2016-2017
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

Cred. Mod/Sev Disabilities

OR

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 Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☑ 20. Other, specify any assessed PLOs not included above:

a. Monitoring student learning during instruction
b. Interpretation and use of assessments
c.

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

Education Specialist Preliminary Teaching Credential TPE 2: MonitoringStudent Learning During Instruction: The Moderate/Severe Education Specialist Preliminary Teaching Credential Program is a post-baccalaureate, non-degree, credential program accredited by the California Commission on Teacher Credentialing (CCTC). As such, the program must adhere to the Teaching Performance Expectations (TPEs) that serve as our own PLOs. In order to be accredited in California, each program must provide evidence of how the program addresses each of the TPEs. Since the Moderate/Severe Education Specialist preparation program is a post-baccalaureate program, the TPEs are not explicitly linked to the Sac State BLGs//GLGs. The closest link would be to BLG #6: Inquiry and Analysis since monitoring student learning involves informal and formal assessment (i.e., inquiry) which then would need to be analyzed (i.e., analysis) in order to determine the next steps of instruction. TPE 2 states: "Candidates for an Education Specialist Teaching Credential use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards."

Education Specialist Preliminary Teachign Credential TPE 3: Interpretation and Use of Assessments: As stated above, the TPEs from CCTC giude our program. Again, this particular TPE is linked to Sac State BLG #6: Inquiry and Analysis. In this case, the focus is on utilization of varied assessments (i.e., inquiry) to determine program and plan instruction for students (i.e., analysis). TPE 3 states: "Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to detemine students' progress and plan instruction."

Q1.2.1.
Do you have rubrics for your PLOs?

- (●) 1. Yes, for all PLOs
- ( ) 2. Yes, but for some PLOs
- ( ) 3. No rubrics for PLOs
- ( ) 4. N/A
- ( ) 5. Other, specify:

Q1.3.
Are your PLOs closely aligned with the mission of the university?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- (●) 1. Yes
- ( ) 2. No (skip to **Q1.5**)
- ( ) 3. Don't know (skip to **Q1.5**)

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?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* ("DQP", see http://degreeprofile.org) to develop your PLO(s)?

- ( ) 1. Yes
- (●) 2. No, but I know what the DQP is
- ( ) 3. No, I don't know what the DQP is
- ( ) 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Other PLO (Type in below)

If your PLO is **not listed, please enter it here**:

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

The PLO selected for this analysis is **TPE 2: Monitoring Student Learning During Instruction**. This PLO was selected last year and again this year in order to evaluate if program changes that were proposed and implemented may have had a possible impact on candidates' performance on this program learning outcome/TPE. The full TPE from the Commission on Teacher Credentialing is copied below.

TPE 2: Monitoring Student Learning During Instruction
Candidates for an Education Specialist Teaching Credential use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings."

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 **standards of performance** that you have developed for this PLO here or in the appendix.

The attached rubric is the student teaching evaluation tool for the final semester of student teaching in the Moderate/Severe Education Specialist Preliminary Teaching Credential program. This rubric was developed based on the CCTC's program standards and TPEs for the Moderate/Severed Education Specialist Preliinary Teaching Credential. In order to pass student teaching and be recommended by CSUS to apply for the credential, candidates must have scores of 4 (proficient) in at least 80% of the areas. There are 11 categories of skills with a total of 60 items which are scored.

Moderate-Severe Education Specialist Final Student Teaching Evaluation.pdf
160.1 KB

Education Specialist Credential Standards and TPEs.pdf
679.94 KB

158 page document not condensed or broken out.
Size too large to include as appendix.

Q2.4. | **Q2.5.** | **Q2.6.**

PLO	Stdrd	Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☑	☑	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☑	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☑	☑	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☑	☑	☑	5. On the academic unit website or in newsletters
☑	☑	☑	6. In the assessment or program review reports, plans, resources, or activities
☑	☑	☑	7. In new course proposal forms in the department/college/university
☑	☑	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☑	☑	☑	10. Other, specify: On Taskstream which is our electronic portfolio system.

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**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

4

Q3.2.
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**)

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:

In the course on Augmentative and Alternative Communication EDSP 209), the candidates complete 2 full assessments using ongoing data collection in order to develop instructional programs and then collect data on progress over time. The assessments are due the 8th week of the semester, and then progress data on implementation of instructional programs are due in the final week of the semester. These skills are directly linked to Area #8 on the student teaching rubric**:** Evaluation, design, and implementation of AAC systems. Specifically, item #37: "Systematically assesses both the receptive and expressive communication needs of each student," connects to this TPE.

In the course on Evidence-based Practices (EDSP 208), the candidates complete a functional assessment of challenging behavior and design positive behavioral intervention plans based on use of the data from numerous assessments. This assessment and plan are due in the 6th week of the semester, and candidates implement the intervention plan, collect data over time and make adjustments as necessary for the rest of the semester. Progress data is summarized in the final week of the semester. These skills are directly linked to Area #9 on the student teaching evaluation rubric: Positive behavioral support. Specifically, item #43: "Utilizes multiple sources of data to develop and implement individualized behavior support plans," connects to this TPE.

In the course on Methods for Students with Low Incidence Disabilities (EDSP 218), taken in their final semester of our two-year program, the candidates select 2 students for a final progress monitoring project. Candidates ensure that all Individual Educational Plan (IEP) goals are measurable and that systematic instruction is taking place. They monitor progress on all of the students' goals over the entire semester, making adjustments as necessary to the instructional strategies being implemented. Progress on all the student's goals is summarized in the final week of the semester. These skills are directly linked to Area #11 on the student teaching evaluation rubric: Program management, evaluation, and systems change. Specifically, item #58: "Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly," connects to this TPE.

