

2016-2017 Annual Assessment Report Template

Office of Academic Program Assessment

Dr. Amy Liu, Director

California State University, Sacramento

Program Name: Credential. Mild/Moderate Disabilities

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?**
[Check all that apply]

- ☐ 1. **Critical thinking**
- ☐ 2. **Information literacy**
- ☐ 3. **Written communication**
- ☐ 4. **Oral communication**
- ☐ 5. Quantitative literacy
- ☐ 6. **Inquiry and analysis**
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical reasoning
- ☐ 14. Foundations and skills for lifelong learning
- ☐ 15. **Global learning and Perspectives**
- ☐ 16. Integrative and applied learning
- ☐ 17. Overall competencies for GE Knowledge
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. **Professionalism**
- ☒ 20. Other, specify any PLOs that were assessed but not included above:
 - a.
 - b.
 - c.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs were **explicitly** linked to the Sac State BLGs/GLGs:

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of October 2012 Standards-TPEs 42 diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly

		<p>explain to families how to help students achieve the curriculum. Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.</p>
<p>Q1.2.1. Do you have rubrics for your PLOs?</p> <p><input checked="" type="checkbox"/> 1. Yes, for all PLOs</p> <p><input type="checkbox"/> 2. Yes, but for some PLOs</p> <p><input type="checkbox"/> 3. No rubrics for PLOs</p> <p><input type="checkbox"/> 4. N/A, other (please specify):</p>	<p>Q1.3. Are your PLOs closely aligned with the mission of the university?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>	<p>Q1.4. Is your program externally accredited (other than through WASC)?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Go to Q1.5)</p> <p><input type="checkbox"/> 3. Don't know (Go to Q1.5)</p>

<p>Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>	<p>Q1.5. Did your program use the Degree Qualification Profile (DQP) to develop your PLO(s)?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No, but I know what the DQP is</p> <p><input type="checkbox"/> 3. No, I don't know what the DQP is.</p> <p><input type="checkbox"/> 4. Don't know</p>	<p>Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
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IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED

Question 2: Standard of Performance for the selected PLO

Q 2.1. Select **ONE(1) PLO** here as an example to illustrate how you've conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural Knowledge, Competency, and Perspectives |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning and Perspectives |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Professionalism |
| <input type="checkbox"/> | 20. Other, specify any PLOs that were assessed but not included above: |
| | a. |
| | b. |
| | c. |

Q2.1.1. Please provide more background information about the **specific PLO** you've chosen in Q2.1:

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of October 2012 Standards-TPEs 42 diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum. Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix:
[Word limit: 300]

The attached rubric is the form that the course instructors use to check candidates' performance on using assessments and interpretation. In addition, the section of the assessment and evaluations for candidates' performance in the current student teaching evaluation form is attached.

Rubric #1 – EDS225A/B: Field Based Learning Task IV, Comprehensive academic evaluation report
 Rubric #2 - Student teaching evaluation form, pp 5-6

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.4	Q2.5	Q2.6
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	X	X	X
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook		X	X
4. In the university catalogue			
5. On the academic unit website or in newsletters	X	X	X
6. In the assessment or program review reports, plans, resources or activities	X	X	X
7. In new course proposal forms in the department/college/university	X	X	
8. In the department/college/university's strategic plans and other planning documents	X	X	X
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO?

- ☐ 1. Yes
☐ 2. No (Skip to Q6)
☐ 3. Don't know (Skip to Q6)
☐ 4. N/A (Skip to Q6)

Q3.2. If yes, was the data **scored/evaluated** for this PLO?

- ☐ 1. Yes
☐ 2. No (Skip to Q6)
☐ 3. Don't know (Skip to Q6)
☐ 4. N/A (Skip to Q6)

<p>Q3.1.1. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>3</p>	<p>Q3.2.1 Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>In the candidates' Assessment and Evaluation course (EDS225A/B), they complete an accumulative report as a signature assignment. The title of the report is Field Based Learning Task IV, Comprehensive academic evaluation report. It is a comprehensive report that candidates have to upload to our online electronic portfolio (TaskStream) at the end of the semester.</p> <p>Candidates complete self evaluation on their assessment and evaluation performance and their university supervisors evaluate candidate's performance in the same assessment and evaluation section. Student teaching evaluation form, pp 5-6</p> <p>In the candidates' Functional Behavior Assessment course (EDS230), they complete the assessment tasks for students' behaviors.</p>
<p align="center">Q3A: Direct Measures (key assignments, projects, portfolios)</p>	
<p>Q3.3. Were direct measures [key assignments, projects, portfolios, course work, student tests, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Go to Q3.7)</p> <p><input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences</p> <p><input checked="" type="checkbox"/> 2. Key assignments from required classes in the program</p> <p><input type="checkbox"/> 3. Key assignments from elective classes</p> <p><input checked="" type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques</p> <p><input checked="" type="checkbox"/> 5. External performance assessments such as internships or other community based projects</p> <p><input checked="" type="checkbox"/> 6. E-Portfolios</p> <p><input type="checkbox"/> 7. Other portfolios</p> <p><input type="checkbox"/> 8. Other measure. Specify:</p>
<p>Q3.3.2. Please provide the direct measure you used to collect data, THEN explain how it assesses the PLO:</p> <p>The signature assignments which are "key assessments" in required program course and a final phase student teaching performance evaluation period.</p> <p>EDS225 course signature assignment – comprehensive academic evaluation report</p> <p>EDS472/473 student teaching performance evaluation</p> <p>All performance assessments are "external" in nature because they are required by the CTC and they are implemented while taking courses and through the candidates' field placement.</p>	

Q3.4. How was the data evaluated? [Select only one] <input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.4.4) <input checked="" type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input checked="" type="checkbox"/> 7. Used other means (Answer Q3.4.1)		Q3.4.1. If you used other means, which of the following measures were used? (Check all that apply) <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input checked="" type="checkbox"/> 4. Other, specify: CTC	
Q3.4.2. Was the rubric aligned directly and explicitly with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	Q3.4.3. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	Q3.4.4. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	
Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 8		Q3.5.1 How many faculty members participated in planning the evaluation of the assessment data for the selected PLO? 8	
Q3.5.2. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 4. N/A <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know			
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? The faculty members and university supervisors selected sample of student work [papers, reports, evaluation forms] based on the current special education and MM program standards by CTC.		Q3.6.1. How did you decide how many samples of student work to review? All MM program candidates are required to take these courses and complete the student teaching.	
Q3.6.2. How many students were in the class or program? 20	Q3.6.3. How many samples of student work did you evaluate? 22	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)			
Q3.7. Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know		Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. Program student surveys or focus groups <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews	
Q3.7.1.1 Please explain and attach the indirect measure you used to collect data: 			

Q3.7.2 If surveys were used, how was the sample size decided? 	<input type="checkbox"/> 7. Other, specify:
Q3.7.3. If surveys were used, how did you select your sample? 	Q3.7.4. If surveys were used, what was the response rate?

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know	Q3.8.1. Which of the following measures were used? (Check all that apply) <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input checked="" type="checkbox"/> 4. Other, specify: CTC required evaluation and standards for the MM teaching credential
Q3.8.2. Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q4.1) <input type="checkbox"/> 3. Don't know (Go to Q4.1)	Q3.8.3. If other measures were used, please specify:

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
 [Word limit: 600 for selected PLO]

Interpretation and Use of Assessments	Number (%)	Average
EDS225 Signature Assignment - Assessment	23 out of 30 (77%)	3.23 (81%)
EDS472 Student Teaching Evaluation - Assessment	15 out of 24 (62%)	2.92 (97%)
EDS473 Intern Teaching Evaluation - Assessment	2 out of 2 (100%)	2.98 (99%)

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

The passing standard for the student teaching evaluation as set by our program is the score of 2. On average, our candidates score above the passing mark. All candidate passed EDS225 and EDS230 course performance expectation in Assessment and Evaluation so they are meeting the program standard.

Q4.3. For **selected** PLO, the student performance:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. Exceeded expectation/standard |
| <input type="checkbox"/> | 2. Met expectation/standard |
| <input type="checkbox"/> | 3. Partially met expectation/standard |
| <input type="checkbox"/> | 4. Did not meet expectation/standard |
| <input type="checkbox"/> | 5. No expectation or standard has been specified |
| <input type="checkbox"/> | 6. Don't know |

Q4A: Alignment and Quality

Q4.4. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |

Q4.5. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of this year's **assessment effort** and based on the prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g., course structure, course content, or modification of PLOs)?

