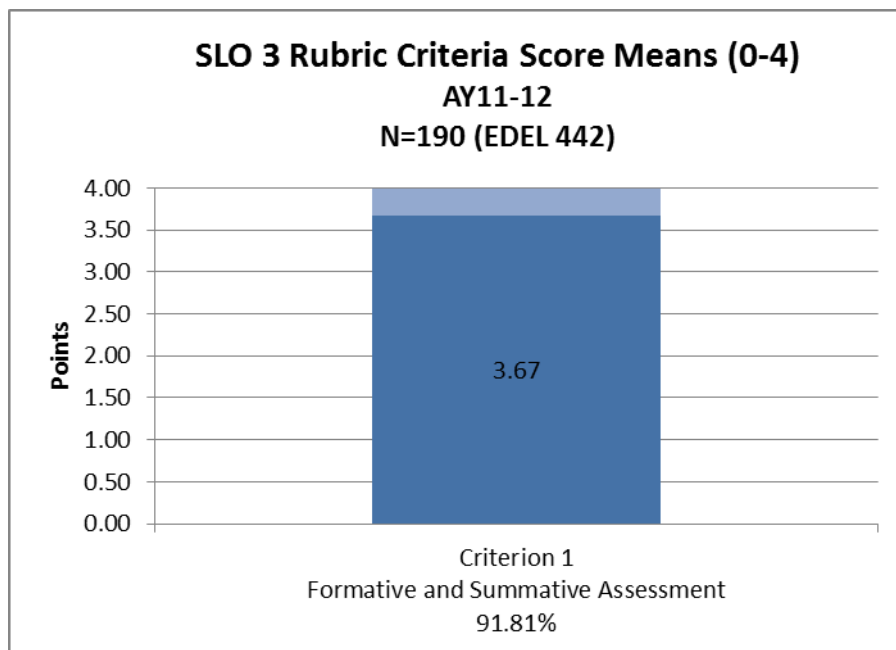
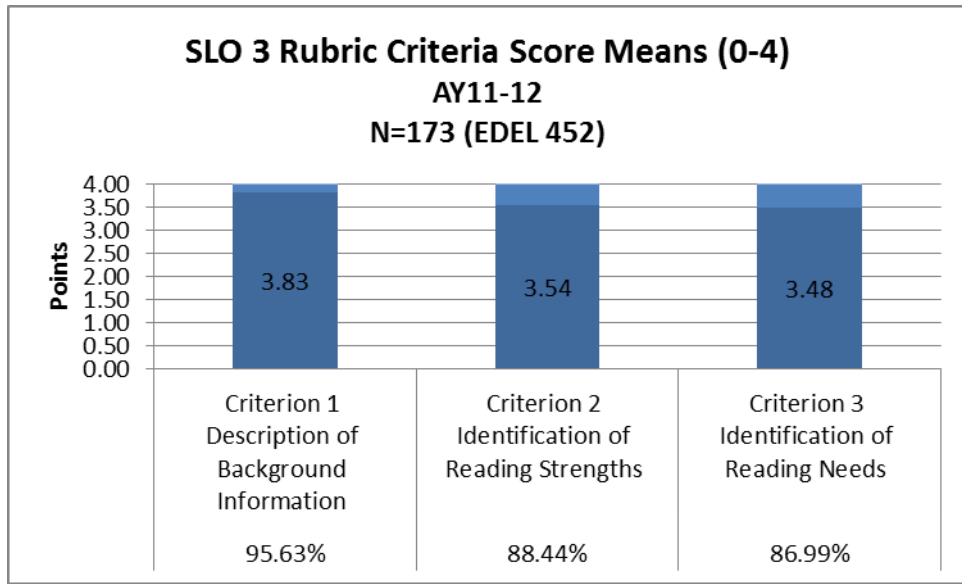


Figure 5

AY11-12 Criteria Score Means-SLO 3 EDEL 452



Outcome 4: (TPE 4) Making Content Accessible

Figure 6

AY11-12 Criteria Score Means-SLO 4 EDEL 442

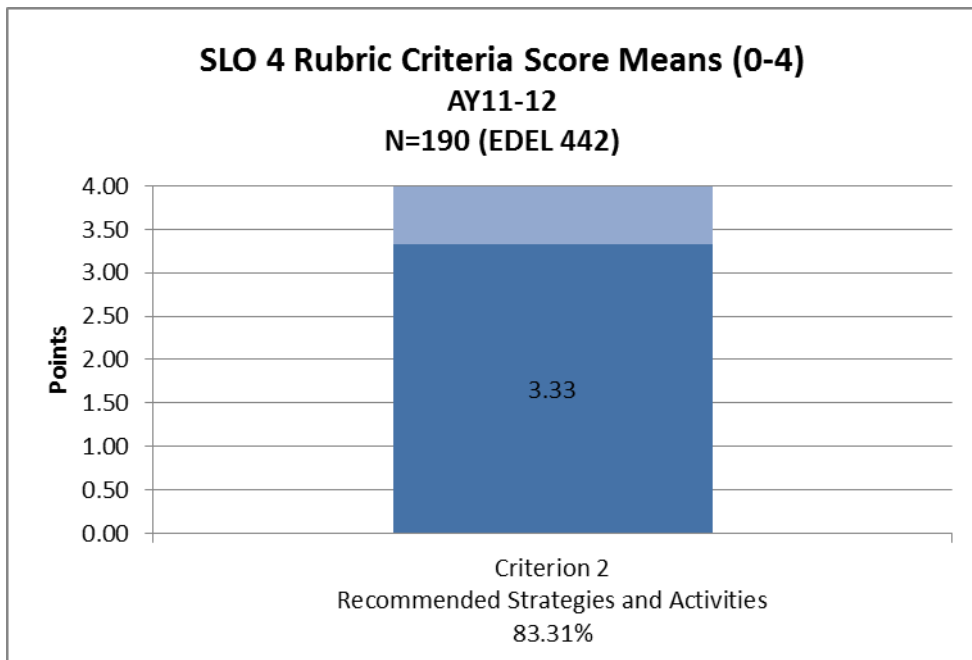
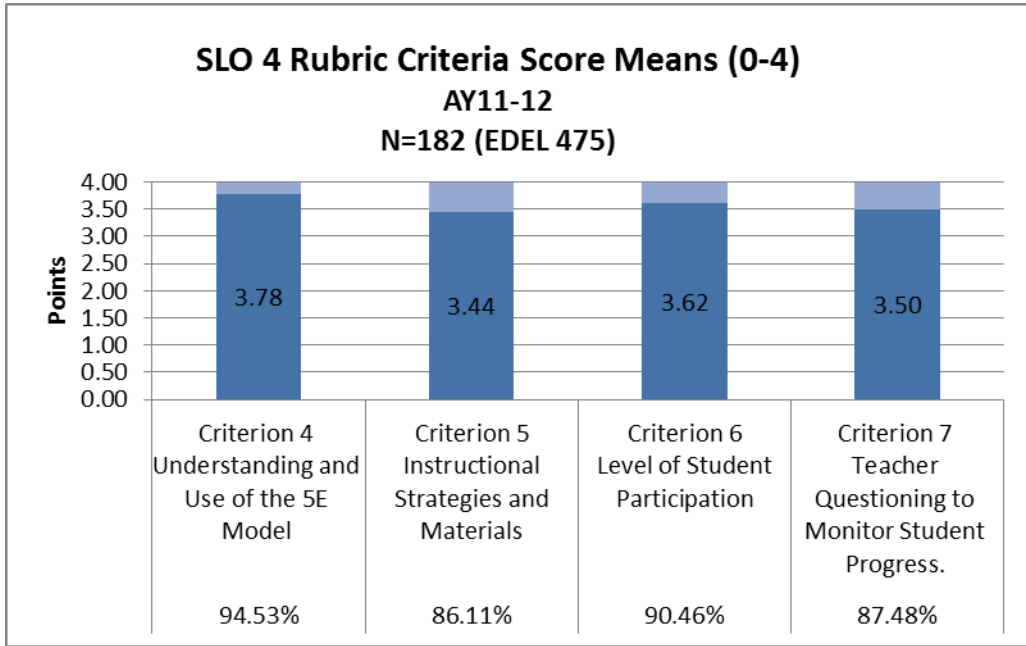


Figure 7

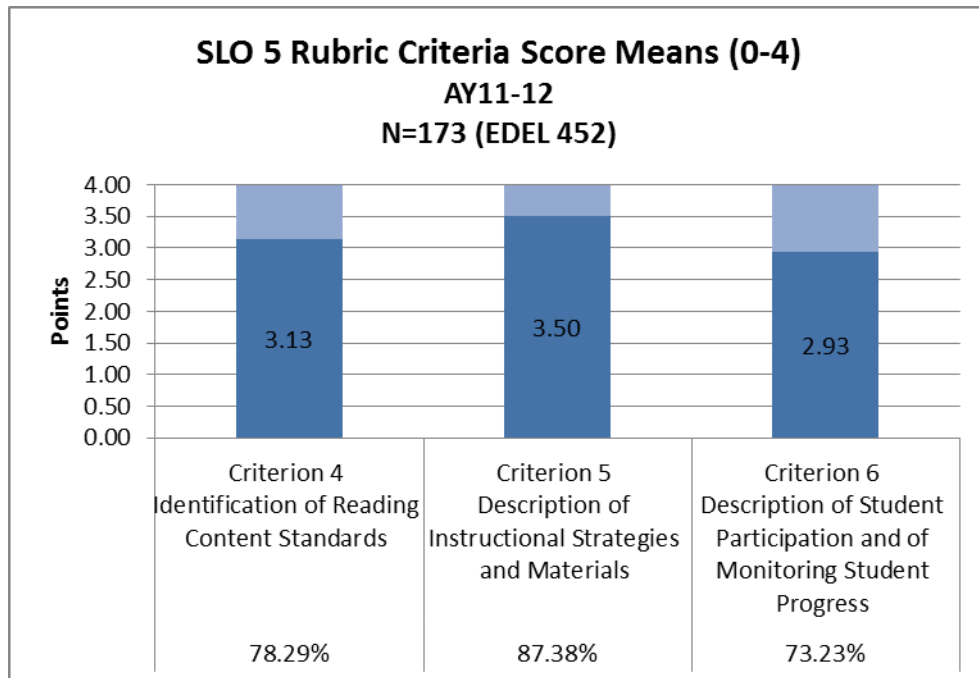
AY11-12 Criteria Score Means-SLO 4 EDEL 475