The student teaching evaluation rubric tool is directly linked to these three major projects through several items on the rubric as stated above, but this evaluation tool also has a section which is Area 5: Systematic assessment and instruction. This section specifically evaluates the TPE in a general context across all social, functional, and academic skills. Items 21, 22, 23, and 25 in Area 5 are direct measures of the TPE.

Item 21: Effectively develops systematic strategies for assessing a wide range of skills.

Item 22: Utilizes data and other team input to develop measurable & robust goals.

Item 23: Designs systematic instructional plans for direct instruction across domains.

Item 25: Utilizes data regularly within the cotnext of instruction and to differentiate instruction and monitor progress.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q3.7**)
- ( ) 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- [ ] 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- [x] 2. Key assignments from required classes in the program
- [ ] 3. Key assignments from elective classes
- [x] 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- [x] 5. External performance assessments such as internships or other community-based projects
- [ ] 6. E-Portfolios
- [ ] 7. Other Portfolios
- [ ] 8. Other, specify:

Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The signature assignments in the three classes described above are currently graded jointly by the student teaching supervisor and the course instructor because these signature assignments are implemented within the student teaching placements. We are working to make sure that these signature assignments have rubrics which can be electronically scored through and evaluated through Taskstream starting officially next year.

The data sample used for this report are scores on items from the Student Teaching Evaluation Tool which were listed to relate to each of the four assessments above. This evaluation tool has a 4 point rubirc and is uploaded electronically. Scoring on the evaluation tool is completed collaboratively by the candidate/student teacher's mentor teacher and the University supervisor two times during the last semester in the program-- midterm (during the 7th or 8th week of the semester) and final (during finals week).

Moderate-Severe Education Specialist Final Student Teaching Evaluation.pdf
160.1 KB

No file attached

Q3.4.
What tool was used to evaluate the data?

- ○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ◉ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify: _____ (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ◉ 1. Yes

- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

5 faculty members involved in the Moderate/Severe Education Specialist Preliminary Credential program.

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

4 faculty members involved in ...

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)?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Since candidates for the Moderate/Severe Education Specialist Preliminary Credential must be measured using the CTCC TPEs, the items on the student teaching evaluation rubric/tool that were selected for review directly focus on the skills needed for TPE 2: Monitoring Student Learning During Instruction.

Q3.6.1.
How did you **decide** how many samples of student work to review?

All work samples related to items 21, 22, 23, 25, 37, 43, and 58 on the student teaching evaluation tool were reviewed in addition to direct observation of skills in the student teaching setting.

Q3.6.2.
How many students were in the class or program?

15

Q3.6.3.
How many samples of student work did you evaluated?

105 (15 students X 7 items on the student teaching evaluation tool)

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

- ( ) 1. Yes
- (●) 2. No (skip to **Q3.8**)
- ( ) 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

- [ ] 1. National student surveys (e.g. NSSE)
- [ ] 2. University conducted student surveys (e.g. OIR)
- [ ] 3. College/department/program student surveys or focus groups
- [ ] 4. Alumni surveys, focus groups, or interviews
- [ ] 5. Employer surveys, focus groups, or interviews
- [ ] 6. Advisory board surveys, focus groups, or interviews
- [ ] 7. Other, specify:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

No file attached **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

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?

Question 3C: 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?

- ○ 1. Yes
- ◉ 2. No (skip to **Q3.8.2**)
- ○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?

- ○ 1. Yes
- ◉ 2. No (skip to **Q4.1**)
- ○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

No file attached No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1**:

The table of results with candidates' performance and summary of conclusions is attached.

Table of Results (2016-17).pdf
59.64 KB No file attached

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

All candidates improved between the midterm evaluation and the final evaluation. The goal is for each candidate to have ratings of 4 on at least 80 percent of the total of 60 items. For all seven items directly related to TPE #2: Monitoring Student Learning and Instruction, it can be seen that all candidates earned a rating of 4 on the final evaluation.
Last year, we noted in our assessment report that we would address Item #58 due to the fact that 3 out of 10 candidates did not rate proficient on this item at their final evaluation. Item 58 reads as follows: "Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly." We discussed the need to give candidates easy-to-use but effective measurement tools and to put emphasis on whole caseload progress monitoring earlier in the program. In addition to discussing these strategies during coursework, mentor teachers and University supervisors were encouraged to discuss and share strategies related to this area. This year, perhaps as a possible outcome of our efforts, all 15 candidates had ratings of 4 on item #58 on the final evaluation. Four candidates out of the 15 actually had ratings of 4 on item #58 on the midterm evaluation (none of the 10 candidates last year had ratings of 4 on item #58 on the midterm evaluation; 9 had ratings of 3 and one had a rating of 2). Of course, these findings may be a result of having a stronger candidate pool this year. Never the less, these efforts on the part of the faculty, supervisors, and mentors will be maintained over the coming year to see if they continue to have a positive impact on candidates' performance in this area.

No file attached No file attached

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

◉ 1. **Exceeded** expectation/standard

- ○ 2. **Met** expectation/standard
- ○ 3. **Partially** met expectation/standard
- ○ 4. Did not meet expectation/standard
- ○ 5. No expectation/standard has been specified
- ○ 6. Don't know

Question 4A: 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?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

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

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

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

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

- ◉ 1. Yes
- ○ 2. No (skip to **Q5.2**)
- ○ 3. Don't know (skip 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.