- | | |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/> | 1. Yes |
| <input checked="" type="checkbox"/> | 2. No (Go to Q5.2) |
| <input type="checkbox"/> | 3. Don't know (Go to Q5.2) |

Q5.1.1. Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

<p>Q5.1.2. Do you have a plan to assess the <i>impact of the changes</i> that you anticipate making?</p> <p> <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know </p>					
<p>Q5.2. Since your last assessment report, how have the assessment data from then been used so far? [Check all that apply]</p>					
	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations		X			
6. Developing/updating assessment plan		X			
7. Annual assessment reports					X
8. Program review			X		
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)			X		
12. Program accreditation			X		
13. External accountability reporting requirement			X		
14. Trustee/Governing Board deliberations					X
15. Strategic planning			X		
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement			X		
19. Resource allocation and budgeting					X
20. New faculty hiring					X
21. Professional development for faculty and staff			X		
22. Recruitment of new students					X
<p>23. Other Specify: Last year, our MM program assessment report was on "Instructional Planning". While we incorporated the suggestions on the last year's report, we have been paying close attention to "Interpretation and Use of Assessments" this year. We hope to continue this effective practices next year.</p>					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

n/a

Q5.3. To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes					X
2. Standards of Performance					X
3. Measures			X		
4. Rubrics			X		
5. Alignment			X		
6. Data Collection			X		
7. Data Analysis and Presentation			X		
8. Use of Assessment Data			X		

9. Other, please specify:

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above: Each course instructors revised their course syllabi to apply the constructive feedback on last year's report. Student Teaching Evaluating Form was not updated, but the ways of guiding candidates to be better equipped with representation and use of assessments were more concise and specific by the placement coordinator and university supervisors.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

n/a

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input checked="" type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural Knowledge, Competency, and Perspectives |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning and Perspectives |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Professionalism |
| <input type="checkbox"/> | 20. Other, specify any PLOs that were assessed but not included above: |
- a.
- b.
- c.

Q8. Have you attached any files to this form? If yes, please list every attached file here:

1. EDS225 rubric
2. EDS472/473 student teaching performance evaluation
3. curriculum map (dual program advisement planning sheet)
4. curriculum map (the one page chart to show the course alignments with CTC specialist credential standards. Teach it in a course, EDS232, at the beginning of the whole program)

Program Information (Required)

Q9. Program/Concentration Name(s):
Credential: Mild/Moderate Disabilities

Q10. Report Authors:
EunMi Cho

Q10.1. Department Chair/Program Director:
Stephanie Biagetti

Q10.2. Assessment Coordinator:
n/a

Q11. Academic unit: Department, Program, or College:
Teaching Branch

Q12. College:
Education

Q13. Fall 2015 enrollment for Academic unit (See [Department Fact Book](#) by the Office of Institutional Research for fall enrollment):

Q14. Program Type: **[Select only one]**

- ☐ 1. Undergraduate baccalaureate major
- ☒ 2. Credential
- ☐ 3. Master's degree
- ☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other. Please specify:

Undergraduate Degree Program(s):

Q15. Number of undergraduate degree programs the academic unit has:

Q15.1. List all the name(s):

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

Master Degree Program(s):

Q16. Number of Master's degree programs the academic unit has:

Q16.1. List all the name(s):

Q16.2. How many concentrations appear on the diploma for this master program?

Credential Program(s):

Q17. Number of credential programs the academic unit has: 8

Q17.1. List all the names:

1. MS
2. MS with BA
3. SS
4. SS with BA
5. SE: M/M
6. SE: Dual (M/M and MS)
7. SE: M/S
8. SE: Dual (M/M and M/S)

Doctorate Program(s)

Q18. Number of doctorate degree programs the academic unit has:

Q18.1. List all the name(s):

When was your assessment plan... (Please obtain and attach the assessment plan)	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Do not Know
Q19. ... developed?					X			
Q19.1. ... last updated?					X			
						1. Yes	2. No	3. Don't Know
Q20. Have you developed a curriculum map for this program? Please obtain and attach the curriculum map.						X		
Q20.1. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?						X		
Q22. Does the program have a capstone class?							X	
Q22.1. Does the program have ANY capstone project?							X	

Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

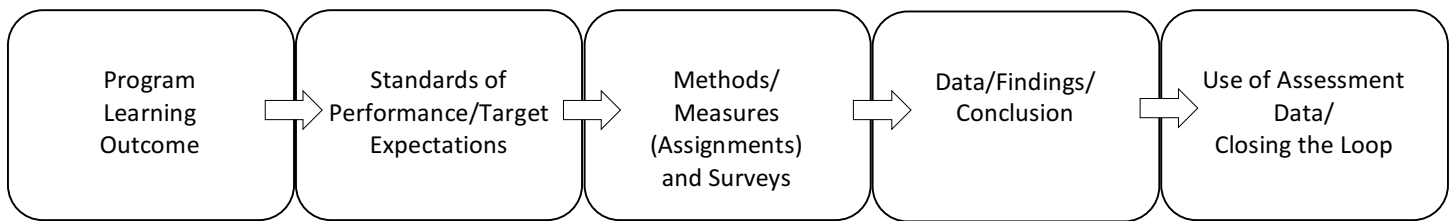
Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

Attachment II: Simplified Annual Assessment Report

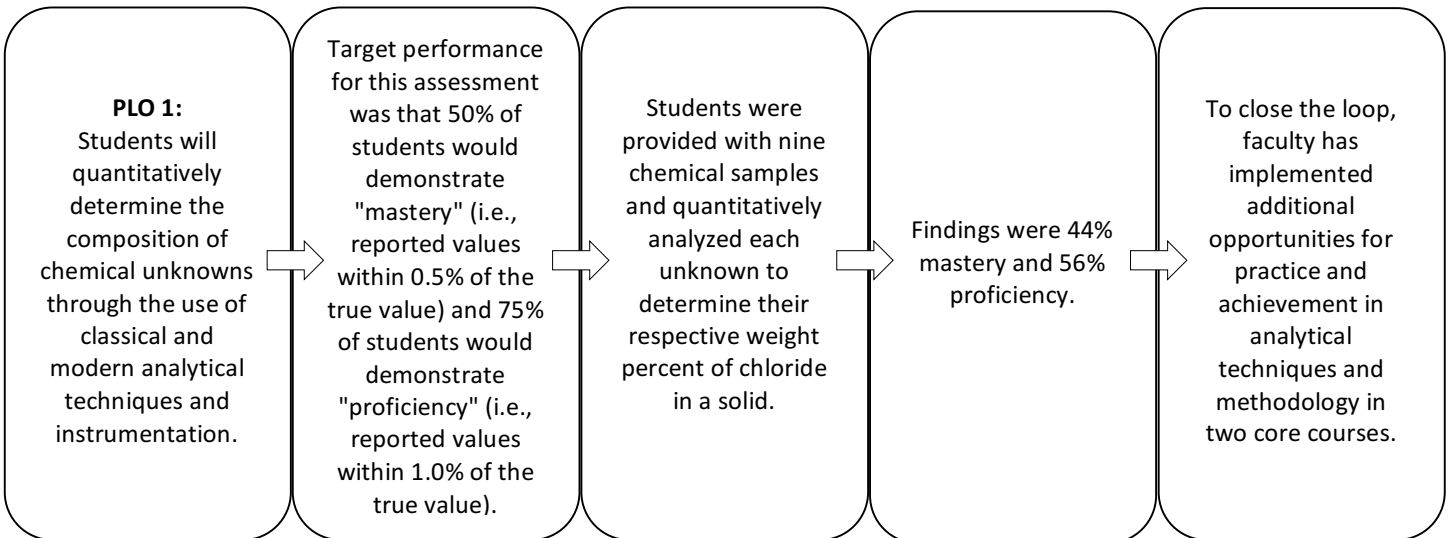
Basic Assessment



Examples:

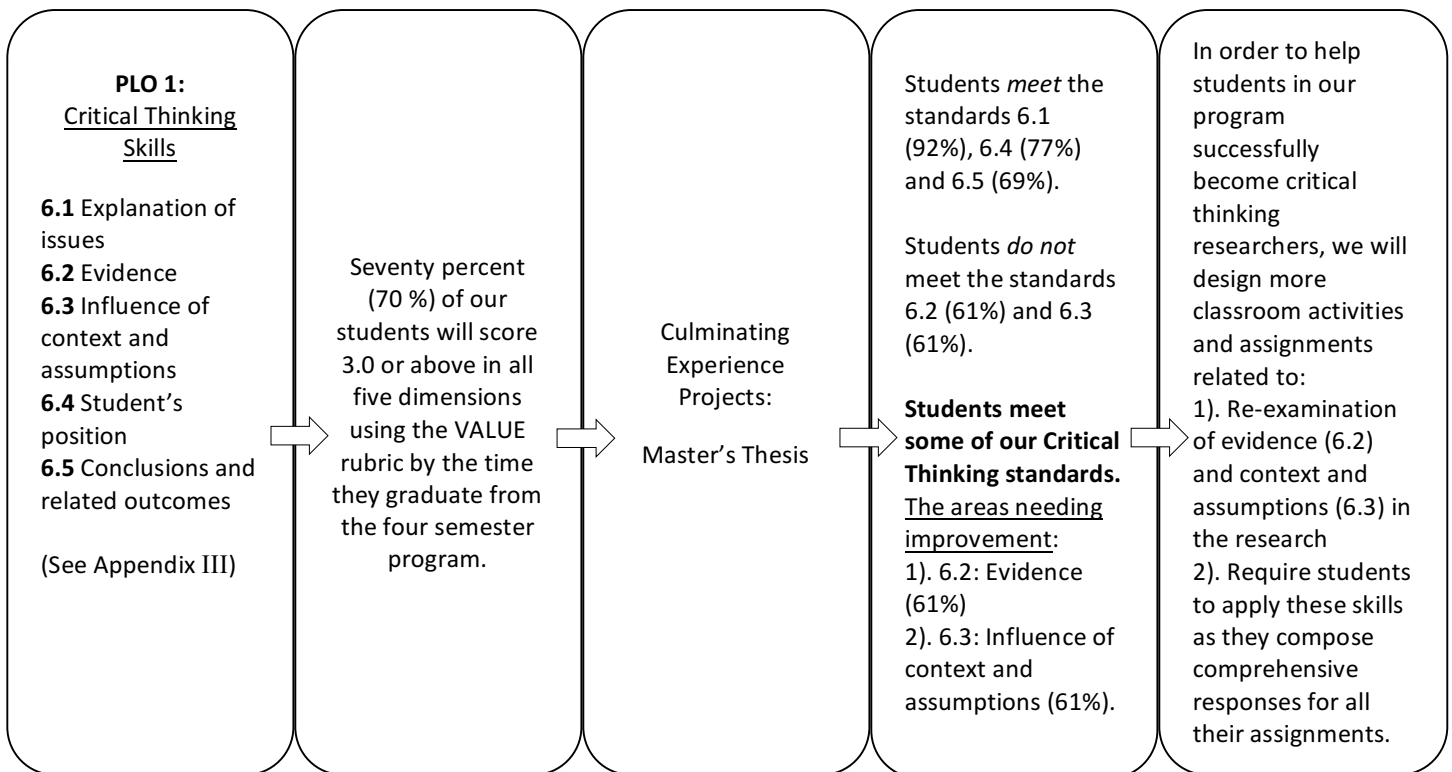
Chemistry, BS/BA

(Example of Content Knowledge)



Educational Technology (iMet), MA

(Example of Complicated Skills)



**Attachment III: Assessing Program Learning Outcomes (PLOs) for the
Educational Technology (iMet) Graduate Program (example)**

Table I: The Results for Critical Thinking PLO

Note: Data shown here drawn from Data Collection Sheet¹

Five Criteria adopted from Critical Thinking VALUE Rubric

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total
6.1: Explanation of issues	38%	54%	0%	8%	(100%, N=13)
6.2: Evidence	15%	46%	23%	15%	(100%, N=13)
6.3: Influence of context and assumptions	15%	46%	23%	15%	(100%, N=13)
6.4: Student's position	23%	54%	8%	15%	(100%, N=13)
6.5: Conclusions and related outcomes	15%	54%	15%	15%	(100%, N=13)

Standards of Performance for Education Technology (iMet) Graduate Students

Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.

¹Table 2: Critical Thinking Data Collection Sheet

Different Levels Five Criteria (Areas)	(4)	(3)	(2)	(1)	Total
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

Report: Final Scores for Folio Area: Signature Assignments; EDS 225 Signature Assignment

Report Generated by Taskstream

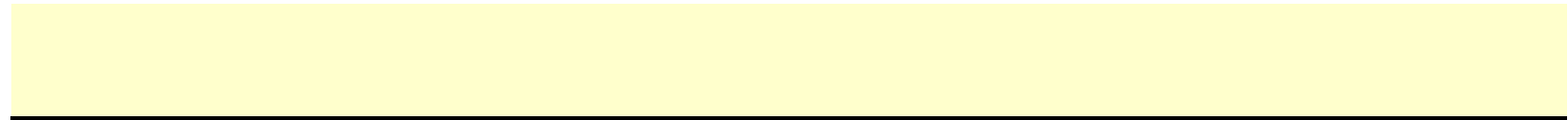
DRF Template: !EDS MS CATs - FACULTY SCORERS-F15

Used in Program: 1.01 F15 EDS Mild Moderate (DUAL) E-portfolio Fall 2015 Start

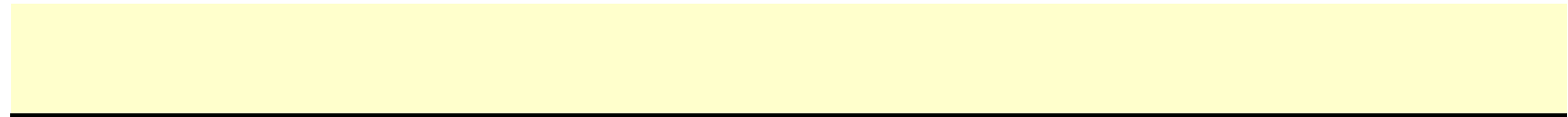
Authors: 23 Authors matched search criteria

Report Generated: Tuesday, June 27, 2017

		Student ID	Status	Final Score*: Max = 4	Rubric Name	Criterion 1 (Weight: 4%) Background Information (20 points)	Criterion 2 (Weight: 4%) Background Information a). Identifying Data - Contains all the necessary basic information about the child	Criterion 3 (Weight: 8%) Background Information b). Reason for Referral - Explains to the reader the specific reasons why this evaluation is taking place in two to three sentences. Should be comprehensive	Criterion 4 (Weight: 2%) Behavioral Observations (5 points)
			Active	3.34	EDS 225 Scoring Rubric	2	4	3	4
			Active	3.72	EDS 225 Scoring Rubric	4	3	4	4
			Active	3.37	EDS 225 Scoring Rubric	4	4	4	4
			Inactive	3.27	EDS 225 Scoring Rubric	4	3	4	4
			Active	3.08	EDS 225 Scoring Rubric	4	4	3	4
			Active	3.43	EDS 225 Scoring Rubric	4	3	3	1
			Active	2.98	EDS 225 Scoring Rubric	4	3	3	3
			Active	2.93	EDS 225 Scoring Rubric	2	4	3	4
			Active	3.34	EDS 225 Scoring Rubric	4	3	3	4
			Active	3.28	EDS 225 Scoring Rubric	3	3	3	3
			Active	3.38	EDS 225 Scoring Rubric	4	3	3	4
			Active	3.35	EDS 225 Scoring Rubric	4	1	4	4
			Active	2.61	EDS 225 Scoring Rubric	2	1	3	3
			Active	2.68	EDS 225 Scoring Rubric	2	1	3	3
			Active	2.99	EDS 225 Scoring Rubric	2	4	3	3
			Active	3.1	EDS 225 Scoring Rubric	4	3	3	3
			Active	3.07	EDS 225 Scoring Rubric	4	1	3	3
			Active	3.22	EDS 225 Scoring Rubric	4	3	3	1
			Active	3.83	EDS 225 Scoring Rubric	4	4	4	4
			Inactive	3.92	EDS 225 Scoring Rubric	4	4	4	4
			Active	3.12	EDS 225 Scoring Rubric	2	4	3	3
			Active	3.08	EDS 225 Scoring Rubric	2	4	3	4
			Active	3.16	EDS 225 Scoring Rubric	2	4	3	3
AVERAGE FOR GROUP				3.23		3.26	3.09	3.26	3.35