Outcome 5: (TPE 5) Student Engagement

Figure 8

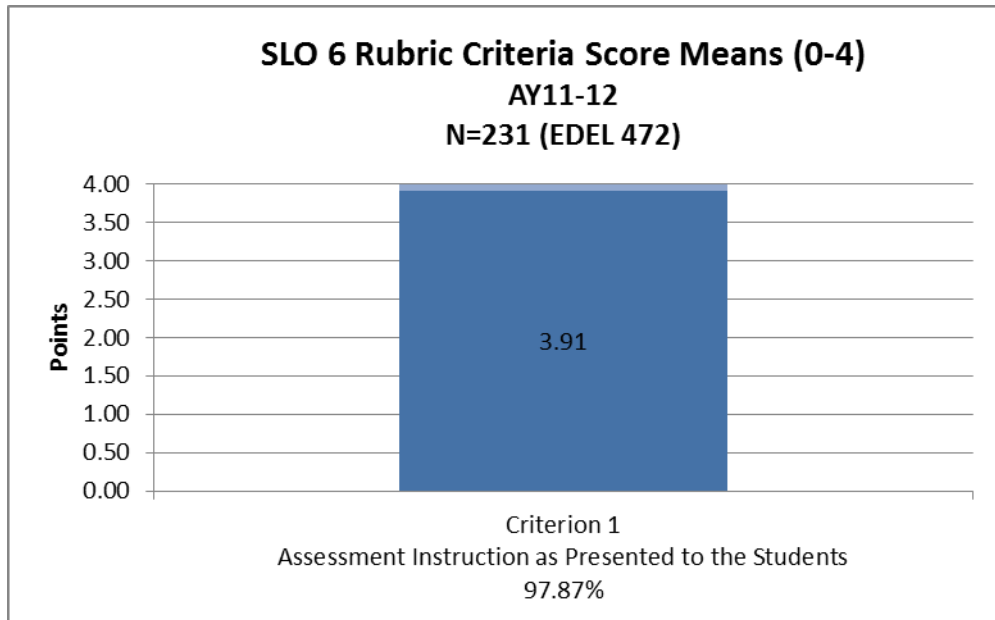
AY11-12 Criteria Score Means-SLO 5 EDEL 452



Outcome 6: (TPE 6) Developmentally Appropriate Teaching Practices

Figure 9

AY11-12 Criteria Score Means-SLO 6 EDEL 472



Outcome 7: (TPE 7) Teaching English Learners

Figure 10

AY11-12 Criteria Score Means-SLO 7 EDEL 442

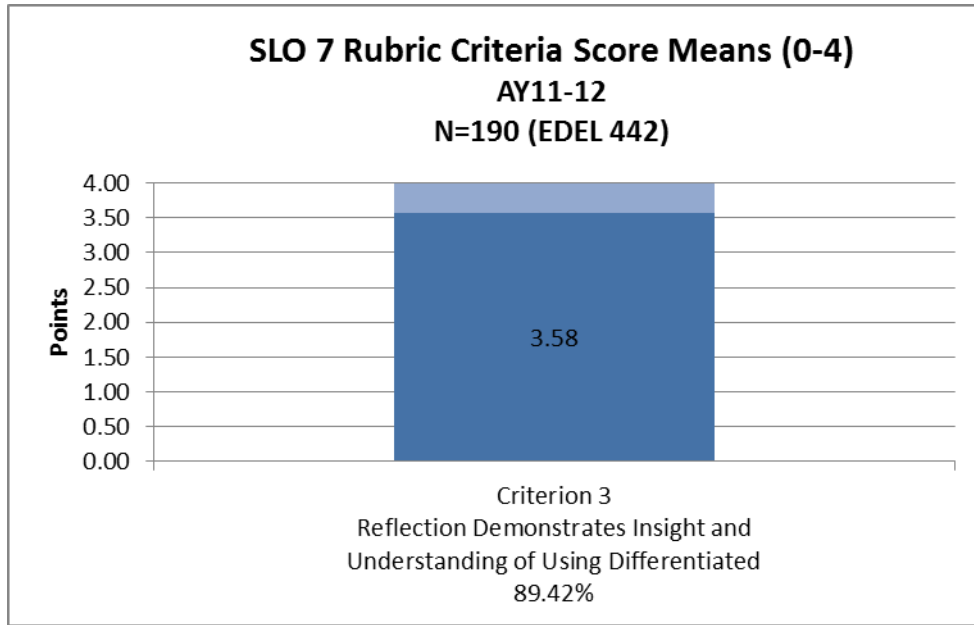
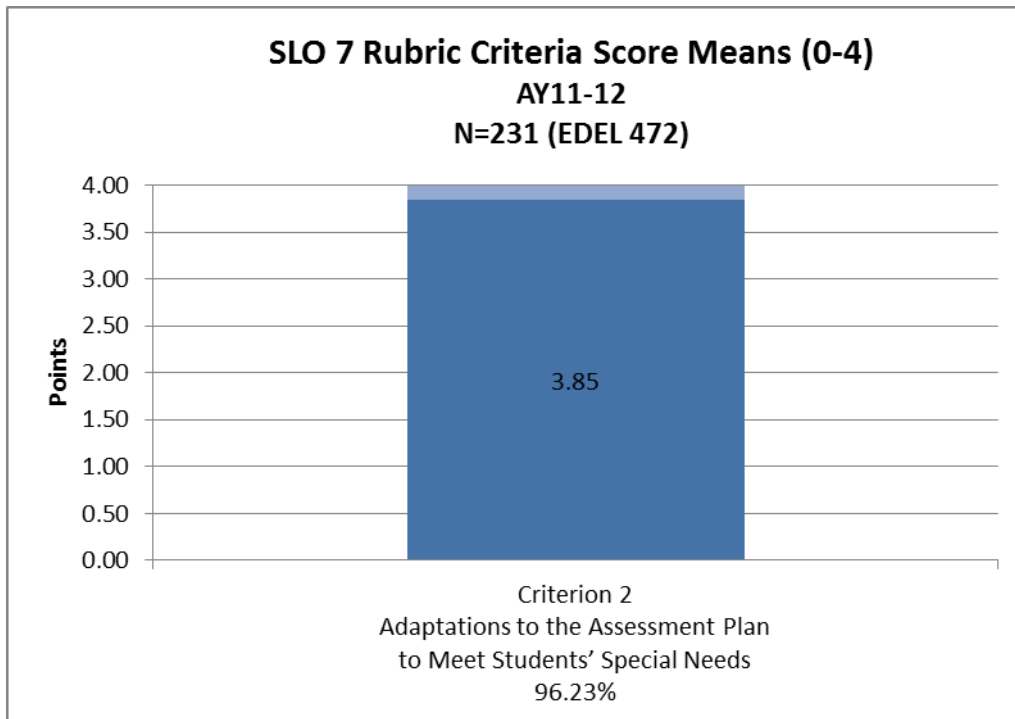


Figure 11

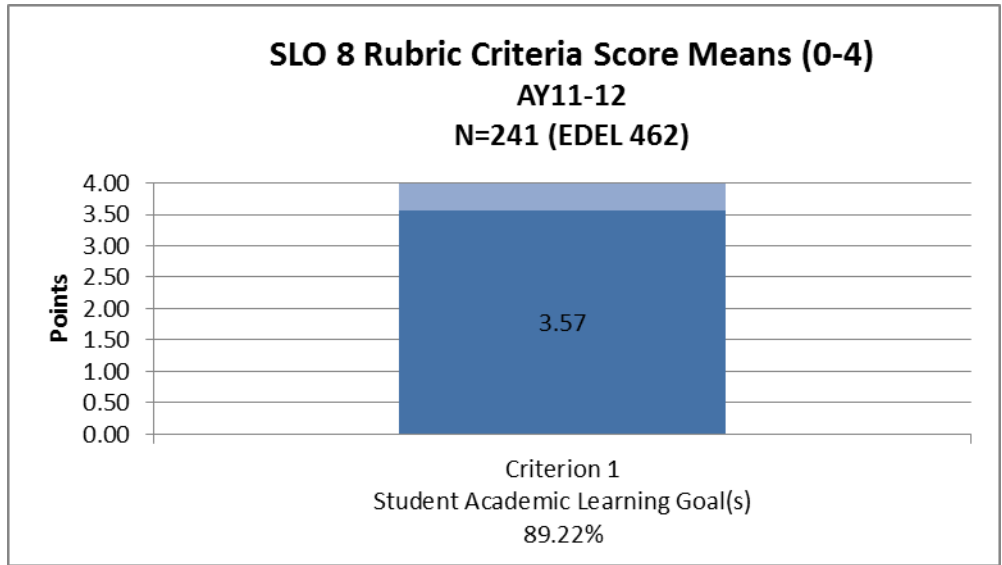
AY11-12 Criteria Score Means-SLO 7 EDEL 472