Looking at the results, as indicated above, all candidates performed well on all seven items directly related to TPE #2: Monitoring Student Learning and Instruction (i.e., rating of 4 on the final evaluation for these items). This is an improvement from last year's results. Data management systems will continue to be introduced earlier on in the program, and during the final semester of student teaching mentor teachers and University supervisors will continue to guide and mentor candidates to gradually take over progress monitoring for all students and to regularly use the data for adjustment of students' programs.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q5.2.

Since your last assessment report, **how have the assessment data from then been used** so far?	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	○	◉	○	○
2. Modifying curriculum	○	◉	○	○	○
3. Improving advising and mentoring	○	◉	○	○	○
4. Revising learning outcomes/goals	○	○	◉	○	○
5. Revising rubrics and/or expectations	○	○	◉	○	○
6. Developing/updating assessment plan	○	○	○	○	◉
7. Annual assessment reports	○	○	◉	○	○
8. Program review	○	○	○	○	◉
9. Prospective student and family information	○	○	○	○	◉
10. Alumni communication	○	○	○	○	◉
11. WSCUC accreditation (regional accreditation)	○	○	○	○	◉
12. Program accreditation	○	○	○	○	◉
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	○	○	◉
16. Institutional benchmarking	○	○	◉	○	○
17. Academic policy development or modifications	○	○	○	○	◉
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	○	○	○	◉
21. Professional development for faculty and staff	○	◉	○	○	○
22. Recruitment of new students	○	○	○	○	◉

23. Other, specify:

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

This past year, we utilized the assessment data to continue to make changes in particular courses and in fieldwork and student teaching experiences. Over the past couple of years, EDSP 230 and EDSP 208 courses were revised to improve results in monitoring progess in the area of positive behavioral support. Similarly, revisions have been made to EDSP 216 and EDSP 218 to create a more cohesive emphasis on assessment, program development and instruction for students with low incidence disabilities. As a result of the assessment data, progress monitoring and data management systems were introduced earlier on in the program, and during the final semester of student teaching mentor teachers and University supervisors were directed to provide increased guidance and mentorship to candidates to gradually take over progress monitoring for all students and to regularly use the data for adjustment of students' programs.

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	○	○	◉	○	○

2. Standards of Performance	○	○	○	◉	○
3. Measures	○	○	○	◉	○
4. Rubrics	○	○	○	◉	○
5. Alignment	○	○	○	◉	○
6. Data Collection	○	○	○	◉	○
7. Data Analysis and Presentation	○	○	◉	○	○
8. Use of Assessment Data	○	○	○	◉	○
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:

Last year's feedback suggested to set a program standard of performance, such as setting a perfomance standard expressed as a percentage of candidates who will perform/score at or above at a desired level of performance. We have set our goal to have all of our candidates have scores of 4 (proficient) in at least 80% of the areas evaluated for the assessment period (i.e., 100% of candidates will perform at a level of 4 in at least 80% of the areas evaluated).

The feedback included the recommendation to include percentage of candidates performing at each level of the rubric in our data presentation. Since the program is small, we believe the data provided for each candidate for each level of the rubric assessed continues to be valuable, but we did also calculate the percentage of candidates who performed at Proficient (rating of 4) for each item on the rubric assessed, both at midterm and final evaluation (Please see Table of Results attached.).

(Remember: Save your progress)

Additional Assessment Activities

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

No file attached No file attached

Q7.
What PLO(s) do you plan to assess next year? [**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 Disciplinary Knowledge**
- [ ] 19. **Professionalism**
- [x] 20. Other, specify any PLOs not included above:

a. Monitoring student learning during instruction
b. Interpretation and use of assessments
c.

Q8. Please attach any additional files here:

No file attached | No file attached | No file attached | No file attached

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

Moderate-Severe Education Specialist Final Teaching Evaluation Tool/Rubric

Education Specialist Credential Standards and TPEs

Table of Results with Candidate Performance Data and Summary

Matrix of Courses for the Moderate-Severe Education Specialist Credential Program

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.
Program/Concentration Name: [skip if program name appears above]
Cred. Mod/Sev Disabilities

Q10.
Report Author(s):
Jean Gonsier-Gerdin

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

Q10.2.
Assessment Coordinator:
n/a

Q11.
Department/Division/Program of Academic Unit
Education - Credential

Q12.
College:
College of Education

Q13.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):
420

Q14.
Program Type:

- ○ 1. Undergraduate baccalaureate major
- ◉ 2. Credential
- ○ 3. Master's Degree
- ○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ○ 5. Other, specify:

Q15. Number of **undergraduate degree programs** the academic unit has?
0

Q15.1. List all the names:

Q15.2. How many concentrations appear on the diploma for this undergraduate program?
0

Q16. Number of **master's degree programs** the academic unit has?
0

Q16.1. List all the names:

Q16.2. How many concentrations appear on the diploma for this master's program?
0

Q17. Number of **credential programs** the academic unit has?
8

Q17.1. List all the names:
Multiple Subject

Multiple Subject with Bilingual Authorization

Single Subject

Single Subject with Bilingual Authorization

Special Education: Mild/Moderate Disabilities

Special Education: Dual Mild/Moderate Disabilities with Multiple Subject

Special Education: Moderate/Severe Disabilities

Special Education: Dual Moderate/Severe Disabilities with Multiple Subject

Q18. Number of **doctorate degree programs** the academic unit has?
0

Q18.1. List all the names:

When was your **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. Don't know
Q19. developed?	○	○	○	○	○	○	○	◉
Q19.1. last updated?	○	○	○	○	○	○	○	◉

Q19.2. (REQUIRED)
Please **obtain** and **attach** your latest **assessment plan**:
No file attached

Q20.
Has your program developed a **curriculum map?**
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q20.1.
Please **obtain** and **attach** your latest **curriculum map**:

Matrix of CCTC Program Standards and Matrix of Courses for the Moderate-Severe Education Specialist Credential.pdf
67.14 KB

Q21.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ○ 1. Yes
- ◉ 2. No
- ○ 3. Don't know

Q22.
Does your program have a capstone class?

