College of Education and Affiliated Programs
Annual Assessment Report for 2007-2008
for the Multiple Subject Credential Program
Fall 2008

Note: this report presents and analyzes data from the 2007-08 academic year. During that year, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data being presented in this report.

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

   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.

   Currently there are approximately 865 candidates enrolled in the program.

During 2007-2008 there were changes to the program resulting from the revision of signature assignments in each of the five pedagogy courses in order to align them with Student (Candidate) Learning Outcomes. Student Learning Outcomes are based upon the Teaching Performance Expectations described and mandated in SB2042. Prior to this change in 07-08, student learning outcomes were aligned with the broader set of six California Standards for the Teaching Profession (CSTP). The Teaching Performance Expectations are subsets of the CSTP and are described and defined in SB 2042. They are:

- **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 7) Teaching English Learners
- **Outcome 7:** (TPE 8) Learning about Students
- **Outcome 8:** (TPE 9) Instructional Planning
- **Outcome 9:** (TPE 10) Instructional Time
- **Outcome 10:** (TPE 11) Social Environment
- **Outcome 11:** (TPE 12) Professional, Legal, and Ethical Obligations
- **Outcome 12:** (TPE 13) Professional Growth

Refer to Table 1 on the next page. This table outlines the student learning outcomes and signature assignments for the program as well as how these link to various college, state and national standards.

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

SLOs	**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 7) Teaching English Learners	**Outcome 7:** (TPE 8) Learning about Students	**Outcome 8:** (TPE 9) Instructional Planning	**Outcome 9:** (TPE 10) Instructional Time	**Outcome 10:** (TPE 11) Social Environment	**Outcome 11:** (TPE 12) Professional, Legal, and Ethical Obligations	**Outcome 12:** (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	Developmental spelling-writing assessment and instruction, Case study report, TPA 3, TPA 4	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 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	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 Dispositions	Professional Dispositions

Tables 2 through 5 provide an overview of the candidates and faculty involved in the program.

Table 2
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	500	447	865[1]

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 2
	Advancement to Culminating Experience
	#
Multiple Subject Student Teaching	470

Table 4
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 3
	Exit
	#
Recommended for Multiple Subject Credential[2]	437

[1] This figure reflects all candidates currently enrolled in the MSCP program. University data systems do not currently allow for the accurate identification of newly matriculated candidates without going through individual records. Another possible indicator of matriculation may be the number of candidates who attend a "mandatory" orientation to the program. In 2007-08, that number was 384.

[2] 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 2007, Fall 2007, and Spring 2008.

Table 5
Faculty Profile 2007-08

Faculty Profile 2007-08	
Status	**Number**
Full-time TT	19
Full-time Lecturer	3
Part-time Lecturer	46
Total:	68

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 complete worksheets/artifacts to document this meeting.

The assessment findings reviewed and discussed in this document were presented in part to the Department of Teacher Education faculty at the September 2008 faculty meeting; at this meeting were eleven full time faculty who teach the core, or pedagogy courses.

The findings were also presented to the Department of Teacher Education Assessment and Program Improvement Committee in its entirety on September 29, 2008. Members of this committee include five of multiple subject faculty who serve as area coordinators for the pedagogy courses.

3. Question 3 is in 2 main parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

a. <u>Candidate Performance Data</u>: 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.