Outcome 8: (TPE 8) Learning about Students

Figure 12

AY11-12 Criteria Score Means-SLO 8 EDEL 462



Outcome 9: (TPE 9) Instructional Planning

Figure 13

AY11-12 Criteria Score Means-SLO 9 EDEL 462

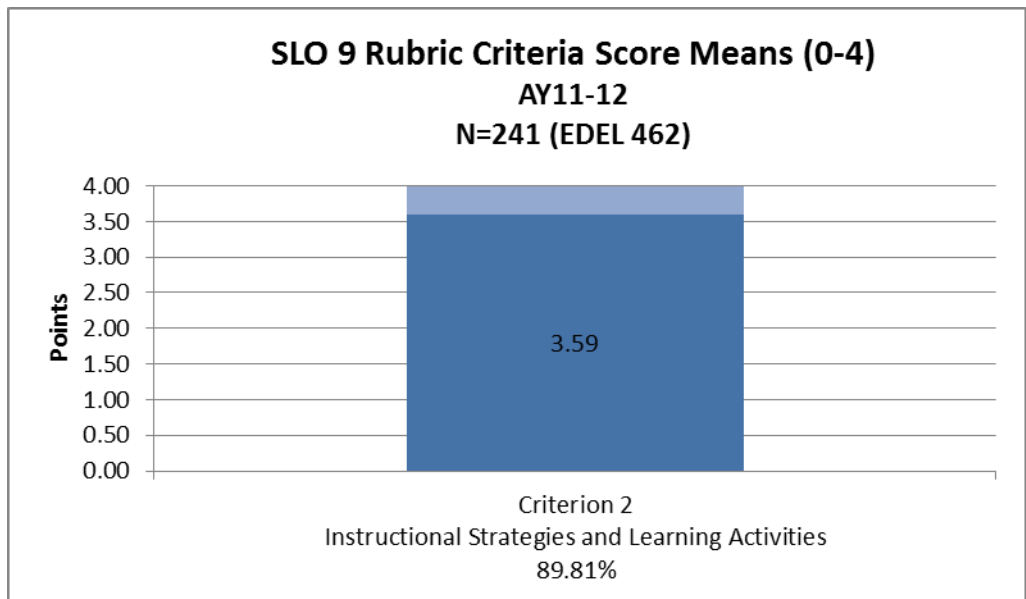


Table 7

*Summative Student Teaching Evaluations by Cooperating Teacher and University Supervisor
Percent Proficient or Exceptional on CSTP Standards Fall 2011 Final Assignment*

Fall 2011							
CSTP 1	1.1	1.2	1.3	1.4	1.5		
Engaging & Supporting All Students in Learning	100	96.44	98.98	100	98.99		
CSTP 2	2.1	2.2	2.3	2.4	2.5	2.6	
Creating & Maintaining an Effective Environment	99.49	99.5	97.46	98.48	99.49	98.99	
CSTP 3	3.1	3.2	3.3	3.4	3.5		
Understanding & Organizing Subject Matter Knowledge	100	100	98.99	98.978	100		
CSTP 4	4.1	4.2	4.3	4.4	4.5	4.6	
Planning Instruction & Designing Learning Experiences	98.48	99.49	99.49	97.97	92.39	97.97	
CSTP 5	5.1	5.2	5.3	5.4	5.5	5.6	
Assessing Student Learning	100	98.99	99.49	98.99	85.79	74.11	
CSTP 6	6.1	6.2	6.3	6.4	6.5	6.6	6.7
Developing as a Professional Educator	100	100	100	100	99.5	99.5	99.49

Table 8

*Summative Student Teaching Evaluations by Cooperating Teacher and University Supervisor
Percent Proficient or Exceptional on CSTP Standards Spring 2012 Final Assignment*

Spring 2012							
CSTP 1	1.1	1.2	1.3	1.4	1.5		
Engaging & Supporting All Students in Learning	99.6	98.8	99.6	99.6	99.6		
CSTP 2	2.1	2.2	2.3	2.4	2.5	2.6	
Creating & Maintaining an Effective Environment	99.2	99.6	99.2	98.8	99.6	98	
CSTP 3	3.1	3.2	3.3	3.4	3.5		
Understanding & Organizing Subject Matter Knowledge	99.2	99.2	99.2	100	99.2		
CSTP 4	4.1	4.2	4.3	4.4	4.5	4.6	
Planning Instruction & Designing Learning Experiences	99.6	98.8	98	98.4	96.8	99.6	
CSTP 5	5.1	5.2	5.3	5.4	5.5	5.6	
Assessing Student Learning	99.6	98.8	98.4	98	90.4	86	
CSTP 6	6.1	6.2	6.3	6.4	6.5	6.6	6.7
Developing as a Professional Educator	99.2	98.8	99.2	99.2	99.2	99.2	99.2

Teaching Performance Assessments (TPA's)

Table 9

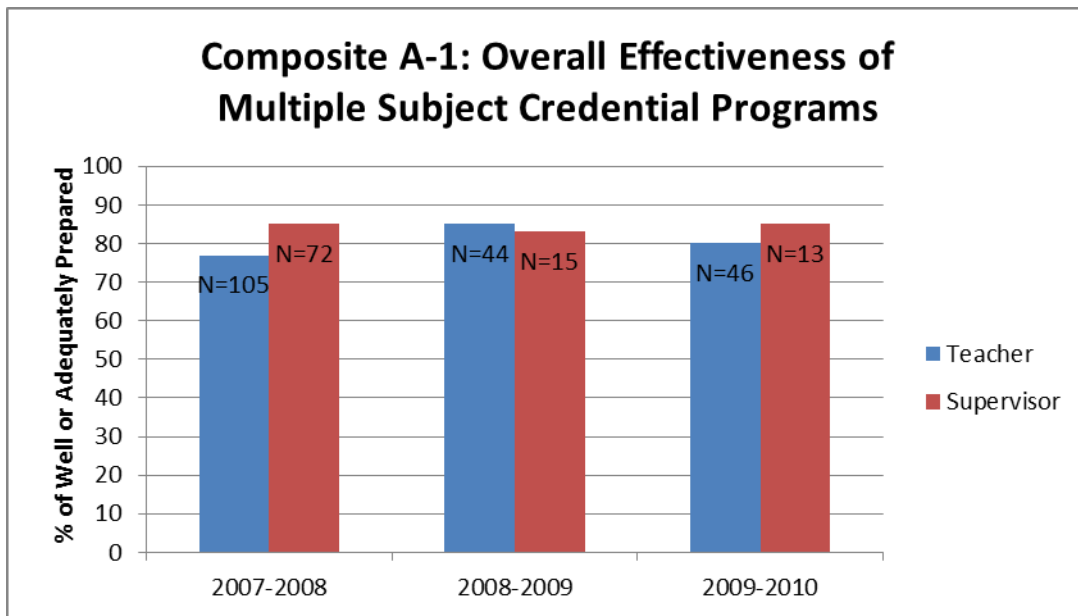
Teaching Performance Assessment Data Spring 2011-12

Fall 2011 and Spring			
CalTPA Task	N ⁴	Percent passing	Percent of Eligible Test Takers Non-Submitting
1	227	92.5%	.8%
2	213	86%	6%
3	236	86%	4%
4	229	94.7%	7.8%

- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Figure 14

Composite A-1: Overall Effectiveness of Multiple Subject Credential Programs



⁴ Total number of test takers does not include non-submitters.