Criterion 5 (Weight: 2%) Behavioral Observations	Criterion 6 (Weight: 4%) Evaluation Procedures and Test Results (35 points) - Analyzes the results of each test and looks at the student's individual performance on each measure. a. Test 1	Criterion 7 (Weight: 8%) Evaluation Procedures and Test Results (35 points) - Analyzes the results of each test and looks at the student's individual performance on each measure. a. Test 1	Criterion 8 (Weight: 2%) Evaluation Procedures and Test Results (35 points) - Analyzes the results of each test and looks at the student's individual performance on each measure. a. Test 1	Criterion 9 (Weight: 8%) Evaluation Procedures and Test Results (35 points) - Analyzes the results of each test and looks at the student's individual performance on each measure. a. Test 1	Criterion 10 (Weight: 8%) Evaluation Procedures and Test Results (35 points) - Analyzes the results of each test and looks at the student's individual performance on each measure. a. Test 1	Criterion 11 (Weight: 8%) Interpretation of Test Results (30 points) - a summary of overall performance a. Standardized Test b. Non-Standardized Tests	Criterion 12 (Weight: 8%) Interpretation of Test Results (30 points) - a summary of overall performance a. Standardized Test b. Non-Standardized Tests
4	3	4	3	4	3	3	3
3	3	4	4	4	3	4	4
3	1	4	3	3	3	3	4
4	4	3	4	2	4	3	4
3	2	3	3	3	3	3	4
1	2	4	4	4	3	3	4
2	1	3	3	3	3	3	3
3	3	3	2	3	3	3	3
3	3	3	3	3	3	3	4
2	3	4	4	4	4	3	3
3	2	3	4	3	3	3	4
1	3	4	4	4	3	3	3
3	1	2	3	3	2	3	3
3	2	3	3	3	2	3	3
2	3	3	3	3	3	3	4
4	1	4	4	4	3	3	3
2	2	3	3	3	3	3	4
1	2	3	3	3	3	3	4
4	4	4	4	4	4	3	3
4	4	4	4	4	4	3	4
3	3	3	3	3	3	3	4
3	2	3	3	3	3	3	4
3	3	3	3	3	3	3	4
2.78	2.48	3.35	3.35	3.3	3.09	3.04	3.61



Criterion 13 (Weight: 4%) Interpretation of Test Results (30 points) - a summary of overall performance a. Standardized Test b. Non-Standardized Tests	Criterion 14 (Weight: 4%) Interpretation of Test Results (30 points) - a summary of overall performance a. Standardized Test b. Non-Standardized Tests	Criterion 15 (Weight: 4%) IEP Goals (30 Points) a. Benchmark b. Three Objectives (progression) per goal c. Standard	Criterion 16 (Weight: 3%) IEP Goals (30 Points) a. Benchmark b. Three Objectives (progression) per goal c. Standard	Criterion 17 (Weight: 2%) IEP Goals (30 Points) a. Benchmark b. Three Objectives (progression) per goal c. Standard	Criterion 18 (Weight: 4%) IEP Goals (30 Points) a. Benchmark b. Three Objectives (progression) per goal c. Standard	Criterion 19 (Weight: 11%) Overall Writing Proficiency	Average Rubric Score*
3	3	3	3	3	4	4	3.34*
3	4	4	4	3	3	4	3.72*
3	3	2	2	4	4	4	3.37*
3	3	3	4	4	3	2	3.27*
3	3	2	2	3	3	3	3.08*
3	3	4	4	4	4	4	3.43*
3	3	2	2	3	3	4	2.98*
3	3	2	2	3	3	3	2.93*
3	3	4	3	3	4	4	3.34*
3	3	3	3	3	4	3	3.28*
3	3	4	4	4	4	4	3.38*
3	4	2	4	3	3	4	3.35*
3	3	3	2	3	3	3	2.61*
3	3	2	2	3	3	3	2.68*
3	3	2	2	3	3	3	2.99*
3	3	2	2	4	3	3	3.10*
3	3	4	3	3	4	3	3.07*
3	3	4	3	4	4	4	3.22*
4	4	4	4	4	4	4	3.83*
4	4	4	4	4	4	4	3.92*
3	3	2	2	3	3	4	3.12*
3	3	2	2	2	3	4	3.08*
3	3	2	2	3	4	4	3.16*
3.09	3.17	2.87	2.83	3.3	3.48	3.57	3.23*



Last Submission Date	Last Evaluation Date	Evaluator
4/27/2017	5/23/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
12/5/2016	12/13/2016	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
5/11/2017	5/24/2017	EunMi Cho
4/27/2017	5/23/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
4/27/2017	5/15/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
12/12/2016	12/28/2016	EunMi Cho
4/27/2017	5/23/2017	EunMi Cho
4/27/2017	5/23/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
11/29/2016	12/13/2016	EunMi Cho
11/29/2016	12/13/2016	EunMi Cho
4/27/2017	5/23/2017	EunMi Cho
4/27/2017	5/24/2017	EunMi Cho
4/27/2017	5/23/2017	EunMi Cho

Report: Final Scores for Folio Area: Univ. Supervisor Eval Mild/Moderate (Evaluation area for all University Supervisors); EDS 472 Final (FOR EDS 472)

Report Generated by Taskstream

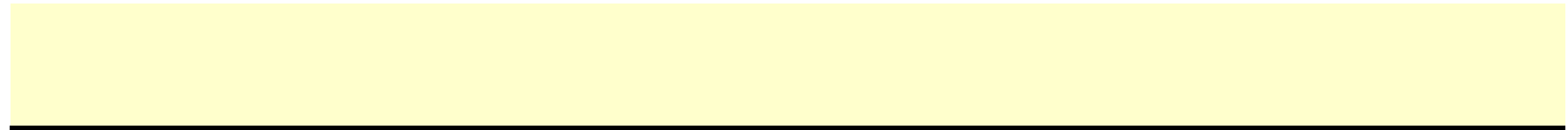
DRF Template: EDS MS CATs & Student Teaching F14 COPY FOR NEW

Used in Program: 1.11 F15 EDS Mild Moderate (DUAL) StudentTeaching Fall 2015 Start

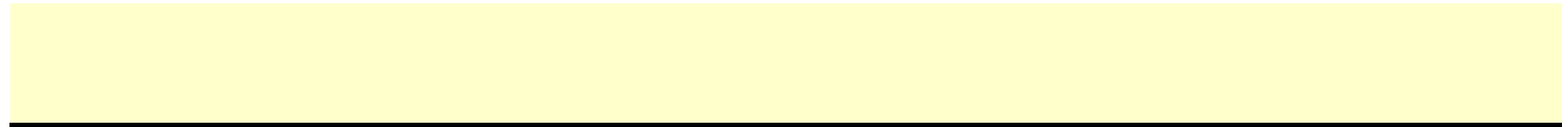
Authors: 15 Authors matched search criteria

Report Generated: Tuesday, June 27, 2017

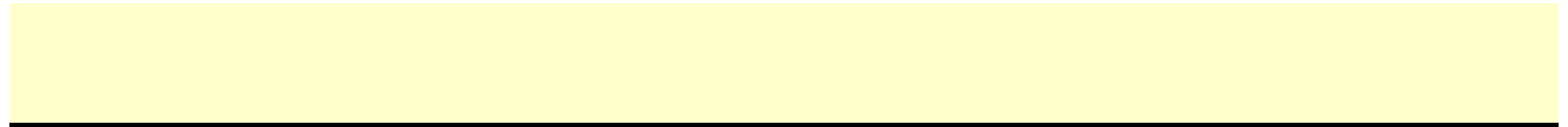
		Student ID	Status	Final Score: Max = 3	Rubric Name	Criterion 1 Professional and Interperson al Skills 1. Demonstrat es professional ism in personal appearance	Criterion 2 Professional and Interperson al Skills 2. Works effectively as a team member at the school site.	Criterion 3 Professional and Interperson al Skills 3. Accepts responsibilit es assigned by the cooperating teacher or	Criterion 4 Professional and Interperson al Skills 4. Participates in school meetings, parent conferences , in-service	Criterion 5 Professional and Interperson al Skills 5. Demonstrat es positive regard for diversity in students, families,	Criterion 6 Professional and Interperson al Skills 6. Interacts with students honestly and equitably by
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	2.84	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	2.16	CSUS Evaluation Special Ed EDS 472-473	3	3	3	2	2	3
			Active	2.99	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	3	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
			Active	2.75	CSUS Evaluation Special Ed EDS 472-473	3	3	3	3	3	3
AVERAGE FOR GROUP				2.92		3	3	3	2.93	2.93	3