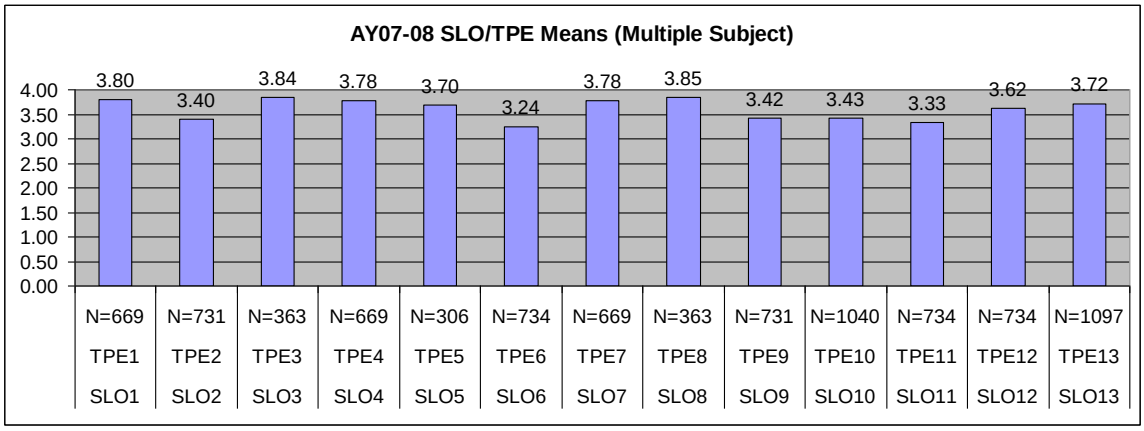
There were two sources of candidate performance data for the academic year 07-08. The first source was data on student learning outcomes/teaching performance expectation collected from signature assignments by instructors in pedagogy courses, via TaskStream, for Edel 452, Edel 462, and Edel 472. An analytic rubric with a scale of 1-4 was used to assess candidate performances on each signature assignment. Since there were multiple sections offered for each course, signature assignments were administered and data was collected in every section of each course during this period of time.

SLOs/TPEs 6, 11, 12 are based on formative evaluation information. SLOs/TPEs 10 &13 are based on signature assignment data and formative evaluation information. All other SLOs/TPEs are based on signature assignment data only.

Data was collected by instructors from signature assignments in pedagogy courses via TaskStream in Edel 452, 462, and 472. An analytic rubric with a scale of 1-4 was used to assess candidate performances on each signature assignment. For SLO/TPEs 6, 10, 11, & 12, formative and summative evaluations given by university supervisors and master teachers in Edel 482, student teaching, were also used for candidate assessment. This provided us with information regarding

specific candidate learning outcomes/teaching performance expectations (TPE) on which candidates performed well, and did not perform well. Table 6 shows the mean scores for each candidate learning outcome/TPE.

Table 6
SLO Means in Multiple Subject, 2007-08



The second source of data was collected from Fall 07/Spring 2008 formative evaluations of student teachers in Edel 482 given by supervisors and master teachers, based on a rubric with a scale of 1-5. The six California Standards for the Teaching Profession are broken down into subsets including the Teaching Performance Expectations on the formative evaluation.

Mean scores below 3.0 on any subset on the formative evaluation from the 5 point rubric are considered an area of weakness in candidate performance.

Table 7
Formative Student Teaching Evaluations: Mean Scores on CSTP Standards

Fall 07 & Spring 08 n = 1,476							
CSTP 1	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**		
Engaging & Supporting All Students in Learning	3.92	3.87	3.99	4.13	3.74		
CSTP 2	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	
Creating & Maintaining an Effective Environment	3.79	4.64	4.14	4.20	4.01	4.00	
CSTP 3	**3.1**	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**	
Understanding & Organizing Subject Matter Knowledge	4.18	4.58	2.53	4.15	4.65		
CSTP 4	**4.1**	**4.2**	**4.3**	**4.4**	**4.5**	**4.6**	
Planning Instruction & Designing Learning Experiences	3.82	4.23	4.02	2.64	3.35	2.95	
CSTP 5	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	
Assessing Student Learning	3.99	2.71	2.87	2.69	2.47	2.1	
CSTP 6	**6.1**	**6.2**	**6.3**	**6.4**	**6.5**	**6.6**	**6.7**
Developing as a Professional Educator	4.44	4.69	4.7	4.66	4.63	4.44	4.68

b. <u>Program Effectiveness Data</u>: 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.

The data sources used to examine program effectiveness were collected from two surveys, both surveys conducted annually by the CSU Chancellor's Office. They are the: (1) CSU Exit Survey of Program Graduates collected during 2006-2007, Tables 17-A & 17-B, and (2) the CSU Systemwide Survey of Employment Supervisors of the Program's First Year Teaching Graduates, and First-Year Teaching Graduates, while they taught in grades K-8, as evaluated in 2007. The Chancellor's provides data from these surveys to each campus, and these data have been summarized in Table 8.