Figure 15

Composite B-1: Preparation to Understand and Teach Reading-Language Arts

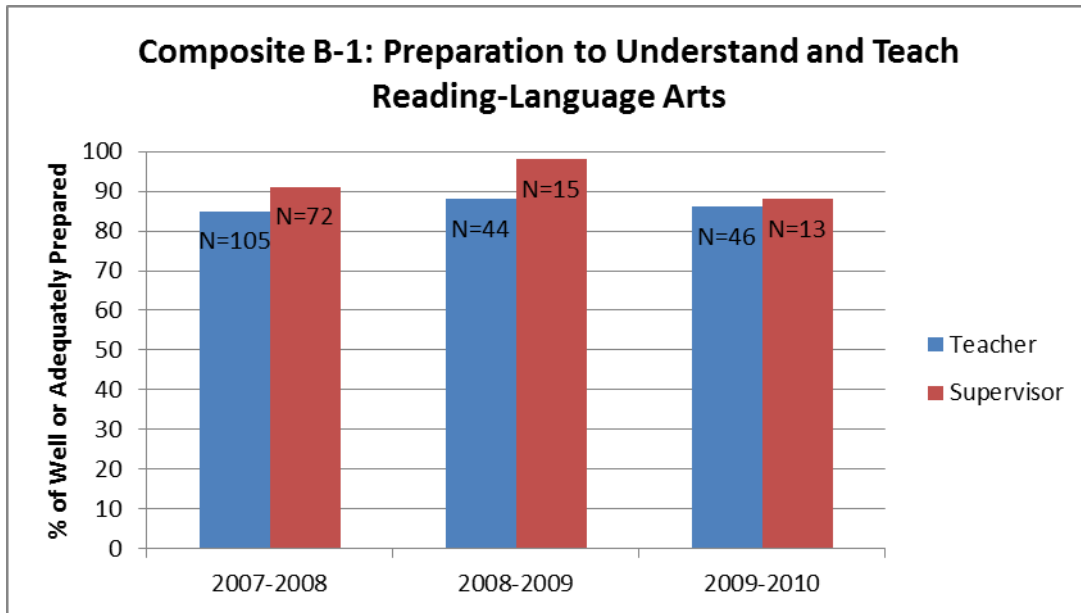


Figure 16

Composite B-2: Preparation to Understand and Teach Math

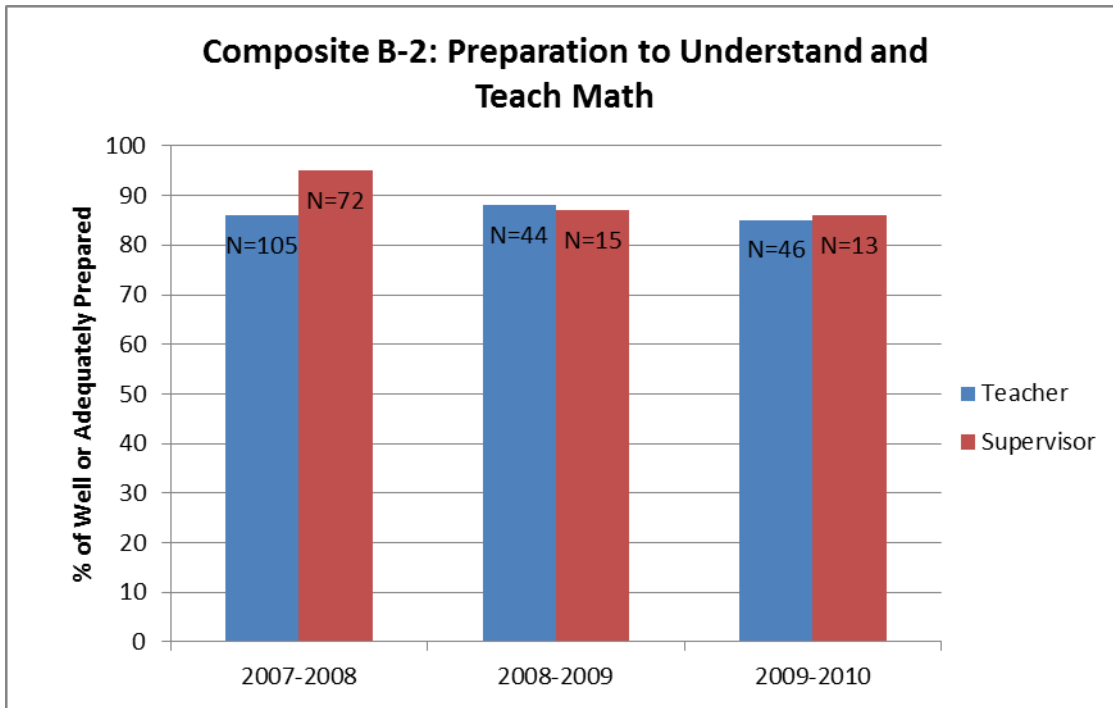


Figure 17

Composite C-1: Preparation to Plan Instruction for All Students and Subjects

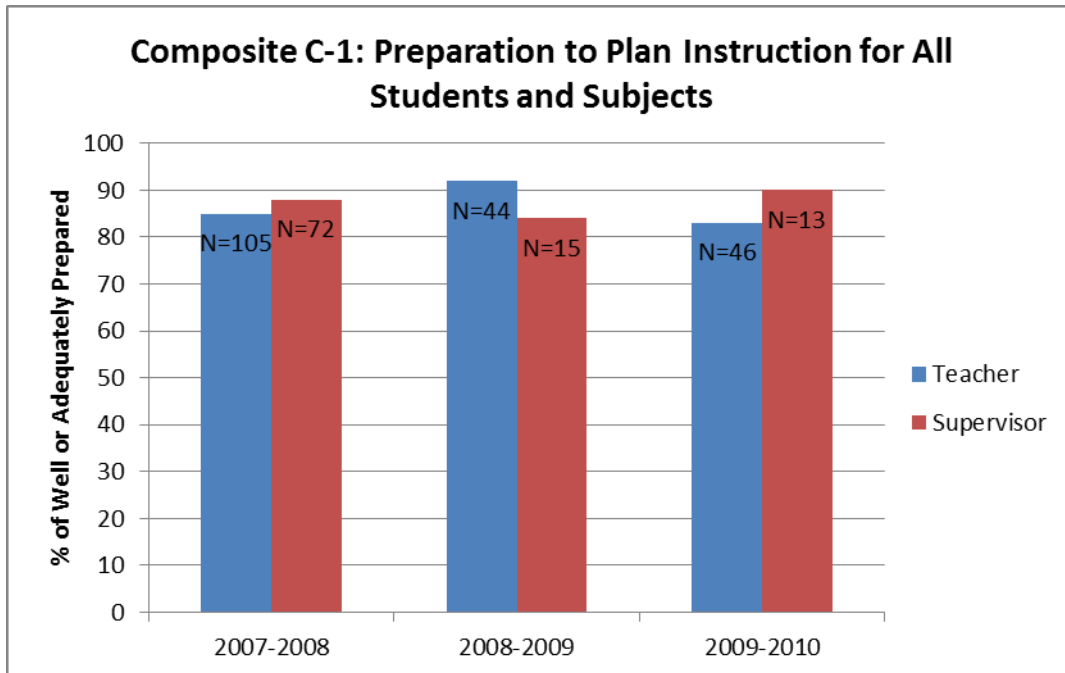


Figure 18

Composite C-2: Preparation to Motivate Students to be Active Learners

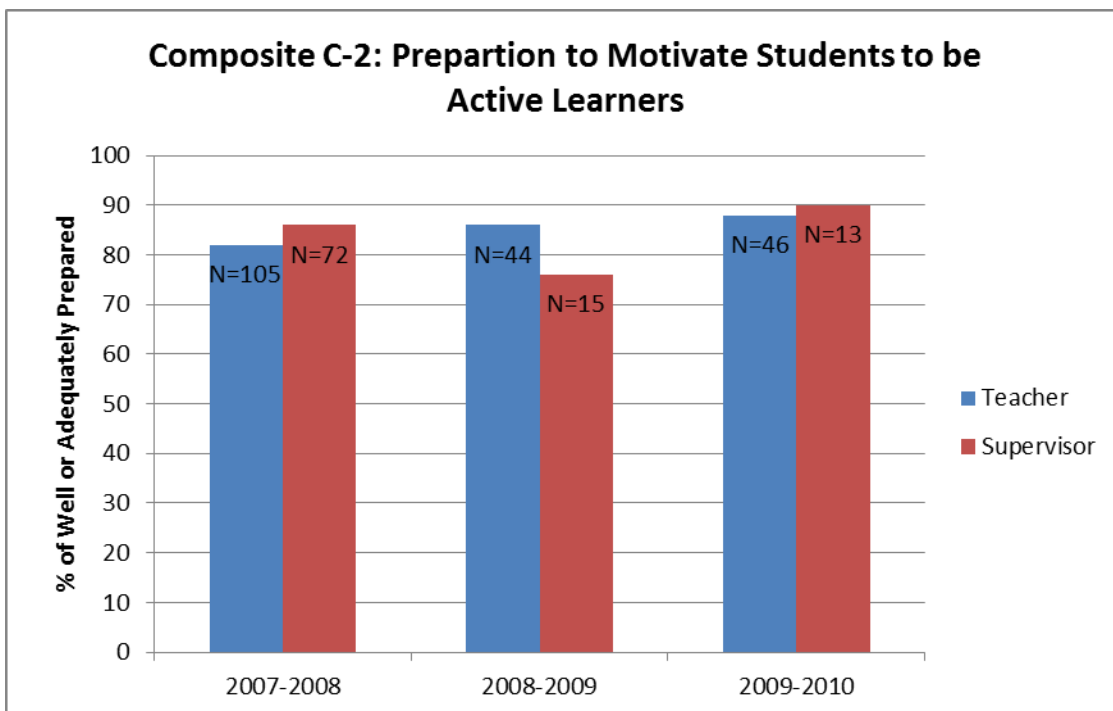


Figure 19

Composite C-3: Preparation to Manage Instruction for Learning

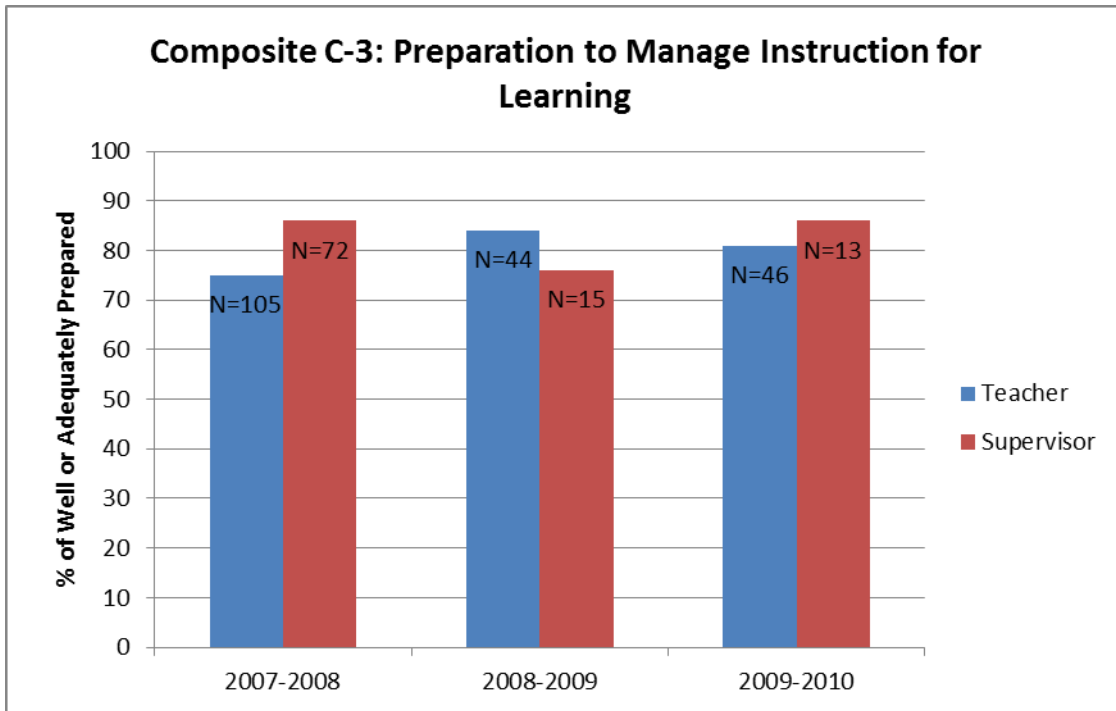


Figure 20

Composite C-4: Preparation to Use Technology Effectively

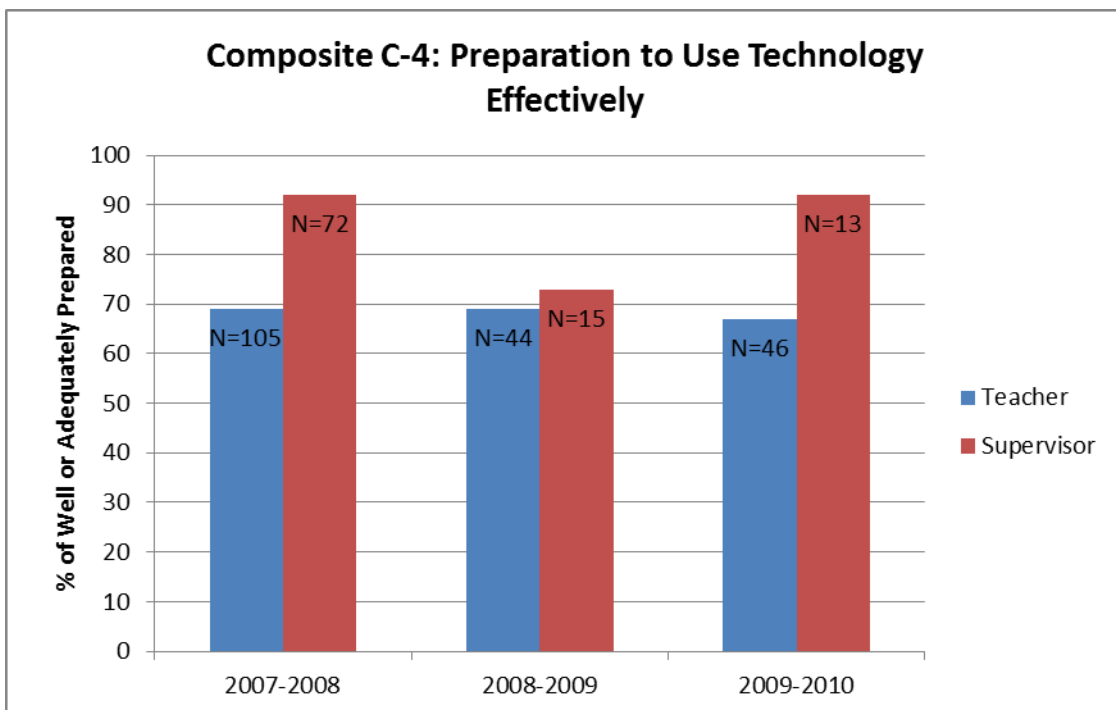


Figure 21

Composite C-5: Preparation to Use Good Pedagogy Across the Curriculum