- ○ 1. Yes, indicate:
- ◉ 2. No
- ○ 3. Don't know

Q22.1.
Does your program have **any** capstone project?

- ○ 1. Yes
- ◉ 2. No
- ○ 3. Don't know

(**Remember**: **Save your progress**)

ver. 5.15/17

California State University
College of Education
Moderate/Severe Disabilities Specialist Credential

EDS 414 and EDS 415/EDS 421 Evaluation Tool

Student Teacher:_____ Semester_____ Circle: 414 or 415/421

University Supervisor_____ Mentor Teacher_____

School/District/County_____
Program and/or grade levels:_____

When utilizing this tool, first read what is in the fourth column labeled "Proficient." This is the skill that the student is working to develop. Columns 1 through 3 are ways for you to indicate how close you feel the student is to being proficient.

By the end of EDS 414, students should be at the level of "developing proficiency" in all areas. There can only be exceptions in situations where the opportunities are not available due to the types of students, ages of students, etc. If there is no opportunity to address that set of competencies because of the current placement, then a plan should be made for the final semester to get adequate opportunities. At the end of EDS 414, the supervisor and mentor teacher will determine if the student can pass on to EDS 415/EDS 421. Then, the student will meet with the moderate/severe credential program advisors and develop an individualized plan for EDS 415/EDS 421.

By the end of EDS 415/EDS 421, all areas must be at a proficient level.
At the beginning of the semester the student will meet with the mentor teacher and supervisor to discuss ways to meet the competencies in each area. It is the student's responsibility to make sure that the supervisor and mentor teacher have the opportunity to observe each area. During the 7th or 8th week a midterm evaluation will be done and areas of need identified. During finals week, the final evaluation will be done.

Please fill out each item in the evaluation for both the midterm and the final, noting whether you have based your score on the following criteria. You can indicate more than one type in the box.
O = observed A = assignment I = interview or discussion
If there was no opportunity or you did not observe, indicate N.O.

Indicate the following:
Midterm date:_____ Final date:_____

Area 1: Collaboration, Communication, and Professional Commitment

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
1.	* Is not yet aware of his/her own needs or is resistant to change.	* Sees the need for these skills, but is having difficulty	* Is developing these skills but needs more practice.	**+** Develops rapport with faculty & staff; collaborates well with the team
2.	* Student is not interested in the program beyond his/her requirements.	* Is still focused on assignments alone, not seeing the big picture.	* Is developing an understanding of the students needs and beginning to jump in.	+ Demonstrates care and interest in students beyond assignments. Demonstrates high ethical standards
3.	* Has not grasped these concepts and is not able to articulate areas of need.	* Understands the concepts but needs more information and examples.	* Developing an understanding, still expresses doubts or lacks some skills	+ Demonstrates enthusiasm and commitment to inclusive lifestyles for all students
4.	* is resistant to feedback and has trouble self-reflecting.	* Having difficulty using feedback consistently but tries.	* Is beginning to show positive self-reflection and using feedback.	+ Self- reflects and problem solves; utilizes feedback constructively
5.	* Does not seem to grasp the seriousness of lack of skill in this area.	* Having difficulty with follow through and initiating , timelines.	* Is beginning to initiate, meet timelines, and take responsibility.	+ Demonstrates ability to initiate, commit, follow-through, meet timelines, and take responsibility.

Comments on #1-5: Indicate whether based on: O A I Or, if N.O.

Area 2: IEP development, program development, ecological assessment, self-determination, and self-advocacy.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
6.	* Does not demonstrate an understanding and/or is resistant.	* Beginning to understand these concepts and participate in them.	* Understands these concepts, needs more practice to be proficient.	Successfully utilizes family-centered, collaborative, ecological assessment
7.	* Does not yet demonstrate these concepts.	* Does not yet fully grasp these concepts but is working on it.	* Beginning to show these skills, needs more practice.	Priorities reflect self-determination, meaningful skills, and membership.
8.	* Does not understand or is resistant to this idea.	* Still working on these concepts.	* Needs more practice in this area.	Effectively includes students with disabilities in their own IEP development.
9.	* Skills are not yet emerging.	* Beginning to demonstrate this.	* Needs more practice.	Writes meaningful IEP documents and measurable goals.
10.	* Does not understand these concepts.	* Beginning to demonstrate this.	* Needs more practice	Determines a schedule of instruction to meet IEP goals for each child.

Comments on #6-10: Indicate whether based on: O A I Or, if N.O.

Area 3: General Education Curriculum and Instruction in General Ed Classrooms

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
11.	* Struggles in this area. Has difficulty using feedback.	* Needs more work in this area; opportunities and feedback needed.	* Has had some success in gen ed classes, needs more practice.	Collaborates with gen ed teachers to plan effective lessons in core curriculum for heterogeneous groups
12.	* Struggles in this area. Has difficulty using feedback	* Needs more work in this area; opportunities and feedback needed.	* Has had some experiences with large and/or small groups, needs more practice.	Successfully implements instruction in a variety of formats and groupings
13.	* Struggles and/or forgets to facilitate cooperation and partnering.	* Needs more work in this area. Still having difficulty.	* Is beginning to facilitate cooperation and partnering .	Creates opportunities for learners to cooperate and partner
14.	* Does not demonstrate an understanding of what it means to be responsive in teaching.	* Is not yet able to balance the needs of the whole and the individual.	* Is beginning to demonstrate responsiveness. Needs more practice.	Demonstrates responsiveness and flexibility in instructional delivery.
15.	* Is not able to use feedback to make changes in this area.	* Needs more work in this area; struggles to engage all students in positive ways.	* Shows beginning skills in positive engagement and management.	Positively engages and manages student involvement.