Criterion 7 Professional and Interpersonal Skills 7. Is able to assess his/her own performance.	Criterion 8 Professional and Interpersonal Skills 8. Seeks, accepts, and utilizes constructive feedback for professional	Criterion 9 Professional and Interpersonal Skills 9. Guides, supports and facilitates the work of paraprofessionals.	Criterion 10 Professional and Interpersonal Skills 10. Creates and maintains student records with data keeping methods that	Criterion 11 Professional and Interpersonal Skills 11. Participates in IEP meetings in a sensitive, professional, and legal	Criterion 12 Communication and Collaborative Partnerships 12. Consistently uses clear, concise, coherent oral, written and	Criterion 13 Communication and Collaborative Partnerships 13. Demonstrates appropriate professional and interpersonal	Criterion 14 Communication and Collaborative Partnerships 14. Demonstrates passive and active listening skills.	Criterion 15 Communication and Collaborative Partnerships 15. Participates as a member of a interdisciplinary team in the	Criterion 16 Communication and Collaborative Partnerships 16. Plans and conducts collaborative conferences with parents or primary	Criterion 17 Communication and Collaborative Partnerships 17. Collaboratively designs and implements educational interventions	Criterion 18 Communication and Collaborative Partnerships 18. Cooperates and collaborates with general education	Criterion 19 Communication and Collaborative Partnerships 19. Provides special education support and/or consultation	Criterion 20 Planning and Managing the Teaching and Learning Environment 20. Establishes and maintains a positive,	Criterion 21 Planning and Managing the Teaching and Learning Environment 21. Acquires and maintains individual and/or small
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	N/A	3	3	3	3	3	3	N/A	N/A	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	N/A	3	N/A	N/A	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	N/A	3	3	3	3	3	N/A	N/A	2	3	2	3	3
2	2	N/A	2	2	2	N/A	2	2	N/A	2	2	N/A	2	2
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3	3	3	3	3	3	3	3	3	N/A	3	3	3	3	3
3	3	3	3	3	3	3	3	3	N/A	N/A	3	3	3	3
2	3	2	2	3	3	2	3	3	2	2	3	3	3	2
2.87	2.93	2.92	2.87	2.93	2.93	2.93	2.93	2.93	2.89	2.77	2.93	2.92	2.93	2.87



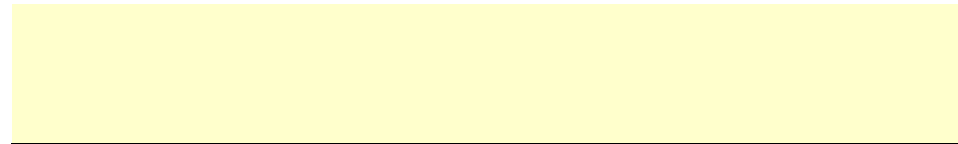
Criterion 22 Planning and Managing the Teaching and Learning Environment 22. Demonstrates appropriate and effective instructional	Criterion 23 Planning and Managing the Teaching and Learning Environment 23. Demonstrates efficient, smooth, and effective	Criterion 24 Planning and Managing the Teaching and Learning Environment 24. Changes the delivery (when appropriate) to reflect	Criterion 25 Planning and Managing the Teaching and Learning Environment 25. Generates a variety of responses from students	Criterion 26 Planning and Managing the Teaching and Learning Environment 26. Utilizes supportive correction procedures for all	Criterion 27 Planning and Managing the Teaching and Learning Environment 27. Circulates around the room to monitor student work	Criterion 28 Planning and Managing the Teaching and Learning Environment 28. Utilizes opportunities to maximize supported inclusive	Criterion 29 Planning and Managing the Teaching and Learning Environment 29. Maximizes opportunities for students to interact	Criterion 30 Planning and Managing the Teaching and Learning Environment 30. Provides direct instructional support to students in	Criterion 31 Planning and Managing the Teaching and Learning Environment 31. Provides opportunities for and facilitates the development	Criterion 32 Managing Student Behavior and Social Interaction Skills 32. Establishes a productive learning environment	Criterion 33 Managing Student Behavior and Social Interaction Skills 33. Establishes positive rapport with students in	Criterion 34 Managing Student Behavior and Social Interaction Skills 34. Communicates and interacts respectfully	Criterion 35 Managing Student Behavior and Social Interaction Skills 35. Reinforces the system of management used in the	Criterion 36 Managing Student Behavior and Social Interaction Skills 36. Reinforces respectful interaction among
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	3	3	2	3	N/A	N/A	N/A	2	3	3	3	3	3	3
2	2	2	2	2	3	N/A	2	3	2	2	3	2	2	3
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2	3	3	3	3	3	2	2	3	3	3	3	3	3	3
2.8	2.93	2.93	2.87	2.93	3	2.92	2.86	2.93	2.93	2.93	3	2.93	2.93	3



Criterion 37 Managing Student Behavior and Social Interaction Skills 37. Utilizes a variety of behavioral management	Criterion 38 Managing Student Behavior and Social Interaction Skills 38A. Effectively manages student behavior one-	Criterion 39 Managing Student Behavior and Social Interaction Skills 38B. Effectively manages student behavior in	Criterion 40 Managing Student Behavior and Social Interaction Skills 38C. Effectively manages student behavior in	Criterion 41 Managing Student Behavior and Social Interaction Skills 39. Implements a behavior management program that	Criterion 42 Managing Student Behavior and Social Interaction Skills 40. Demonstrates the ability to identify and defuse	Criterion 43 Managing Student Behavior and Social Interaction Skills 41. Uses data to develop behavior interventions.	Criterion 44 Managing Student Behavior and Social Interaction Skills 42. Teaches and encourages self-management	Criterion 45 Managing Student Behavior and Social Interaction Skills 43. Utilizes nonaversive/least intrusive strategies for	Criterion 46 Managing Student Behavior and Social Interaction Skills 44. Engages in effective self-assessment of	Criterion 47 Instructional Content and Practice 45. Develops lesson plans which include clearly stated objective(s) procedures, materials,	Criterion 48 Instructional Content and Practice 46. Effectively assists the classroom teacher with planning and delivery of small group	Criterion 49 Instructional Content and Practice 47. Effectively assists the classroom teacher with planning and delivery of whole group	Criterion 50 Instructional Content and Practice 48. Effectively plans and delivers whole group instruction.	Criterion 51 Instructional Content and Practice 49. Demonstrates sound knowledge of core curriculum.
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	N/A	3	3	3	2	3	3	3	3	N/A	N/A	3
2	2	2	2	2	2	2	2	2	2	2	3	3	N/A	2
3	3	3	3	3	3	2	3	3	3	3	3	3	3	3
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3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	2	3	3	3	2	2	2	2	3
2.93	2.93	2.93	2.93	2.93	2.93	2.8	2.87	2.93	2.93	2.87	2.93	2.93	2.92	2.93

Criterion 52 Instructional Content and Practice 50A. Demonstrates instructional strategies, activities, and materials that build upon students'	Criterion 53 Instructional Content and Practice 50B. Demonstrates instructional strategies, activities, and materials that encourage student	Criterion 54 Instructional Content and Practice 50C. Demonstrates instructional strategies, activities, and materials that appeal to and challenge the	Criterion 55 Instructional Content and Practice 51. Adjusts the complexity of his/her language to accommodate for both native	Criterion 56 Instructional Content and Practice 52. Implements instruction that meets IEP goals and objectives.	Criterion 57 Instructional Content and Practice 53. Modifies curriculum and instructional strategies to meet the diverse	Criterion 58 Instructional Content and Practice 54. Develops and implements instruction which is age appropriate and reflects the student's	Criterion 59 Instructional Content and Practice 55. Implements and modifies general education core curriculum to meet the	Criterion 60 Instructional Content and Practice 56. Integrates affective, social and career/vocational skills with academic	Criterion 61 Assessment, Diagnosis, and Evaluation 57. In collaboration with the cooperating teacher, establishes	Criterion 62 Assessment, Diagnosis, and Evaluation 58. Applies formal and informal methods to assess students'	Criterion 63 Assessment, Diagnosis, and Evaluation 59. In collaboration with the cooperating teacher, demonstrates	Criterion 64 Assessment, Diagnosis, and Evaluation 60. Utilizes performance data and teacher/student/parent input to make	Criterion 65 Assessment, Diagnosis, and Evaluation 61. Effectively interprets and communicates assessment results to	Criterion 66 Assessment, Diagnosis, and Evaluation 62. Develops IEP objectives that are based on individual
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
2.93	2.93	2.93	2.93	2.93	2.93	2.93	2.93	2.93	2.93	2.93	2.93	2.87	2.87	2.87