Table 8
Summary of Tables 17-A and 17-b from Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2006-2007 by Graduates Exiting these Programs (CSU Chancellor's Exit Survey Report, 06-07)

It is a 23 item questionnaire filled out by student teachers at the end of the credential program. Exiting candidates are asked if they were "well or adequately prepared" or "somewhat or not prepared" by the program. The number of respondents, the mean score by item, and the standard deviation by item are reported.

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	393	391	393	392	393	392	393	392	392	391	391	391
Well/adequately prepared (%)	98.7	98.0	94.4	96.9	94.1	96.2	81.4	95.2	97.4	97.2	83.6	87.0
Somewhat/not prepared (%)	1.3	2.0	5.6	3.1	5.9	3.8	18.6	4.8	2.6	2.8	16.4	13.0
Mean	1.99	1.98	1.94	1.97	1.94	1.96	1.81	1.95	1.97	1.97	1.84	1.87
SD	.112	.142	.230	.172	.235	.192	.389	.215	.158	.166	.370	.337

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23
N =	389	392	391	392	391	392	392	392	391	392	393
Well/adequately prepared (%)	97.7	95.4	96.4	98.0	97.4	83.7	89.5	90.8	92.3	91.6	98.2
Somewhat/not prepared (%)	2.3	4.6	3.6	2.0	2.6	16.3	10.5	9.2	7.7	8.4	1.8
Mean	1.98	1.95	1.96	1.98	1.97	1.84	1.90	1.91	1.92	1.92	1.98
SD	.151	.210	.186	.142	.158	.370	.306	.289	.266	.278	.132

Table 9

Summary of Tables 1& 2 from the CSU Systemwide Survey in 2007, the Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2005-2006, as evaluated in 2007.

It is an evaluation with 24 questions answered by K-8 Employment Supervisors of Teaching Graduates of the CSULB Multiple Subject Credential Program. Employment supervisors were asked "based on your observations of and conferences with this teacher...please assess how well s/he was prepared. Were they well or adequately prepared, or somewhat or not prepared, by the program?" The number of respondents, the mean score by item, and the standard deviation by item are reported.

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	47	46	47	47	47	46	46	46	47	47	46	47
Well/adequately prepared (%)	91%	89%	83%	94%	87%	91%	91%	80%	89%	89%	80%	87%
Somewhat/not prepared (%)	9%	11%	17%	6%	13%	9%	9%	20%	11%	11%	20%	13%
Mean	2.43	2.48	2.30	2.55	2.43	2.37	2.43	2.09	2.43	2.49	2.28	2.40
SD	.65	.75	.86	.62	.77	.64	.72	.86	.74	.80	.83	.71

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
N =	47	47	47	41	41	46	46	45	47	47	47	47
Well/adequately prepared (%)	85%	87%	87%	83%	80%	80%	85%	91%	87%	94%	89%	72%
Somewhat/not prepared (%)	15%	13%	13%	17%	20%	20%	15%	9%	13%	6%	11%	28%
Mean	2.36	2.45	2.43	2.24	2.27	2.35	2.33	2.36	2.30	2.38	2.51	1.89
SD	.74	.77	.77	.86	.95	.85	.79	.71	.81	.74	.75	.79

Table 10
Summary of Tables 3&4 from the CSU Systemwide Survey in 2007, the Effectiveness of CSU Multiple Subject Teaching Credential Programs during 2005-06, as evaluated in 2007.

It is an evaluation with 24 questions answered by First year Teaching Graduates of the CSULB Multiple Subject Credential Program. Graduates were asked "once you finished your CSU credential program in 2005-06, and when you were a K-8 teacher in 2006-07, how well prepared were you..?" Were you well or adequately prepared, or somewhat or not prepared, by the program? The number of respondents, the mean score by item, and the standard deviation by item are reported.

