

School of Education: Teacher Education

2042 Preliminary Teaching Credential

| Institutional/ State/ National Standards   | Program Review | Learning Outcomes  | Where are learning outcomes published?   | Assessment Measurement Tools   | Criteria for Success  | Data Collected Over Time Period  | Findings from Data Collection  | Resulting Program Changes   |
|--|----------------|--|--|--|---|--|--|---|
| Teacher Performance Expectations (TPE)<br>California Standards for the Teaching Profession (CSTP)<br>Standards of Quality and Effectiveness for Teacher preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials<br>Dispositions of Noble Character | 2009-2010      | <b>1. TEACH: Candidates will have a deep and thorough understanding of K-12 content standards and discipline specific pedagogy</b> | Course Syllabi<br><br>Candidate Handbook | California State Teacher Performance Assessment Tasks #1-4 with performance levels 1-4   | All candidates achieve overall score of 3 on each TPA Task;<br><br>50% will achieve a score of 4 on each task   | TPA embedded courses, Student Teaching I and II, annually at regional centers  | Field-testing in 2006-2007   | All teacher education courses re-aligned with TPA;<br><br>All TE courses include priority content and strategies based on 2006-2007 assessment results. Course sequence modified to prepare candidates for TPA;<br><br>2007-2008 Research and recommendations on reconfiguring 2042 courses to include more explicit instruction for students with special needs          |
|  |                | <b>2. SHAPE: Candidates will be able to demonstrate proficiency in clinical practice</b>   | Course Syllabi<br><br>Candidate Handbook | Formative and Summative Student Teaching and Intern Teaching Evaluations and rubrics aligned with CSTP, TPE, and TPA<br><br>Dispositions of Noble Character in all courses and clinical practice | 98% will achieve an overall score of 3 on the TPE/CSTP<br><br>95% of the candidates demonstrate measurable growth on at least one disposition and 95% demonstrate proficiency (Level 3) on all indicators   | Student Teaching and Intern Teaching I and II formative and summative evaluations annually at all regional centers<br><br>Disposition assessment at completion of every course | Field-testing in 2006-2007   | Clinical practice rubrics and data collection forms modified<br><br>Augment Rubrics for Dispositions  |
|  |                | <b>3. SEND: Graduates will be well-prepared for entry level placement in the K-12 classrooms in public or private schools</b>      | Course Syllabi<br><br>Candidate Handbook | Institute for Educational Reform Follow-up Study of graduates and their site administrators;<br><br>Exit Survey of Credential Completers   | 90% of all respondents confirm that graduates were well-prepared for their first teaching job<br><br>95% of program completers demonstrate knowledge of the Learning to Teach Continuum (Induction/MA/National Board Certification); 75% voice an interest in continuing with PLNU's MA program | 2004-2005 and annually   | 2004-2005 data identified focus areas for improvement: 1. Knowledge, skills, and dispositions to address comprehensive needs of English learners and students with special needs; 2. Applied understanding and use of formative assessment data; 3. Applied use of technology to support student learning<br><br>Related 2005-2006 Title II Data: Accurate Demographic Data Collection System for Program Completers | Focus on formative assessment and adaptation for students with special needs and English learners in all credential coursework and clinical practice;<br><br>Review and enhancement of required Level I Technology Standards explicitly embedded in preliminary credential coursework;<br><br>Development of Candidate Demographic and Proficiency Data Management System |