Assessment Section Average = 2.88



Criterion 67 Assessment, Diagnosis, and Evaluation 63. Constructs comprehensive IEP goals and objectives	Average Rubric Score	Last Submission Date	Last Evaluation Date	Evaluator
3	3	N/A	4/21/2017	BONNIE STEWART
3	3	N/A	5/4/2017	Laurie Wagner
3	3	N/A	4/29/2017	BONNIE STEWART
3	3	N/A	5/4/2017	Laurie Wagner
3	3	N/A	5/13/2017	Linda Wyatt
3	3	N/A	4/29/2017	BONNIE STEWART
2	2.84	N/A	12/1/2016	Laurie Wagner
2	2.16	N/A	5/4/2017	Laurie Wagner
3	2.99	N/A	4/28/2017	BONNIE STEWART
3	3	N/A	5/4/2017	Laurie Wagner
3	3	N/A	5/8/2017	Laurie Wagner
3	3	N/A	5/13/2017	Linda Wyatt
3	3	N/A	5/5/2017	Laurie Wagner
3	3	N/A	5/8/2017	Laurie Wagner
2	2.75	N/A	5/12/2017	Linda Wyatt
2.8	2.92			

(__/120)

The purpose of this assignment is for candidates to practice how to develop an academic assessment report in a comprehensive way. The report will communicate assessment results with other professionals and parents by having them understand the rationale behind the recommendations. The recommendations will be used as practical guidelines for intervention or making a placement decision.

Score	Description
1	The candidate did not meet minimum standards.
2	The candidate completed the assignment, missing some required components.
3	Candidates completed the assignment, including all required components and gaining proficiency.
4	The candidate goes above and beyond the expectations for the assignment and showed that s/he has done extra research, synthesized information from the assessment results and other classes, or has gone beyond the bounds of the assignment itself to produce superlative work.

Standards	Criteria Description	TaskStream Ranking				Course Evaluation	%
		Does Not Meet Requirements (Inadequate)	Partially Meets Requirements	Meets All Requirements	Exceeds Requirements (Exemplary)		
		1	2	3	4		
Common 5 – Assessment of Students	Background Information (20 points)	No identifying data are included or not correct (0).	Some identifying data are correctly included (2.5).	All identifying data are correctly included (5)	All identifying data are correctly included (5).		
	a. Identifying Data - Contains all the necessary basic information about the child b. Reason for Referral - Explains to the	No questions are developed and stated (0).	One question is developed and stated (2.5).	Two questions are developed and stated clearly to provide the purpose of choosing three assessments (3).	More than two questions are developed and they are linked clearly to the reason for referral to these three specific assessments (5).		

	<p>reader the specific reasons why this evaluation is taking place in two to three sentences. Should be comprehensive enough to clarify the purpose.</p>	<p>The report states no rationale for choosing these specific assessments (at least 3) based on the student's background information and needs (0).</p>	<p>The report states the rationale for choosing these specific assessments (at least 3), but the rationale did not explain the student's background information and needs (5).</p>	<p>The report states the rationale for choosing these specific assessments (at least 3) based on the student's background information and needs (7).</p>	<p>The report states the rationale for choosing these specific assessments (at least 3) based on the student's background information and needs very clearly (10).</p>	
		0	10	15	20	16.7
Comm on 5 – Assessment of Students	Behavioral Observations (5 points)	<p>The report does not include any description of the student's behavior during the testing session (0).</p> <p>There was no effort to create a comfortable testing environment and to meet the student's style/needs are explained (0).</p>	<p>The report includes limited description of the student's behavior during the testing session (1).</p> <p>The effort to create a comfortable testing environment is explained (1).</p>	<p>The report includes two descriptions of the student's behaviors during the testing session (2).</p> <p>The effort to create a comfortable testing environment and to meet the student's style/needs are explained (2).</p>	<p>The report includes three descriptions of the student's behaviors during the testing session (3).</p> <p>The effort to create a comfortable testing environment and to meet the student's style/needs are explained (2).</p>	
		0	2	4	5	4.2

Comm on 5 – Assess ment of Studen ts	Evaluation Procedures and Test Results (35 points) - Analyzes the results of each test and looks at the student's individual performance on each measure. a. Test 1 (Standardized) b. Test 2 c. Test 3	The report does not include any RTI Progress Monitoring information and data (0).	The report includes RTI Progress Monitoring information, but no data with visual description (graph) (3).	The report includes RTI Progress Monitoring information and data, but no visual description (graph) (4).	The report includes RTI Progress Monitoring information and data with visual description (graph) (5).	
		The report includes no introduction to any assessment that was used (0).	The report includes an introduction on two assessments that were used (2.5x2=5).	The report includes an introduction with basic information on each assessment that was used (2.5x3=7.5).	The report includes an introduction with specific details on each assessment that was used (3x3=9).	
		No evaluation procedures and sources are written (0).	Evaluation procedures <u>or</u> sources are written (2).	Evaluation procedures and sources are written with enough and correct information (3).	Evaluation procedures and sources are clearly and correctly written (3).	
		No tables are developed to present data (0).	A few data per test are recorded in two different tables (2.5x2=5).	Some data per test are recorded in three different tables (2.5x3=7.5).	Enough data per test are clearly and correctly recorded in three different tables (3x3=9).	
		Neither data table of the standardized	The data table of the standardized assessment	The data table of the standardized assessment	The data table of the standardized assessment includes more than three different scores (SS,	

		assessment developed nor the data table of the standardized assessment includes no scores (0).	includes only two or less different scores (SS and Percentile) (6).	includes at least three different scores (SS, Percentile, Age/Grade Equivalent, Classification, and others) (9).	Percentile, Age/Grade Equivalent, Classification, and others) (9).	
		0	21	31	35	29.1
Common 5 – Assessment of Students	Interpretation of Test Results (30 points) - a summary of overall performance a. Standardized Test b. Non-Standardized Tests	<p>The report does not state that any assessments are linked to the student learning needs (0).</p> <p>No summary is stated on interpretation of scores from any tests. (0).</p>	<p>The report interprets two assessment results and each test is linked to the student learning needs (7).</p> <p>The summary is stated, based on correct interpretation of scores from two tests. Detail on data summary (e.g. areas assessed, description of results, interpretation, etc) demonstrates evaluator's clear understanding</p>	<p>The report interprets three assessment results and each test is linked to the student learning needs (9).</p> <p>The summary is stated, based on correct interpretation of scores from all three tests. Detail on data summary (e.g. areas assessed, description of results, interpretation, etc) demonstrates evaluator's understanding of</p>	<p>The report interprets more than three assessment results and each test is strongly linked to the student learning needs (10).</p> <p>The summary is clearly stated, based on correct interpretation of scores from more than three tests. Including detail on data summary (e.g. areas assessed, description of results, interpretation, etc) demonstrates evaluator's clear understanding of the assessment results without any errors (10).</p>	

		<p>The report does not describe how the results of each test shows the student's current performance on each subtest and it includes only one test (1).</p> <p>The summary explains some degree of the student's current performances on only one test (1).</p>	<p>on the assessment results with more than two errors (6).</p> <p>The report describes how the results of each test shows the student's current performance on each subtest and it includes at least two tests (2).</p> <p>The summary explains some degree of the student's current performances on two tests (2).</p>	<p>the assessment results with an error (8).</p> <p>The report describes how the results of each test shows the student's current performance on each subtest and it includes all three tests (4).</p> <p>The summary accurately explains the student's current performances on each test with enough information (5).</p>	<p>The report clearly describes how the results of each test shows the student's current performance on each subtest and it includes more than three tests (5).</p> <p>The summary accurately explains the student's current performances on each test with correct and many details based on many details (5).</p>	
		2	17	26	30	25
Common 8 – Participating in IEPs	IEP Goals (30 Points) a. Benchmark b. Three Objectives (progression) per goal c. Standard	Only one IEP goal is developed (1), but it does not correctly follow Dr. Cho's IEP template (2).	Two IEP goals are developed (3), but they do not correctly follow Dr. Cho's IEP template (2).	Three IEP goals are developed (5) using Dr. Cho's IEP template correctly (5).	Three IEP goals are developed (5) using Dr. Cho's IEP template correctly (5).	