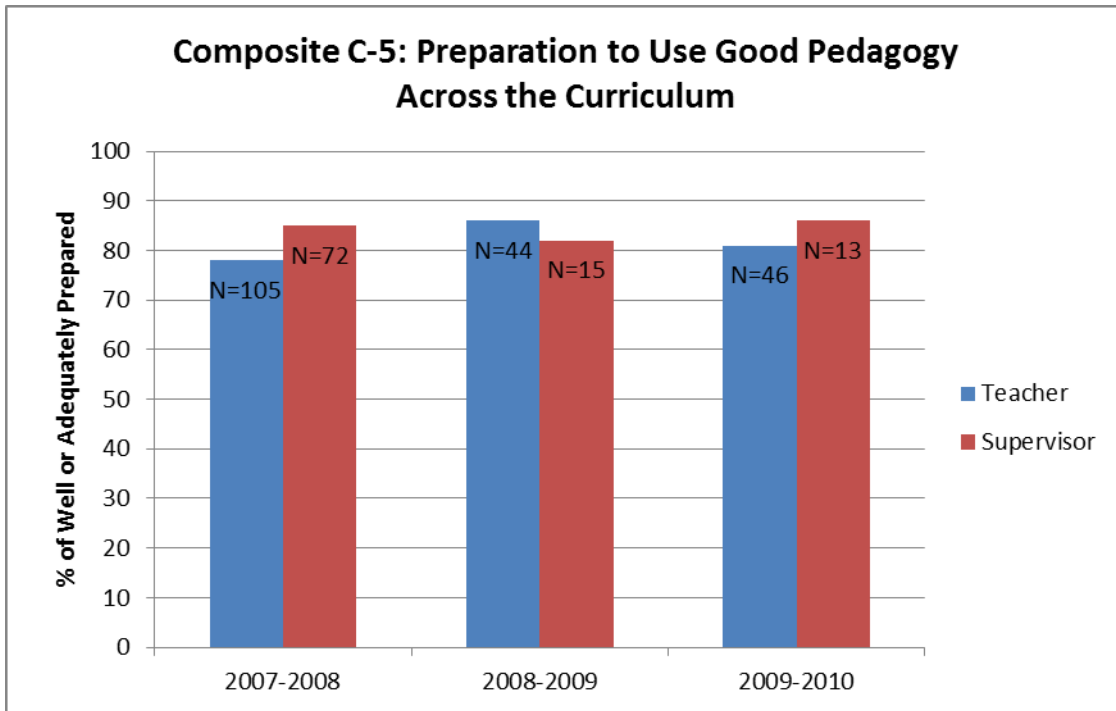


Figure 22

Composite C-6: Preparation to Assess and Reflect on K-12 Teaching

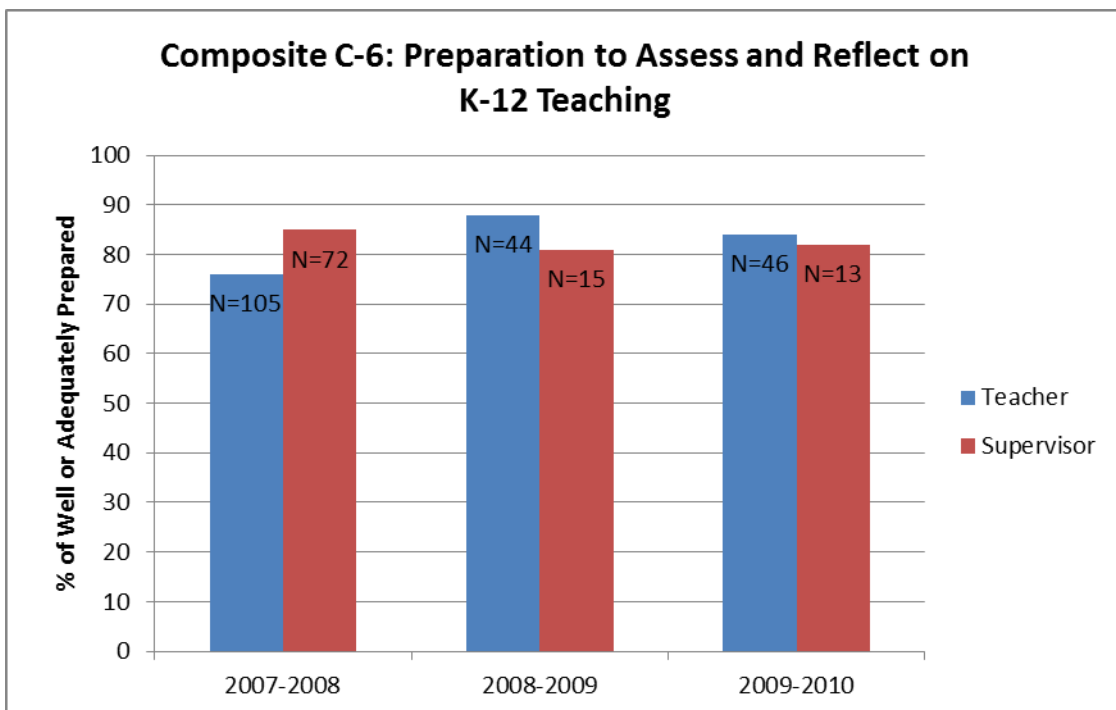


Figure 23

Composite D-1: Preparation for Equity and Diversity in K-12 Education

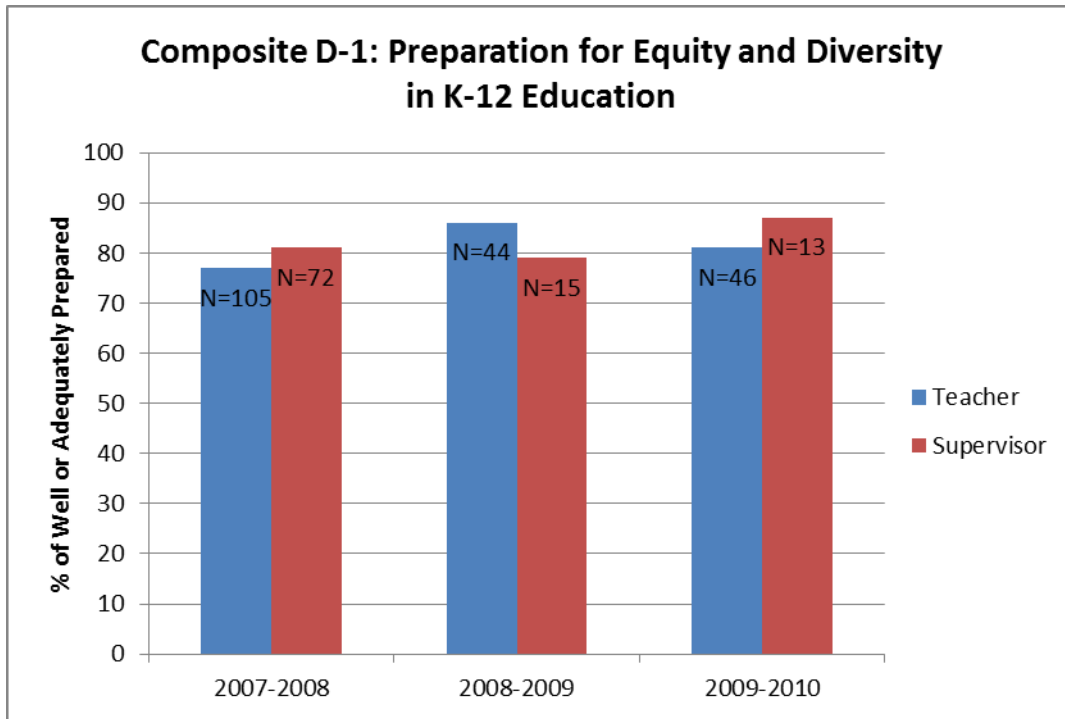


Figure 24

Composite D-2: Preparation to Teach Young Children in Grades K-3

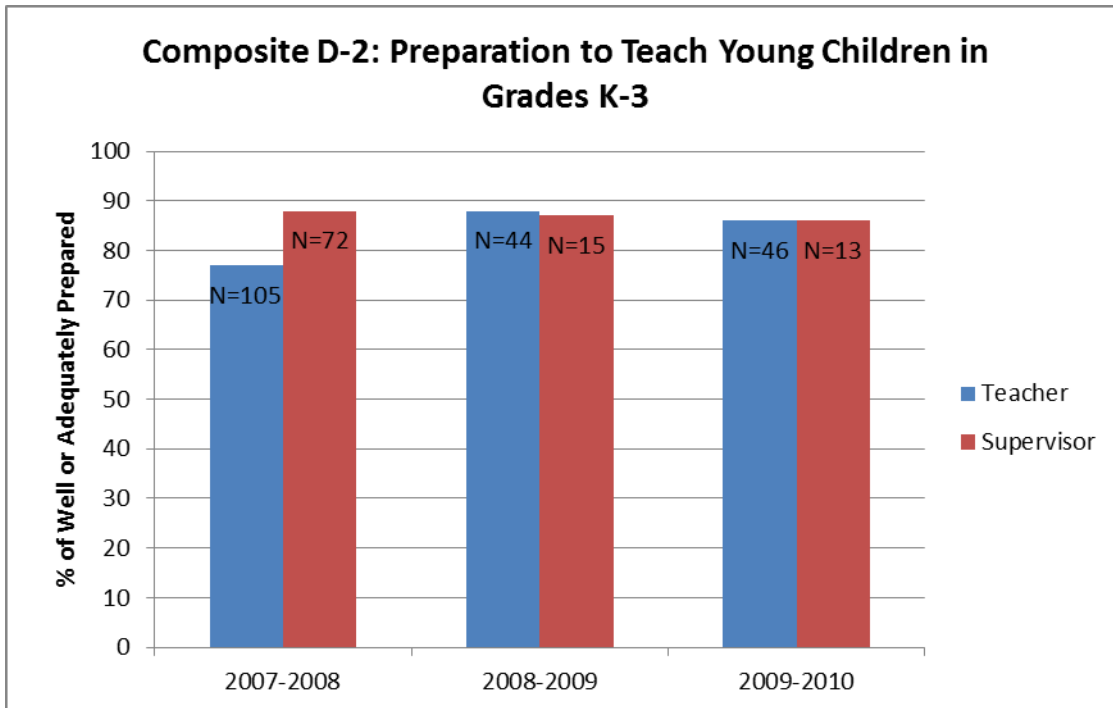


Figure 25

Composite D-3: Preparation to Teach Middle-grade Students in Grades 4-8

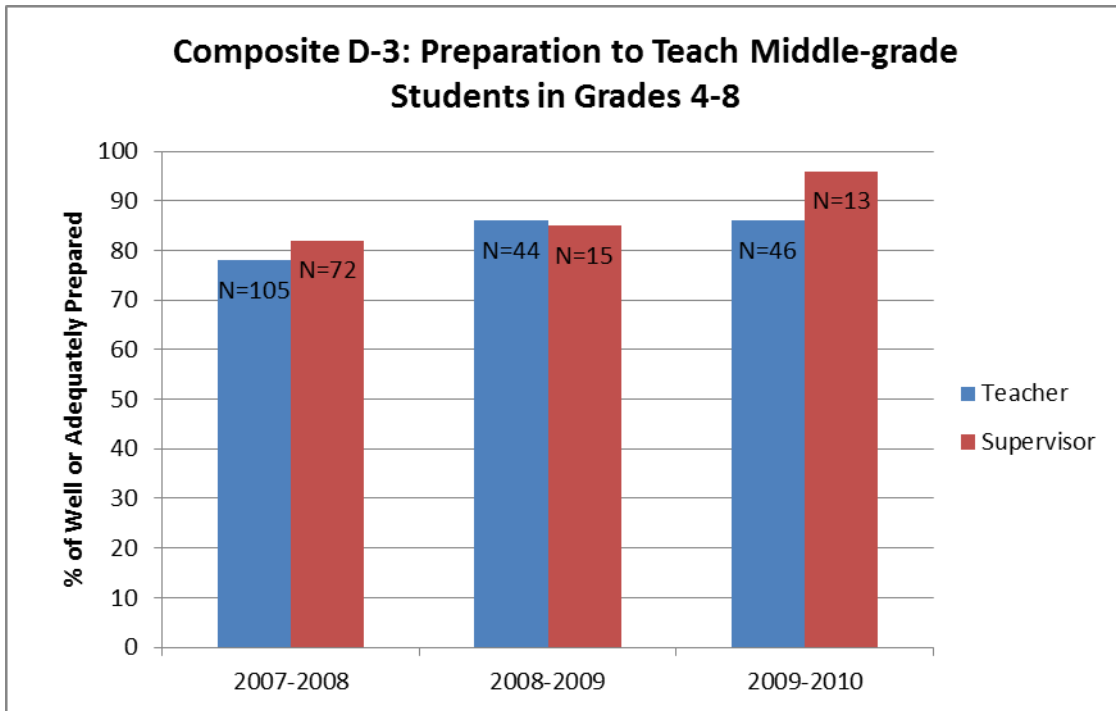


Figure 26

Composite D-5: Preparation to Teach English Learners in Grades K-12

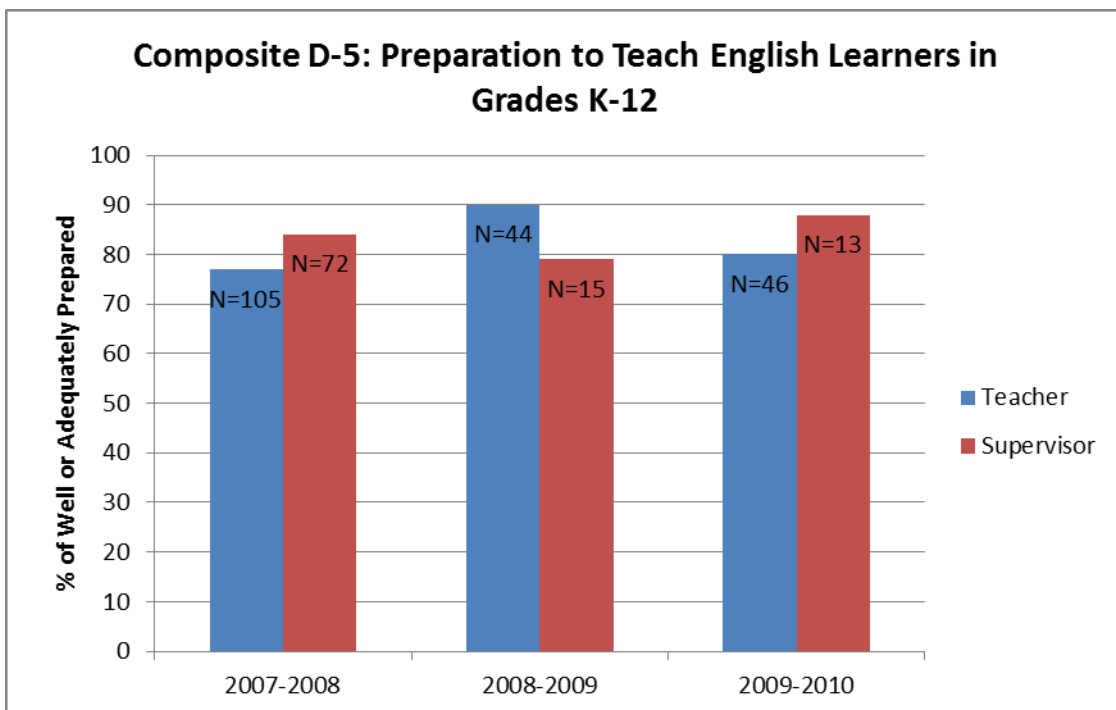


Figure 27

Composite D-7: Preparation to Teach Special Learners in Inclusive Schools

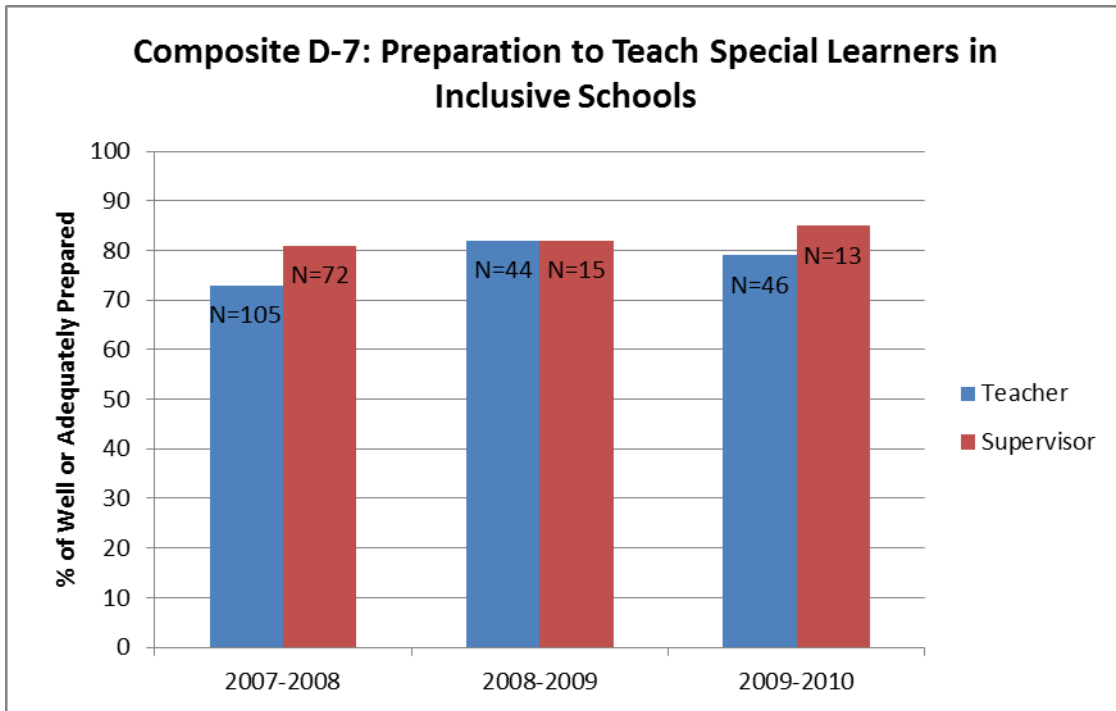


Figure 28

Composite E-1: Overall Value of CSU Professional Coursework in Education