Comments on #11-15: Indicate whether based on: O A I Or, if N.O.

Area 4: Access; modifications; adaptations for students with moderate/severe disabilities in the core curriculum in general education classes.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
16.	* Does not understand and is resistant to these principles.	* Is beginning to understand but not yet able to articulate these principles and struggles to understand modified outcomes.	* Understands these principles, but needs more practice and modeling.	Demonstrates enthusiasm for and an understanding of the principles of including all students, regardless of the severity of their disabilities, in the gen. curriculum/activities
17.	* Does not understand how to do this and is not yet able to modify and adapt.	* Skills are still emerging; does not yet successfully modify outcomes and design adaptations	* Understands how to do this but needs more practice.	Works with gen ed teachers to understand units and lessons - modifies outcomes and designs adaptations as necessary.
18.	* Struggling to do this; does not understand.	*Beginning to understand partic. & support plans.	* Understands how to do this but needs more practice.	Successfully develops and implements participation and support plans
19.	* Does not seem to understand how to do this.	* Not yet seeing these opportunities; still uncomfortable.	* Needs more practice in this area.	Successfully facilitates the social participation within the classroom
20.	* Is not able to do this because still struggling with plans.	* Support plans still not at the level for sharing and teaching.	* Is beginning to be able to do this, needs more practice.	Teaches others to implement plans and shares information as necessary

Comments on #16-20: Indicate whether based on: O A I Or, if N.O.

Area 5: Systematic assessment and instruction

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
21.	* Is having difficulty understanding, not using feedback.	* Is struggling to understand how to do this. Needs more work	* Beginning to develop skills in this area. Needs more practice.	Effectively develops systematic strategies for assessing a wide range of skills
22.	* Is having difficulty understanding, not using feedback.	* Skills are just emerging.	* Beginning to develop skills in this area. Needs more practice.	Utilizes data and other team input to develop measurable & robust goals
23.	* Does not see the need for this; having trouble understanding	*Trying hard to understand how to do this.	* Beginning to develop skills in this area. Needs more practice.	Designs systematic instructional plans for direct instruction across domains
24.	*Still having difficulty with systematic instruction. Needs more work.	* Still struggling with the concepts; and not yet ready to train others.	* Ready to begin to try to train others.	Trains other staff to implement systematic instruction
25.	* Does not understand the need for this. Needs direct instruction.	* Still struggling to take data.	* Beginning to develop skills in this area. Needs more practice.	Utilizes data regularly within the context of instruction and to differentiate instruction and monitor progress

Comments on #11-15: Indicate whether based on: O A I Or, if N.O.

Area 6: Instruction in non-classroom environments (i.e. community, employment, school activities, etc.)

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
26.	* Does not yet understand how or why to do this.	* Beginning to understand why this is important and beginning to find ways to do this.	* Beginning to find ways to do this. Discusses ideas and acts on them with guidance.	Develops ways of involving students with mod/severe disabilities in age-appropriate activities with their nondisabled peers outside of the classroom.
27.	* Does not yet understand the differences between what is going on or what he/she is doing and what is needed.	*.Sees ways to improve community based instruction, but needs help to change.	* Community based instruction is beginning to improve, becoming more meaningful, needs practice.	Develops community-based programs which are meaningful to individual students, & lead to integration and social relationships
28.	* Does not see the need and/or creates barriers to learn these skills.	* Is still struggling to develop these skills, needs more direct instruction and practice.	* Has begun to show these skills, needs more practice to be proficient.	Understands how to do job development in the community which results in supported employment - real work for real pay.
29.	* Does not see the need and/or creates barriers to learn these skills.	* Is still struggling to develop these skills, needs more direct instruction and practice.	* Shows beginning skills in this area, needs more practice.	Understands how to develop natural supports in the school, & at work.
30.	* Struggles in this area; and/or is resistant to feedback.	* Is just beginning to develop these skills.	* Good skills in this area, just needs more practice.	Assists peers and community members to develop respect and rapport with individuals with mod/severe disabilities

Comments on #11-15: Indicate whether based on: O A I Or, if N.O.

Area 7: Facilitation of social relationships and friendships.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
31.	* Does not comprehend the need for this and does not do things to enhance.	* Is beginning to understand the need for this but is struggling to put it into practice.	*Shows some sense of the need for developing friendships, and has some skills, but needs more practice.	.Demonstrates enthusiasm and commitment toward developing social relationships and friendships between children/youth with and without disabilities.
32.	* Does not show the ability to provide appropriate support, and does not grasp the difference.	* Is just beginning to understand these skills and the reasons why he/she needs to improve.	* Is beginning to develop these skills and with more practice will improve.	Provides information and support in ways that are sensitive to the individual. Understands how to fade in and out as necessary.
33.	* Does not understand how to facilitate interactions between peers with and without disabilities.	* Is still working on feeling comfortable with this aspect of the job. Is working on these interpersonal skills.	* Understands how he/she impacts the situation. Sees the need for facilitation. Needs more practice to be proficient.	Demonstrates consistent sensitivity to his/her own impact on the interactions between peers with and without disabilities. Utilizes good interpersonal skills to enhance relationships.
34.	* Does not use feedback, and does not understand the concepts.	* Is still working to understand these skills and implement them – needs more practice.	* Demonstrates knowledge of these skills, but needs more practice.	Facilitates students being perceived as competent and the primary receivers of interactions. Assists peers to utilize AAC devices
35.	* Does not understand the need and is having trouble developing the skill.	* Is beginning to understand the need for this and developing this skill.	* Has discussed with mentor/supervisor, but needs more practice.	Successfully finds ways to develop friendships which extend outside of school/work,etc.
Comments on #31 - 35: Indicate whether based on: O A I Or, if N.O.				