		<p>Any IEP goal does not include a benchmark statement (0), standard (0), and only one objective without clear progression of the goal attainment in a year (1).</p> <p>All goals are not clearly written (0) and no link is considered to the student's current performance level and specific needs (0).</p>	<p>Each IEP goal includes a correct benchmark statement (3) and aligned with a common core state standard (3), but they are not written correctly (1). Only one objective is written per goal (1) without clear progression of the goal attainment in a year (1).</p> <p>Each goal is written, based on the assessment results (2), but they are not correctly linked to the student's current performance level and specific needs (1).</p>	<p>Each IEP goal includes a benchmark statement (3), is aligned with a common core state standard (3), and two objectives with some progression of the goal attainment in a year (1+1=2).</p> <p>Each goal is written, based on the assessment results (2) and they are linked to the student's current performance level and specific needs (2).</p>	<p>Each IEP goal includes a correct benchmark statement (3), is aligned with a common core state standard (3), and two objectives with clear progression of the goal attainment in a year (2x2=4).</p> <p>Each goal is clearly written, based on the assessment results (2) and they are correctly linked to the student's current performance level and specific needs (3).</p>	
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		No IEP goals are applicable to the student's progress rate and needs (0).	One IEP goal is applicable to the student's needs (1).	Two or three IEP goals are applicable to the student's needs (3).	All IEP goals are applicable to the student's progress rate and needs (5).	
		0	18	25	30	25
	Overall Writing Proficiency	The report is not written based on APA 6 th style and includes more than three grammatical errors.	The report is written based on APA 6 th style and used Dr. Cho's template, but it includes two grammatical errors.	The report is clearly written based on APA 6 th style and used Dr. Cho's template. It includes only one grammatical error.	The whole report is clearly written based on APA 6 th style and used Dr. Cho's template, without any grammatical errors.	
		-8	-4	-2	0	
	Total Points	0	64	99	120	100



Teaching Credentials

Phase III Evaluation: EDS 472/473

Student teaching #:

☐ EDS 472

☐ EDS 473

Evaluation:

☐ Midterm Evaluation

☐ Final Evaluation

Evaluator:

☐ University Supervisor

☐ Cooperating Teacher

☐ Student Teacher

☐ Other (i.e., Principal, V.P., etc.)

Student Teacher _____ Date _____

University Supervisor _____ Cooperating Teacher _____

School/District _____ Program or Grade _____

Cooperating Teacher, University Supervisor, Student Teacher:

Please respond to each of the competencies by using the performance evaluation criteria provided and completing the comments portion following each section. Each rating should apply to the student teacher's "common and typical behavior in the classroom." All observed competencies require an "Above or At Entry Level" rating in order to earn a "Credit" grade in student teaching. Competencies identified with a * must be used for students earning their moderate/severe specialist credential. These competencies may also be used for those students earning their mild/moderate specialist credential, wherever appropriate.

Performance Evaluation Criteria:

3: Outstanding performance

2: Satisfactory performance

1: Performance needs improvement—skill observed infrequently or not demonstrated

NA: Setting not conducive to skill demonstration

Additionally, the **University supervisor** should circle for each item whether rating is based on:

O = Observation

..... Interview

P = Portfolio

Professional and Interpersonal Skills

- ① Demonstrates professionalism in personal appearance and presentation.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ② Works effectively as a team member at the school site.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③ Accepts responsibilities assigned by the cooperating teacher or onsite supervisor.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④ Participates in school meetings, parent conferences, in-service training, and other aspects of school life.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑤ Demonstrates positive regard for diversity in students, families, and colleagues.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥ Interacts with students honestly and equitably by protecting their privacy, respecting their work, and being receptive to their ideas.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑦ Is able to assess his/her own performance.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑧ Seeks, accepts, and utilizes constructive feedback for professional growth.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑨ Guides, supports and facilitates the work of paraprofessional(s), peer tutors, and/or volunteers.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑩ Creates and maintains student records with data keeping methods that are unobtrusive, expedient, organized, and current.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑪ Participates in IEP meetings in a sensitive, professional, and legal manner.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 1–11: _____

Communication and Collaborative Partnerships

- ⑫ Consistently uses clear, concise, coherent oral, written and nonverbal language.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑬ Demonstrates appropriate professional and interpersonal communication with students, parents, school personnel, and other team members.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑭ Demonstrates passive and active listening skills.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑮ Participates as a member of a interdisciplinary team in the design of an individual assessment plan, which is culturally and linguistically appropriate.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

- ⑩ Plans and conducts collaborative conferences with parents or primary caregivers.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑪ Collaboratively designs and implements educational interventions with students, families, general educators, administrators, related service personnel, community agency personnel, and/or others.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑫ Cooperates and collaborates with general education staff and other team members, as appropriate.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑬ Provides special education support and/or consultation to teachers to accommodate the needs of students with disabilities in integrated classrooms, when requested.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 12–19: _____

Planning and Managing the Teaching and Learning Environment

- ⑭ Establishes and maintains a positive, supportive, and safe learning environment.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑮ Acquires and maintains individual and/or small group attention.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑯ Demonstrates appropriate and effective instructional pacing.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑰ Demonstrates efficient, smooth, and effective transitions.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑱ Changes the delivery (when appropriate) to reflect student involvement and skill response.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑲ Generates a variety of responses from students in order to check for understanding of presented material prior to moving on to new material.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑳ Utilizes supportive correction procedures for all incorrect student responses.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉑ Circulates around the room to monitor student work and behavior.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉒ Utilizes opportunities to maximize supported inclusive educational opportunities.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉓ Maximizes opportunities for students to interact with non-disabled peers.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉔ Provides direct instructional support to students in the inclusive classroom, when appropriate.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ㉕ Provides opportunities for and facilitates the development of social competency, life skills, communication skills, self-management skills, self-advocacy, and increased independence.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 20-31: _____

Managing Student Behavior and Social Interaction Skills

- ③② Establishes a productive learning environment that includes clearly stated expectations for student behaviors.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③③ Establishes positive rapport with students in variety of ways.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③④ Communicates and interacts respectfully with all students and supports dignity.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑤ Reinforces the system of management used in the classroom.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑥ Reinforces respectful interaction among students.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑦ Utilizes a variety of behavioral management strategies (i.e. nonverbal cues).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑧ Effectively manages student behavior in the following situations
 ▶ one-to-one
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
 ▶ small group
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
 ▶ multiple small groups or whole class
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ③⑨ Implements a behavior management program that includes preventative and supportive interventions.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④⑦ Demonstrates the ability to identify and defuse situations that may lead to conflict.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④① Uses data to develop behavior interventions.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④② Teaches and encourages self-management strategies to the maximum extent possible (e.g. self-monitoring, self-reinforcement, self-recording).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④③ Utilizes nonaversive/least intrusive strategies for behavior change.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ④④ Engages in effective self-assessment of management strategies.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 32-44: _____

Instructional Content and Practice

- 45 Develops lesson plans which include clearly stated objective(s) procedures, materials, and assessment which reflects the objective(s).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 46 Effectively assists the classroom teacher with planning and delivery of small group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 47 Effectively assists the classroom teacher with planning and delivery of whole group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 48 Effectively plans and delivers whole group instruction.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 49 Demonstrates sound knowledge of core curriculum.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 50 Demonstrates instructional strategies, activities, and materials that:
 a. build upon students' prior knowledge.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
 b. encourage student choice and participation.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
 c. appeal to and challenge the diverse interests and abilities of the students in the class.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 51 Adjusts the complexity of his/her language to accommodate for both native English and English language learners.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 52 Implements instruction that meets IEP goals and objectives.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 53 Modifies curriculum and instructional strategies to meet the diverse needs of learners.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 54 Develops and implements instruction which is age appropriate and reflects the student's developmental needs.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 55 Implements and modifies general education core curriculum to meet the needs of students with diverse learning needs.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 56 Integrates affective, social and career/vocational skills with academic curricula to facilitate transition passages.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 45–56: _____

Assessment, Diagnosis, and Evaluation

- 57 In collaboration with the cooperating teacher, establishes achievement criteria and communicates them clearly to students.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- 58 Applies formal and informal methods to assess students' achievements.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

- ⑤9 In collaboration with the cooperating teacher, demonstrates ongoing student assessment and, if necessary, makes changes in teaching, methods, materials, and/or instructional setting in order to meet stated objectives.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥0 Utilizes performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments (when appropriate).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥1 Effectively interprets and communicates assessment results to parents, student(s) and other professionals.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥2 Develops IEP objectives that are based on individual strengths, needs, and present levels of student performance and are aligned with curriculum standards.
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P
- ⑥3 Constructs comprehensive IEP goals and objectives across all curricular environments, including core curriculum, psychomotor, social/emotional, cognitive, language/communication, self-help, and career/vocational (in collaboration with cooperating teacher).
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ O ☐ I ☐ P

Comments to Clarify or Supplement Questions 57–63: _____

Overall Major Strengths: _____

Suggestions for Improvement: _____

Evaluator: Please check appropriate credential and recommendation.