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	55	55	55	55	54	55	54	53	55	55	55	55
Well/adequately prepared (%)	84%	71%	62%	80%	76%	73%	80%	43%	60%	78%	60%	69%
Somewhat/not prepared (%)	16%	29%	38%	20%	24%	27%	20%	57%	40%	22%	40%	31%
Mean	2.29	1.91	1.85	2.33	2.15	2.07	2.15	1.45	1.82	2.09	1.82	1.89
SD	.79	.93	.91	.88	.83	.88	.79	.91	1.02	.87	.98	.85

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
N =	55	55	54	55	55	55	55	53	55	54	55	55
Well/adequately prepared (%)	76%	73%	80%	67%	64%	76%	71%	75%	78%	87%	65%	56%
Somewhat/not prepared (%)	24%	27%	20%	20%	33%	24%	29%	25%	22%	13%	35%	44%
Mean	2.05	2.09	2.11	1.98	1.95	2.09	1.95	2.00	2.13	2.30	1.93	1.73
SD	.91	.93	.82	.93	.95	.93	.87	.90	.84	.79	.92	.95

4. **<u>OPTIONAL</u>: 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.**

n/a

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.**

We began our analysis by examining **candidate performance** data. We were interested in identifying learning outcomes of our candidates, specifically areas of strength and weakness, reflected in Table 6.

Candidates performed very well on

TPE/SLO 1, Specific Pedagogical Skill for Subject Matter Instruction – 3.80
TPE/SLO 3, Interpreting and Using Assessments – 3.84
TPE/SLO 4, Making Content Accessible – 3.78
TPE/SLO 7, Learning about Students – 3.78
TPE/SLO 8, Instructional Planning – 3.85

Candidates did not perform as well on

TPE/SLO 6, Teaching English Learners – 3.24
TPE/SLO 11, Social Environment – 3.33

Using evaluations from master teachers and university supervisors on formative assessments of candidate performance, the data indicates areas of weakness in any CSTP subset with a mean score of 3 or less, based upon an analytic rubric with a scale of 1-5. Utilizing this data, we identified several areas that need improvement (Analysis of Table 7). The areas are:

CSTP 3.3 Integrates ideas and information within and across subject matter. - 2.53
CSTP 4.4 Designs long and short-term plans to support learning - 2.64
CSTP 4.6 Creates challenging expectations and emphasizes higher order thinking – 2.95
CSTP 5.2 Uses multiple sources of information to assess development & learning - 2.71
CSTP 5.3 Involves and guides students in assessing their own learning - 2.87
CSTP 5.4 Uses assessment of student progress to guide instruction - 2.69
CSTP 5.5 Communicates with students & families about student progress - 2.47
CSTP 5.6 Familiarizes students with standardized tests – 2.1

In the area of how well candidates use assessment, we noted the discrepancies between the results from signature assignments and the evaluations from the master teachers and university supervisors, with students performing better on signature assignments than on related areas in their student teaching evaluations. This will be a targeted area for the program's action plan.

Then we analyzed **program effectiveness** data. We were interested in identifying uniform strengths in the program, as well as areas for improvement. Our approach was to examine the surveys that were the most similar with respect to content (i.e., Chancellor's Office Exit interview survey, First year graduate survey, and Employment supervisor of first-year graduate survey).

Strengths of the program as revealed in the CSU Exit Survey are as follows. (Analysis of Table 8)
As a new teacher, I am well or adequately prepared ....
Q1 - to prepare lesson plans and make prior arrangements for student's class activities. (98.7%)
Q16 - to adhere to principles of educational equity in the teaching of all students. (98.0%)

Weaknesses of the program as revealed in the CSU Exit Survey are the following.
As a new teacher, I am well or adequately prepared....

Q7 - to meet the instructional needs of students with special learning need. (81.4%)
Q11 - to use computer-based technology to help students learn subjects of curriculum. (83.6%)
Q18 - to know about resources in the school & community for at-risk students and families. (83.7%)

Strengths of the program as revealed in the CSU Systemwide Survey of 2007 as reported by Employment Supervisors of MSCP Teaching Graduates are as follows. (Analysis of Table 9)

The new teacher was well or adequately prepared....

Q4 – to prepare lesson plans and make prior arrangements for class activities. (94%)
Q 22 - to adhere to principles of educational equity in the teaching of all students. (94%)

Weaknesses of the program as revealed by the survey of Employment Supervisors are the following.
The new teacher was well or adequately prepared....