Area 8: Evaluation, design, and implementation of AAC systems

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
36.	* Does not understand nonsymbolic and symbolic communication.	* Beginning to develop an understanding of nonsymbolic and symbolic communication.	* Is beginning to read symbolic and nonsymbolic comm. behaviors in all students.	.Understands that everyone communicates. Is able to read both the nonsymbolic and symbolic communication behaviors of all students.
37.	* Is struggling to grasp these strategies.	* Is just learning these strategies.	* Still needs support to develop these strategies	Systematically assesses both the receptive and expressive communication needs of each student.
38.	* Is struggling to grasp these strategies.	* Is just learning these strategies.	* Still needs support to develop these strategies.	Develops and implements strategies to increase communication skills with nonverbal learners across the school day.
39.	* Is struggling to understand and develop this skill.	* Beginning to understand and identify these.	* Understands this, but needs more practice in how to.	Selects vocabulary and systems that will empower the learner.
40.	* Is struggling to understand and develop this skill.	* Is beginning to understand how to do this but needs more direct instruction.	* Understands this, but needs more practice with students throughout the day.	Assists students to initiate communication, not just respond. Facilitates social interactions through communication instruction and support.
Comments on #36 – 40. Indicate whether based on: O A I Or, if N.O.				

Area 9: Functional analysis of challenging behavior and the development and implementation of positive behavior support plans and use of PBS principles.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
41.	* The student struggles in this area. Is not demonstrating satisfactory progress.	* Beginning to grasp and implement these principles. This is an area that needs more practice and more feedback.	* Understands these principles, but is not yet consistently demonstrating with all students and across situations.	.Utilizes the principles of positive behavioral support generally. Shows an awareness of behavior as communication and being connected to quality of life. Encourages positive behavior in all students.
42.	* The student struggles to understand this concept.	* Is beginning to understand this; discusses and asks questions.	* This is developing as projected. Needs more practice.	Understands when a challenging behavior requires further analysis and a consistent support plan.
43.	* The student is having difficulty learning these skills.	* The student is just learning these skills and needs more direct instruction.	* This is a developing skill. More practice is needed to be proficient.	Utilizes multiple sources of data to develop and implement individualized behavior support plans.
44.	* The student is having difficulty learning these skills	* The student is just learning these skills and needs more direct instruction.	* This is a developing skill. More practice is needed to be proficient.	Consistently reviews and analyzes data from all team members to make ongoing changes/modifications.
45.	* The student is having difficulty with self-reflection & understanding concepts.	* Is not yet confident, and has trouble self-reflecting on the process.	* Is somewhat confident but needs more practice & feedback.	Is confident in her/his ability to affect changes in behavior. Self-reflects regularly on the process.
Comments on #41 - 45: Indicate whether based on: O A I Or, if N.O.				

Area 10: Accommodating students with multiple and complex disabilities.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
46.	* Is having difficulty understanding the impact of these disabilities.	* Is just beginning to get comfortable with students with these disabilities and needs more direct instruction.	* Developing an understanding, is confident with the students, but needs more practice and opportunity.	.Demonstrates an understanding of the impact of physical and sensory disabilities on the learning and participation of students who also have intellectual disabilities.
47.	* Is having difficulty understanding, and/or does not want to engage in this.	* Is eager to learn these skills, and beginning to take initiative to adapt, etc.	* Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to adaptations, teaching strategies, and supports for students with sensory disabilities.
48.	* Is having difficulty understanding, and/or does not want to engage in this.	* Is eager to learn these skills, and beginning to take initiative to adapt, etc.	* Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to positioning, carrying, transferring, and mobilizing students with physical disabilities.
49.	* Does not see or understand the teacher's role in this area.	* Is just beginning to understand how families may need support & assistance.	* Identifies the needs, and discusses with supervisor and mentor.	Advocates for and assists families in gaining the services, adaptations, and supports they need to improve their child's quality of life.
50.	* Does not take an interest in understanding the teacher's role.	* Is just beginning to understand what this involves and what the teacher's role is.	* Has begun to learn about collaboration in this area. Identifies needs; takes interest in the teacher's role	Understands specialized health care plans, and how to collaborate with nurses and other related service staff for a variety of oral-motor needs and health care needs.
Comments on #46-50. Indicate whether based on: O A I Or, if N.O.				