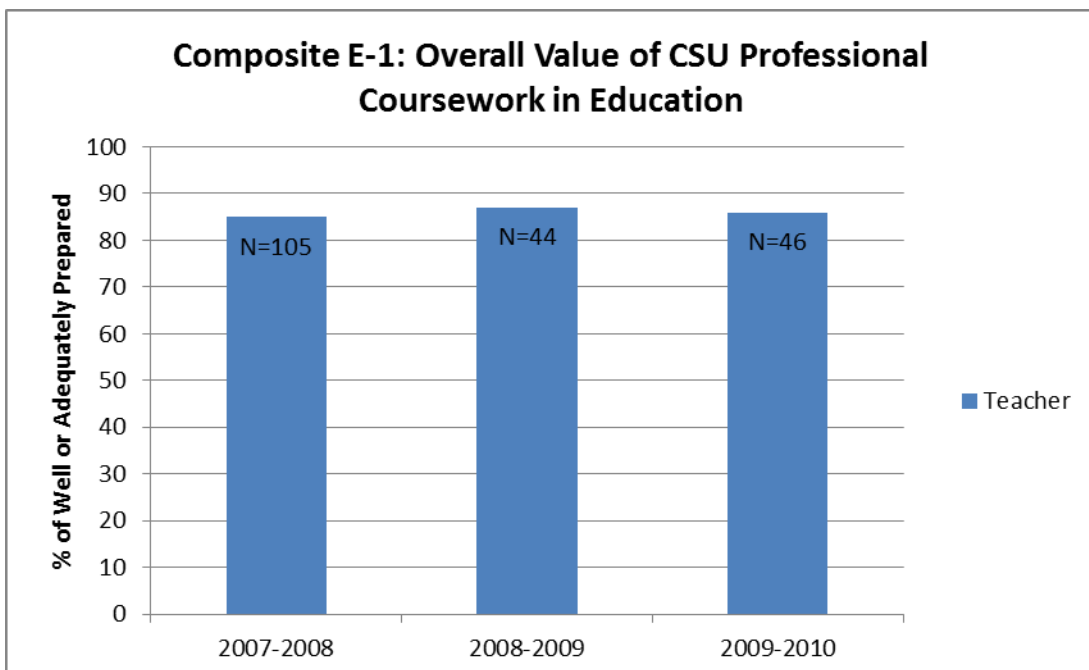
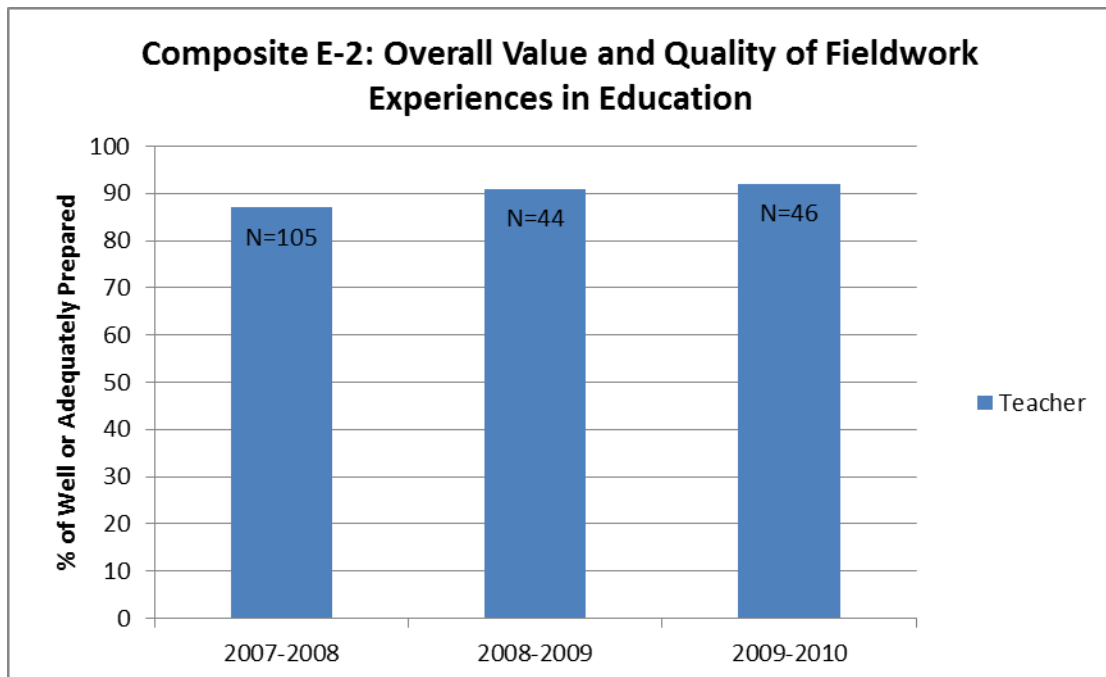


Figure 29

Composite E-2: Overall Value and Quality of Fieldwork Experiences in Education



4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or areas in need of improvement.
6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

Signature Assignment Data

Student data from signature assignments indicates that students generally perform well on these coursework embedded assessments. Mean scores on each of the areas range from 3.23 to 3.81 for the years analyzed.

Candidates performed very well on:

TPE/SLO 1: Specific Pedagogical Skill for Subject Matter Instruction – 3.81

TPE/SLO2: Monitoring Student Learning During Instruction – 3.66

TPE/SLO3: Interpretation and Use of Assessments -- 3.64

TPE/SLO 7: Learning about Students – 3.65

Relative to these scores, students tended to score the lowest in the following TPE/SLO's:

TPE/SLO 5: Student Engagement – 3.19

Student Teaching Formative and Summative Evaluations

Summative student teaching evaluations were reviewed reflecting the percentage of candidates rated at Proficient Beginning Practice or Exceptional Beginning Practice at the end of each semester. Each score reflects an element of the California Standards for the Teaching Profession and aggregate scores indicated that between 74.11% and 100% of candidates met the proficient rating or above. The most notable area of weakness as reflected in both semesters of data focuses on:

CSTP 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning (74.11% for the Fall Semester and 86% for the Spring Semester).