- ☐ Recommend, based on overall outstanding performance, for Preliminary Mild/Moderate or Moderate/Severe Specialist Credential
- ☐ Recommend, based on overall satisfactory performance, for Preliminary Mild/Moderate or Moderate/Severe Specialist Credential
- ☐ Recommend extending or repeating Mild/Moderate or Moderate/Severe student teaching experience.
- ☐ Do not recommend extending or repeating special education student teaching experience

Comments: _____

Evaluator Signature _____ Date _____

Student Teacher's Signature _____ Date _____

Copies: University Supervisor, Student, Teacher

UNIVERSITY SUPERVISOR VISITATIONS / OBSERVATIONS

Please circle:

Semester: F¹ or S¹ and Phase: II or III

Multiple Subject: _____ Grade: _____

Sac State Supervisor: _____ Student: _____ Single Subject: _____ Assignment: _____

School: _____ Public School Evaluator(s): _____

Additional Conference Time Not
Connected Directly with a Formal
Observation (Phone conferences included):

Dates (Mo/Day/Year)	Activity/Topic of Class (i.e., Reading, etc.)	Duration of Visit (i.e., Reading, etc.)	Duration of Conference (i.e., Reading, etc.)	Meet with Evaluator? (Yes or No)	Dates (M/D/Y)	Duration of Conference (i.e., Reading, etc.)	With whom? (Evaluator? Student? Administrator?)
1							
2							
3							
4							
5							
6							
7							
8							
9							

To be submitted at the end of the semester to ESSC (Eureka Hall #216).Please, attach the student teacher's evaluations (original only).

Observation Record
Special Education Credential Programs

Program:	Course No:		Date		Visitation#	
Student			School			
District			Coop. Tchr.			
Supervisor		Subject			Grade	

Comments and Suggestions on Planning and Presentation:

Student's Signature

Date

**CTC Preliminary Program Common Standards for
Education Specialist Teaching Credentials - Mild/Moderate**

KEY K Knowledge S Skills D Disposition

CTC COMMON STANDARDS	EDS 100	HLSC 136	EDS 119	EDS 314	EDS 220	EDS 221	EDS 225	EDS 229	EDS 230	EDS 232	EDS 233	EDS 237	EDS 292	EDS 471	EDS 472/473
1: Program Design, Rationale and Coordination															
2: Professional, Legal and Ethical Practices	K/D	K/S	K/D		K/S	/S	K/S	K		K/S/D	K/S	K/S		S	S
3: Educating Diverse Learners	K/DK/D			K/D	K			K/S				K/S	K/S	S	S
4: Effective Communication & Collaborative Partnerships	D	K/S	K				K/S		K/S	K/S/D	S	K/S		S	S
5: Assessment of Students	D		K/S	K	K/S		K/D		K/S						S
6: Using Educational and Assistive Technology	D			K/S				K/S		K/S					S
7: Transition and Transitional Planning			K/D									K/S			S
8: Participating in IEPs & Post-Secondary Transition Planning	K/D		K/S/D				K/S				S	K/S			S
9: Preparation to Teach Reading/Language Arts					K/S	K/S								K/S	S
10: Preparation to Teach English Language Learners			K		K								K/S	K/S	
11: Typical and Atypical Development	D		D					K/S/D							
12: Behavioral, Social, & Environmental Supports for Learning	D							K/S/D				S		K/S	S
13: Curriculum & Instruction of Students with Disabilities	D			K/S	K	K/S		K/S						K/S	S
14: Creating Healthy Learning Environments	K/D	K/S/D						K/S/D	KK/S	K					S
15: Field Experience in a Broad Range of Service Delivery Options	K/D		K						K/S					K/S	S
16: Assessment of Candidate Performance			K	K/S	K/S	K/S		K/S	K/S				K/S	K/S/D	S

**CCTC Proposed Specific Preliminary Program Standards for
Mild/Moderate (M/M) Teaching Credentials**

KEY S Skills | K Knowledg | D Disposition

CCTC STANDARDS MILD/MODERATE	EDS 100	HLSC 136	EDS 119	EDS 213	EDS 220	EDS 221	EDS 225	EDS 229	EDS 230	EDS 232	EDS 233	EDS 237	EDS 292	EDS 471	EDS 472/473
1: Characteristics of Students with Mild/Moderate Disabilities	K/D				K/S	K/S	K/S	K/S/D				K/S	K/S		
2: Assessment and Evaluation of Students with Mild/Moderate Disabilities	K/D			K/S	K/S	K/S	K/S	K/D	K/S			K/S	K/S		S
3: Planning and Implementing Mild/Moderate Curriculum and Instruction					K/S	K/S		K/S				K/S	K/S	K/S	S
4: Positive Behavior Support	D		K					K/D	K/S					S	S
5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities	K/D			K/S	K/S	K/S	K/S	K/S/D				K/S	K/S	S	S
6: Case Management			K/S/D				K/S		K/S	K	S				S



CSUS - Special Education Credential Program

Program Planning Form - Preliminary MM Credential (Hold no other credential or SS Cred)

Admitted to Program Begin:

Name: Phone: ID#: email: Date:
Address: City: Zip: Advisor(s) Name(s):

PRELIMINARY PROGRAM REQUIREMENTS: MILD/MODERATE SPECIALIST CREDENTIAL (35 units + 11 units of student teaching)

Suggested Course Sequence: 3 Semesters

Core Program 1st Semester

		Enrollment Plan or Equivalency
EDS 100A/B	<i>Educating Students with Disabilities</i>	2 + 1
EDS 119	<i>Legal and Social Found of Special Ed.</i>	3
EDS 220	<i>Language and Literacy I</i>	3
EDS 229A/B	<i>Strategies for Students with MM Dis.</i>	2 + 1
EDS 232	<i>Effective Comm & Collab. Partnerships</i>	2
	(Required first semester course)	
HLSC 136	<i>School Health Education</i>	2
	(can be taken any semester)	

Core Program 2nd Semester

EDTE 314	<i>Math Methods in the Diverse Classroom</i>	3
	(requires candidate to be in a student teaching/internship placement)	
EDS 221	<i>Language and Literacy II</i>	3
	(EDS 220 Prereq Passing <i>RICA</i> required for credential)	
EDS 292A/B	<i>Teaching English Learners with Dis.</i>	2 + 1
EDS 230A/B	<i>Positive Behavior Supports</i>	2 + 1
	(EDS 229A/B Prereq)	

Initial ST. Field Experience 2nd Semester (as recommended by advisor)

EDS 471	<i>Phase I Field Exp. (Mild/Moderate)</i>	4
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Current Field Equivalency (District/Dates)
(This Field Experience may not be required if granted a current equivalency through submission of the Prior Learning Assessment Form)

Core Program/Student Teaching 3rd Semester

EDS 225 A/B	<i>Assessment & Evaluation MM Dis</i>	2 + 1
EDS 237A/B	<i>Transition Strategies for Students with MM</i>	2 + 1
EDS 233	<i>Final Mild/Moderate ST Teaching Seminar</i>	1
EDS 472/473	<i>Mild/Mod Student Teaching/Internship</i>	7
	(CSET or equivalent must be passed prior)	

Advisor Initial Date Initial Advisement Plan Approved

Advisor Initial Date Initial Student Teaching Requirements Met
(EDS 471 or equivalent)

Advisor Initial Date Final Mild/Moderate Student Teaching
Requisites Met (EDS 472/473)

Signature supporting student teaching

Date: _____

Advisor Signature (Credential Programs Completed)

Date _____