Area 11: Program management, evaluation, and systems change.
Note: In EDS 414, this section is only filled out for Intern teachers.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
51.	* Is struggling to understand the need for this type of planning.	* Is beginning to understand the need for scheduling which addresses all student and staff needs.	* Is working on developing these skills. The schedule is in the process of development.	Plans and implements a schedule in which all students are engaged in meaningful activities/classes/experiences. The schedule gives all staff and the teacher a clear set of roles and responsibilities across the day, including who they are working with and when.
52.	* Has trouble understanding these concepts.	* Is just beginning to understand these concepts.	* Discusses these ideas with supervisor. Has some parts of the day up to standards but needs more consistency across the day.	If the home base is a self-contained classroom, creates a schedule which is instructionally rich, age-appropriate, and activity-based, similar to the schedule of their same-age nondisabled peers.
53.	* Having difficulty within small and large groups. Does not yet understand differentiation.	* Not yet able to easily differentiate for students within groups but understands the need.	* Developing the ability to differentiate for all; needs more practice.	Demonstrates the ability to differentiate instruction in large and small groups, making sure everyone has a means for participation.
54.	* Too many skills are needed before recommending that this happen.	* Is not yet ready to take this responsibility on.	* Is beginning to take this responsibility; needs more practice.	Provides coaching and direction to paraprofessionals and other volunteers/staff across the day.
55.	* Does not demonstrate an understanding of how to respond.	* Not yet confident in this area, but understands what to work on.	* Shows developing skills in this area; takes initiative.	.Effectively responds to unexpected events or issues which arise with flexibility, calm, and problem solving.
56.	* Has trouble understanding how to do this and has difficulty with the balance.	* Just beginning to get a picture of the whole class/caseload needs and how to balance.	* Developing the ability to balance the needs of the individual and the class/caseload.	Balances the needs of the whole class/caseload while meeting the needs of individual students.
57.	* Has trouble with staff relationships; does not yet understand this role.	* Beginning to see her/his role but not yet confident or skilled at these relations.	* Developing these skills; has good interpersonal skills.	Successfully facilitates an environment that is positive for learning and working for all students and staff.
58.	* Has difficulty with data and/or does not demonstrate an interest in learning.	* Beginning to understand progress monitoring.; is eager to learn.	* These skills are developing but need more practice.	Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly.
59.	* Tends to let barriers get in the way; does not see the need to problem solve and help create change.	* Has trouble seeing solutions to barriers; but is identifying issues and discussing.	* Developing these reflective skills and problem solving skills. Needs more assistance to problem solve.	Evaluates and reflects on the school system and its impact on program. Problem solves ways to facilitate moving forward. Creates solutions vs. barriers.
60.	* Is resistant to this.	* Has difficulty doing this; but sees the need.	* Is developing this skill but needs more input.	Self-reflects on how her/his own behavior can have a positive influence in professional situations.

Comments on #51 – 60: Indicate whether based on: O A I Or, if N.O.

Signature page for EDS 414: The supervisor fills this page out with input from the mentor.

Date of Midterm:_____

Summarize areas of strength and make a plan to address areas of need. If there are major areas of concern that need improvement in order to pass EDS 414 with most areas at Developing Proficiency, make a clear plan for what is needed to pass.

Signatures:
Student:_____ **Mentor Teacher:**_____
(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:_____

Date of Final:_____
Is it recommended that the student pass on to EDS 415/EDS 421? Yes____ No_____

If yes, summarize areas of strength and indicate any areas of need for the EDS 415 phase of student teaching. If no, make a plan for next steps with the student using the COE contract.

Signatures:
Student:_____ **Mentor Teacher:**_____
(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor: _____

Signature page for EDS 415/EDS 421: The supervisor fills this out with input from the mentor.

Date of Midterm:_____

Summarize areas of strength and make a plan to address areas of need. If there are any concerns at this point that might indicate the student is in jeopardy of passing, make a clear contract for what needs to improve in order to pass.

Signatures:
Student:_____ Mentor Teacher:_____
(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:_____

Date of Final:_____Is it recommended that the student pass EDS 415/EDS 421? Yes____ No____
If yes, summarize areas of strength. If no, make a plan for next steps with the student using the COE contract.

Signatures:
Student:_____ Mentor Teacher:_____
(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)
Supervisor:_____

Moderate/Severe Specialist Credential Program Data for Program Assessment
TPE #2: Monitoring Student Learning During Instruction
[4-point scale with 4 being the top score (Proficient)]

Midterm Evaluation Data

Candidate	Item #21	Item #22	Item #23	Item #25	Item #37	Item #43	Item #58
1	3	3	3	3	3	3	3
2	3	3	3	3	3	4	3
3	4	4	3	3	4	3	3
4	4	4	4	4	3	4	4
5	3	3	3	3	4	4	3
6	3	3	3	3	3	3	3
7	3	3	3	3	3	4	4
8	3	3	3	3	4	4	3
9	4	4	4	3	4	4	4
10	3	3	3	3	4	4	3
11	4	4	4	3	3	3	3
12	3	3	3	3	3	4	3
13	4	3	4	4	4	4	3
14	4	3	4	4	3	3	3
15	4	4	3	4	4	4	4
% of Candidates at Proficient	46.67%	33.33%	33.33%	26.67%	46.67%	66.67%	26.67%

Final Evaluation Data

Candidate	Item #21	Item #22	Item #23	Item #25	Item #37	Item #43	Item #58
1	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4
3	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
5	4	4	4	4	4	4	4
6	4	4	4	4	4	4	4
7	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4
9	4	4	4	4	4	4	4
10	4	4	4	4	4	4	4
11	4	4	4	4	4	4	4
12	4	4	4	4	4	4	4
13	4	4	4	4	4	4	4
14	4	4	4	4	4	4	4
15	4	4	4	4	4	4	4
% of Candidates at Proficient	100%	100%	100%	100%	100%	100%	100%

Results:

All candidates improved between the midterm evaluation and the final evaluation. The goal is for each candidate to have ratings of 4 on at least 8o percent of the total of 60 items. For the seven items directly related to TPE #2: Monitoring Student Learning and Instruction, it can be seen that all candidates earned a rating of 4 on the final evaluation.