Q24 - to know about resources in the school & community for at-risk students and families. (72%)

Finally we looked at strengths and weaknesses of the program from the CSU Systemwide survey as reported by first year teaching graduates of the CSULB Multiple Subject Credential Program. (Analysis of Table 10)

Program strengths were reported by first year teaching graduates are as follows.
The program graduate felt well or adequately prepared....

Q1 - to know and understand subjects of curriculum at your grade level(s). (84%)
Q22 - to adhere to principles of educational equity in the teaching of all students. (87%)

Program weaknesses as reported by first year teaching graduates are as follows.
The program graduate felt well or adequately prepared....

Q8 - to meet the instructional needs of students with special learning needs. (43%)
Q24 - to know about resources in the school & community for at-risk students and families. (56%)

We examined discrepancies between survey results and performance results. Candidate use of assessments to guide instruction is an area where candidates reported they felt very confident in the Exit Survey, but less confident in their first-year of teaching. Their employment supervisors echoed their first-year teaching concerns. Candidates' use of assessment was also the area of weakest performance from the university supervisors' and master teachers' evaluations.

Overall, we found a strong alignment across the data sources regarding strengths of the program. 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. Our 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 our weaknesses was more challenging, due to data discrepancies, but a major area of concern is in the area of interpreting and using assessments. Three other areas were also identified. They include meeting the needs of students with special learning needs, using computer based technology in the classroom, and knowing about resources in the school and community for at-risk pupils. Faculty realize we cannot address all areas at once, therefore weaknesses were prioritized in order to develop an action plan. First there is a need to revise evaluation forms to bring them more in alignment with the Teaching Performance Expectations, which will provide more congruent data. Second in priority is to address assessment in the program curriculum. The other areas of weakness will be revisited through data feedback in the next assessment cycle, and addressed in an action plan at that time, if needed.

6. **How do these findings compare to past assessment findings?**

   The findings from this data are different from ones in past years. First, we have more detailed candidate performance data to shape our interpretation. Second, of the self-report data, we used primarily one source – the Exit Survey – in the past. Third, for this report we are using three survey self-reports, as well as two measures of performance, written signature assignments and written evaluations of student teaching effectiveness. This more complex data trail allows us to look more systematically and comprehensively at program strengths and weaknesses, and, specifically to use discrepancy among results to target an area where candidates may feel confident leaving the program yet their performance assessment was weak. We also discovered how much the confidence level of graduates dropped after their first year of teaching. This is now a recognized phenomenon within both teacher preparation and induction programs, when evaluation of program effectiveness occurs after only one year of teaching 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.**

   Having identified strengths and areas for improvement after looking at data and the discrepancies among data sources with faculty and MSCP area coordinators, there was an evident need to create an action plan to address the areas of weakness. The following conclusions were reached by program faculty.

   There is concern that all the data is not congruent. For this reason, one action items is to modify the summative evaluation for student teaching to make it more similar to the formative assessment, thus moving away from use of the broad CSTP categories on the summative evaluation, and incorporating the more specific teaching performance expectation language.

   Second, there was agreement that candidates need additional information and/or a review of assessment, planning, and learning, and their interrelatedness. Area coordinators agreed to meet to determine when and where this is presented in each course. The faculty agreed to review the student (candidate) learning outcomes within each standard course outline related to the topic of assessment, learning and planning.

   The final step will then be the development of a module to be presented to candidates as they begin student teaching, similar to the workshop on classroom management. The purpose of the

module on assessment is to review what the candidates learned during their pedagogy courses and help them synthesize the information as preparation for demonstrating the interpretation and use of assessment in the planning-teaching-learning cycle.

MSCP Action Plan

Objective	**Tasks**	**Person(s) Responsible**	**Due Date**
Congruency	Modify student teaching formative/summative evaluations	MSCP Coordinator Field Program Committee	Fall 2009
Identify instruction on assessment, planning and learning in existing pedagogy courses	Review standard course outlines and identify where instruction on assessment occurs or should occur	Area Coordinators Department Chair MSCP Coordinator	Fall 2009
Assessment review module for student teachers	Develop a module on assessment to be presented to student teachers as a workshop study as they begin student teaching	University supervisors Program faculty MSCP Coordinator	Fall 2009