Assessment Information – 2006-2007
Draft

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1. What goals or learning objectives/outcomes were assessed in 2006-2007?

   The moderate/severe specialist credential program focuses on 16 state standards developed by the California Teacher Credentialing Commission. Courses and fieldwork/student teaching experiences are designed for student attainment of those standards. However, each course and student teaching experience has a set of objectives and competencies which are objectively measured. Theses outcomes address the specific set of knowledge, dispositions, and skills required to meet the standards.

2. How did you assess these learning outcomes?

   a. describe the measures you used and information gathered.

      Learning outcomes for the courses students take are measured through a variety of means depending on the content of the course. Measures include:
      - written in-class or take-home exams
      - written responses or reflections related to readings and lectures
      - group or individual projects in which students design curricular units, lessons, adaptations and accommodations, and teaching strategies for hypothetical or case study classes and students
      - individual projects in which students design curricular units, lessons, adaptations and accommodations, and teaching strategies for real students in the schools where they are doing fieldwork or student teaching
      - written assessments of cognitive, motor, social, communication, behavioral, and academic skills for target students from their student teaching classrooms
      - written IEPs and transition plans for target students
      - written participation and support plans for target students
      - written systematic instructional programs and summaries of data collected on student progress
      - written systems change plans and professional practice statements
      - etc.

      The fieldwork and student teaching semesters are competency-based – students must pass the first fieldwork to move to Student Teaching I and must pass Student Teaching I to move to Student Teaching II.
The fieldwork experience is in the second semester of the 4 semester program. There are 26 competencies divided into 4 specific areas. The University supervisor and the mentor teacher evaluate the credential student on these 26 items. At least 80 percent of these items must be at a passing level to move on to the first student teaching experience.

Student Teaching I and II are evaluated with the same tool which has 90 items divided into 12 categories of competence. Over the course of year two in the program (3rd and 4th semester) students must achieve competence in all 12 areas at a B level in order to receive their credential. Students are evaluated at midterm and at the end of the semester. Because some competencies relate to work with various age groups and various types of disabilities, it is not expected that each area will be met within one semester.

At the end of Year One in the mod/severe credential program, the two advisors conduct a first year review with each student and review progress toward the credential. From this review careful discussion of student teaching placements and student needs occur between the advisors and the student.

At the end of the 3rd semester, prior to the final student teaching experience, the program coordinator works with each student to make sure that during the final semester of student teaching, the right experiences and mentors are available to the student in order to pass.

b. as a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

As a result of the assessments of coursework and field experiences, we learned that nearly all students mastered the outcomes we designed. One student did not meet the requirements of the first fieldwork.

c. in what areas are students doing well and achieving expectations?

Students are doing well in the majority of coursework requirements and fieldwork requirements.

d. what areas are seen as needed improvement within your program?

Students who are on administrative internships (teaching on emergency credentials while going to the University to get their credential) need and require more collaboration between the school district which employs them and the University supervisor and coordinator.

3. As a result of faculty reflection on these results, are there any program changes anticipated?
   a. what are those changes?
Each summer the faculty in this program have a program retreat to review all of the core courses in the moderate/severe credential and make adjustments and changes as needed. One specific area we will be addressing this summer is the student teaching requirements for interns vs. traditional student teachers.

**4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?**

Each core course has a rubric for grading. At our summer retreat we will also be addressing consistency in evaluation of the student teachers and fieldwork students across supervisors. We will be redesigning our evaluation tool for the student teaching semesters.

**5. What assessment activities are planned for the upcoming academic year?**

In 2007-2008 we will be conducting a survey of our graduates of the past 3 years since the re-design of this credential program to see if the changes made to the program have been effective. We will also be convening an advisory group of administrators and parents, teachers, and students to form a regular twice a year meeting to discuss teacher training issues.