Conclusions:

There are 2 things that we have concluded. First, our rubric needs refinement so that our scale does not end with "proficient" but ends with "exceeds expectations" so that we can have a better sense of whether candidates are above and beyond expectations vs. just meeting our expectations of what we want candidates to exit the program with. All mentor teachers and student teaching supervisors work hard to make sure that our candidates do reach 4 (proficiency) in order to graduate and be recommended for their credential. We plan to make these adjustments for next year so that 3 is the proficient (or passing score) and 4 is "exceeds expectations." Since there are multiple mentor teachers and University supervisors (i.e. scorers), once the rubric is changed, we will carry out a norming process so that everyone who is scoring will do so reliably and similarly.

Last year, we noted in our assessment report that we would address Item #58 due to the fact that 3 out of 10 candidates did not rate proficient on this item at their final evaluation. Item 58 reads as follows: "Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly." We discussed the need to give candidates easy-to-use but effective measurement tools and to put emphasis on whole caseload progress monitoring. In addition to discussing these strategies during coursework, mentor teachers and University supervisors were encouraged to discuss and share strategies related to this area. This year, perhaps as a possible outcome of our efforts, all 15 candidates had ratings of 4 on item #58 on the final evaluation. Four candidates out of the 15 actually had ratings of 4 on item #58 on the midterm evaluation (none of the 10 candidates last year had ratings of 4 on item #58 on the midterm evaluation; 9 had ratings of 3 and one had a rating of 2). Of course, these findings may be a result of having a stronger candidate pool this year. Never the less, these efforts on the part of the faculty, supervisors, and mentors will be maintained over the coming year to see if they continue to have a positive impact on candidates' performance in this area.

CCTC Proposed Preliminary Program Common Standards for Education Specialist Teaching Credential - Moderate/Severe Disabilities

KEY	K Knowledge	S Skills	D Disposition

CCTC Program Standards	EDS 100A/B	EDS 119	EDS 130A/B	EDS 205	EDS 206	EDS 207	EDS 208	EDS 209	EDS 216A/B	EDS 218	EDS 220	EDS 221	EDS 230A/B	EDS 235	EDS 236	EDS 292A/B	EDS 414	EDS 415
: Program Design, Rationale and Coordination																		
2: Professional, Legal and Ethical Practices	D/K	D/K			K	K	K/S	K/S					D/K/S	K/S	K/S		S	S
3: Educating Diverse Learners	D/K		D/K	K/S				D/K/S	D/K		K/S	K/S		K/S		K/S	S	S
4: Effective Communi-cation & Collaborative Partnerships	D	K		K/S	K/S	K/S	K/S	K/S		K/S			K/S	S		K/S	S	S
5: Assessment of Students	D			K/S	K/S		K/S	K/S		K/S	K/S	K/S	K/S	K/S		K/S	S	S
6: Using Educational and Assistive Technology	D		D	K/S		K	K	K/S	D/K	K/S				K			S	S
7: Transition and Transi-tional Planning	D/K	D/K			D	D/K/S			D/K	K/S					S		S	S
8: Participating in IEPs & Post-Secondary Transition Planning	D/K	D/K/S			K/S	K/S				K/S				S	s		S	S
9: Preparation to Teach Reading/Language Arts			D/K	D/K/S	D/K			K/S			K/S	K/S		K/S		K/S	S	S
10: Preparation to Teach English Language Learners		D/K	D/K	D/K	D/K			K/S			K/S	K/S		S	D	D/K/S	S	S
11: Typical and Atypical Development	D		D/K/S	K/S	K/S	K/S	K/S	K/S	K	K/S				S			S	S
12: Behavioral, Social, & Environmental Supports for Learning	D	K	D/K	K		K	K/S	K/S					D/KS	S	D/K/S		S	S
13: Curriculum & Instruc-tion of Students with Disabilities	D			K/S	K/S	K/S	K/S	K/S		K/S	K/S	K/S		K/S		K/S	S	S
14: Creating Healthy Learning Environments	D/K		K			K			D/K/S	D/K/S			K/S	S	K		S	S
15: Field Experience in a Broad Range of Service Delivery Options	K	k	D/K	K/S	K/S	K/S	K/S	K/S	D/K	K/S	K/S	K/S	K/S	S	K/S	K/S	S	S
16: Assessment of Candi-date Performance				S		S	S	S		S	S	S	S	S	S		S	S

Moderate Severe Specialty Standards

KEY	K Knowlesge	S Skills	D Disposition

Moderate/Severe Specialty Standards	EDS 100A/B	HLSC 119	EDS 130A/B	EDS 205	EDS 206	EDS 207	EDS 208	EDS 209	EDS 216A/B	EDS 218	EDS 220	EDS 221	EDS 230A/B	EDS 235	EDS 236	EDS 292A/B	EDS 414	EDS 415
. Learning characteristics of tudents with M/S Disabilities	D		D/K	K/S	K/S	K/S	K/S	K/S	K/S	K/S				S			S	S
. Communication and social nteraction			D/K	K/S	K/S	K/S	K/S	K/S		K/S	K	K		S			S	S
. Developing social nteraction skills	D		D/K	K/S	K/S	K/S	K/S	K/S						S	K		S	S
. Assessment, Program lanning, & Instruction				K/S	D/K/S	K/S	K/S	D/K/S		K/S				D/K/S	K		S	S
. Movement, mobility, and pecialized health care	D/K		D/K					K/S	E/K/S	D/K/S				S			S	S
. Positive behavioral support	D	D/K	K			K	D/K/S	K/S		K/S			D/K/S	K/S			S	S
. Transition and transitional lanning	D	K			K	D/K/S	K			K/S				K/S			S	S
. Augmentative and lternative communication	D	K		K/S	K	K	K/S	D/K/S		K/S				S			S	S