Teaching Performance Assessments

The vast majority of students pass all tasks with a score of 3 or 4, with the majority of failing scores in TPA Tasks 2 and 3(14% failure rate). Additionally, it is important to note that a higher percentage of candidates are choosing not to submit their TPAs, particularly those that are completed during student teaching.

Analysis of Program Effectiveness

The measures of program effectiveness utilized in this report include two years of data from the CSU Chancellor's Office Survey. The survey measured perceived levels of preparation of former students after completing one year of teaching and the immediate supervisors/evaluators of 1st year teachers from CSULB.

Perceptions of Program Completers at the end of the First-year of Teaching

In general, program completers indicated at a minimum rate of 80% in each category that they felt well or adequately prepared by the Multiple Subject Credential Program to provide instruction in K-8 classrooms. Additionally, between the years 2009 and 2010, program completers indicated at a higher level than in previous survey administrations that they felt adequately or well prepared to motivate students to be active learners, and prepared to teach middle-grades students in grades 4-8. Program completers continued to feel a high level of preparedness to teach in a variety of subject areas, lesson planning, and assessment of student learning.

The most noted areas where former students indicated a lower level of preparedness than in previous survey administrations included preparation to include technology for instructional and management purposes, preparation for addressing equity and diversity in K-12 education, and strategies to meet the needs of English language learners.

Perceptions of Employers/Supervisors of 1st Year Teachers/Program Completers

Employers/supervisors indicated that 84% of program completers appeared to be well or adequately prepared to provide instruction in K-8 classrooms. The most noted areas of strength were preparedness to teach reading/language arts and non-core subject areas. Significant increases in satisfaction over previous survey administrations were seen in the following areas:

- motivating students to be active learners
- preparation to manage instruction for learning
- preparation to use technology effectively
- preparation to use good pedagogy across the curriculum
- preparation for equity and diversity in K-12 education
- preparation to teach middle grade students in grades 4-8
- preparation to teach English learners in grades K-12
- preparation to teach special learners in inclusive schools

In contrast to the survey data of program completers, employment supervisors expressed a significant increase in satisfaction with the ability of the Multiple Subject Credential program to prepare teachers during the 2010 survey administration. Most notably, this increased satisfaction was most dramatic in the areas of motivation, classroom management, preparation to teach middle grade students, and preparation to teach English learners and students with special needs, and technology. The most noted area of concern was preparation to understand and teach reading-language arts.

Summary of Data Analysis

Overall, a strong alignment across the data sources regarding strengths of the program exists. Data indicates the program is strong in developing pedagogical knowledge, enabling students to know and understand subjects of the curriculum at the grade level(s), and to prepare lesson plans and appropriate activities for instruction. Data also revealed the program is very strong in preparing candidates to adhere to principles of educational equity. These strengths successfully impact our student (candidate) learning outcomes. These strengths also demonstrate that the program adheres to the College of Education mission to prepare knowledgeable and highly competent teachers, while reflecting Multiple Subject Credential Program goals to prepare entry-level teachers according to SB 2042 Teaching Performance Expectations, as well as to promote social responsibility and child advocacy.

Summarizing program weaknesses was more challenging, due to discrepancies across the various data sources. Technology appears to be an area where teacher candidates have inconsistent preparation and access to the resources to implement strategies in the practicum experience.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5 and prioritize the action items.

As a result of data discussions with the faculty of the Department of Teacher Education, the findings indicate that the program performs well in most measures of student performance and perceptions of program effectiveness. While there are several areas identified for program improvement, it has been determined that a focus on two specific areas receive priority over the next year. Triangulation of the data sources suggest that the student experience in the Multiple Subject Program would be enhanced by greater emphasis and preparation in the following areas:

- Meeting the instructional needs of students with special learning needs and English learners
- Using technology for assessment, and instructional and management purposes.

Meeting the Instructional Needs of Students with Special Learning Needs and English Learners and Strategies to Enhance Student Engagement and Motivation

Through data analysis of the student teaching formative evaluations and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to develop more skills to support students with special learning needs and English learners, in addition to enhancing engagement and motivation for all students in the classroom. Faculty agree that a greater emphasis on differentiated instructional approaches throughout the program would support students in this area. The following plan will be implemented to improve student outcomes in this area:

Data Source	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Program Standards
Student teaching formative evaluations CSU Systemwide Survey of Program Completers	Realign program curriculum from the pre-requisite stage through student teaching that provides students with a spiraled curriculum that revisits content and pedagogical strategies at increasing higher levels of understanding and application. Create a curriculum map that identifies where issues related to students with special needs, English learners, and motivation are covered in the program and how students demonstrate their learning in this area.	Teacher Education Department Chair	Spring, 2013	1, 6, 7-A, 8-A, 9, 12, 13
CSU Systemwide Survey of Employers	Enhance instruction by highlighting specific strategies in each course, spiraled throughout the program. Additionally, refine field work assignments to allow for greater application of these strategies in real-world settings.	MSCP Coordinator & Department Chair	Spring, 2013	1, 6, 7-A, 8-A, 9, 12, 13, 16, 17, 18
	Create a recommended/required program course sequence that ensures that students complete their coursework and Teaching Performance Assessments in a manner that is conducive to a scaffolded learning experience.	MSCP Coordinator, Department Chair, Area Coordinators	Spring, 2013	1, 2, 3, 4, 16, 17, 18
	Align program assessment strategies to provide better formative feedback to program leadership	MSCP Coordinator, Department Chair,	Spring, 2013	1, 2, 3, 4, 16, 17, 18

Data Source	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Program Standards
	in terms of candidate preparedness. This will require a review of the program's signature assignments, Teaching Performance Assessments, and Student Teaching evaluation procedures; a mapping of each assessment and rubric to the program's Student Learning Outcomes and Teaching Performance Expectations; mechanisms to review the assessment data by program track; and make recommendations for enhanced alignment of each measure.	Assessment Office, Program Faculty		

Use of Technology to Support Instruction and Management

Through data analysis of the student teaching evaluations, and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to develop more strategies for implementing technology in their work, particularly in the areas of assessment and communication. Improving candidate readiness in this area will require collaboration between the program and the local school districts in terms of identifying specific resources at the local level. The following plan will be implemented to improve student outcomes in this area:

Data Source	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Program Standard
Student Teaching Evaluations	Work with faculty to identify where these concepts and strategies are taught and assessed within the program.	MSCP Coordinator	Spring, 2013	11
CSU Systemwide Survey of Program Completers		Department Chair		
CSU Systemwide Survey of Employers	Work with local school districts to identify the types of resources that are available for implementing technology for instruction and management	MSCP Coordinator	Spring 2013	11
	Implement a workshop for the student teacher professional development day that highlights technological resources for use in the classroom	MSCP Coordinator	Fall 2013	11

Analysis and Actions

Names of Discussant(s):
 Huang, Nguyen, Caroline, Christine, Deborah, Hsu, Kim, Li, J. Pappala
 Parviz, Leslie, Reese

Courses Focused on During the Discussion:
 EMA 300 + 431

1. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

TPE outcome 7 (skills)
 outcome 11 social environment
 outcome 13 professional growth
 outcome 12 legal/ethical obligations

TPE 5, 6, 8, 10?, 11, 12, 13 all taught in
 some part in 300/431

2. How do these findings compare to past assessment findings?

EDEL 300 + 431 → rethink theory?

Believe that 300 & 431 (200) could use faculty
 overhaul of curriculum - content to meet state standards
 should be in there, but is not clearly delineated.
 + TPE-MTEP (all)

Signature assignment good idea but larger overhaul
 of co-reqs.

3. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes?

431 + 300 not reflected in the data

Outcomes 11, 12, 13 not in data - 11+12+13
 outcome 11 -

Component 0-5

Outcomes / component pages are not any lower than
 other programs - of preparation of candidates

Analysis and Actions

Names of Discussant(s): *Bill Hayes*

Courses Focused on During the Discussion:

1. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

They appear quite strong throughout the program. Technology probably needs some improvement but because the supervisors rate our students high in this area, the shortfalls probably isn't that great.

2. How do these findings compare to past assessment findings?

It appears that they are about up. And it can be that with some confidence because I used to be the one in charge of doing these assessments.

3. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes?

Keep on track, we should address technology a bit more.

Analysis and Actions

Names of Discussant(s):

Betina Hsieh, Fay Shin, Shelley Xu

Courses Focused on During the Discussion:

EDZL 442 & EDZL 452

1. What do the data for each outcome say regarding candidate performance and program effectiveness?
Please note particular areas of strength or need of improvement.

442: Strengths — ① Formative and Summative assessment
③ reflection

needs: — ② recommended strategies & activities

452: Strengths — ① Background info.
② Identification of strengths

needs: ④ monitoring progress. ③ identification of needs
④ strategies & materials.

2. How do these findings compare to past assessment findings?

452: Criterion 6 performance is consistent with
the results of four last year.

③ Content standards (we've put a weight on each
criterion and this one received a lower weight.
Speakers may not want to spend time on locating
the standards (even though it's easy to do so)

3. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes?

442 & 452: ① pay more attention to helping
teacher candidates to focus more
on monitoring student performance.

② We'll do more in-class activities.

③ Be explicit about how to monitor student
performance.

Analysis and Actions

Names of Discussant(s):	Edel 462
Courses Focused on During the Discussion:	Ella Burnett, Shachwan Marina Krause

1. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

2. How do these findings compare to past assessment findings?

3. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes?

Review TPEs and signature assignments side by side. We need to see the rubric to interpret the data. (Do we have it online?) We could improve alignment.
(Assess) Academic Learning Goal
(Learn) about students