

School of Education: Graduate Degrees

Master of Arts in Education, Teaching and Learning

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
School of Education Dispositions of Noble Character California Standards for the Teaching Profession (CSTP) Standards of Quality and Effectiveness for Professional Teacher Induction Programs National Board Certification Standards and Propositions	2009-2010	1. TEACH: Candidates will demonstrate a deep and integrated understanding of relevant K-12 content standards, induction standards (15-20) and research-based, "best practices pedagogy"	Course Syllabi Differentiated Learning Plan Templates and Approved Program Documents	MA Culminating Portfolio with overarching, standards-aligned, application-based teaching performance assessments and rubrics	All candidates achieve at the overall PROFICIENT level (3 out of 4) on School of Education, standards-aligned developmental assessment and grading rubrics; 50% achieve at the ADVANCED level	Annually: Overall Group Performance on key Teaching Performance Assignments and Assessments from program entry through program completion	Development Areas: e.g. Candidate deep and integrated conceptual understanding of "standard-aligned teaching and assessment" for universal access for ALL learners	Establish guidelines for class sessions for Induction/MA Courses Faculty modeling alignment of standards, teaching, assessment, grading Refined system-wide syllabi with congruent standards, candidate learning outcomes, multiple assessments, teaching sequences, learning experiences differentiated learning plan templates
		2. SHAPE: Candidates will demonstrate advancing proficiency in their ability to implement an effective instructional delivery model based on research and "best practices" pedagogy	Course Syllabi School of Education Website	Developmental Rubrics for Clinical Practice (including Dispositions of Noble Character) California Formative Assessment Support System (CFASST)	95 % will achieve an overall PROFICIENT (3) level on Clinical Practice Rubrics and demonstrate progress along the developmental continuum	Annually: Overall Group Performance Clinical Practice Rubrics, Action Research Rubrics and Formative Assessment Events with summaries of distribution of performance levels and candidate progress along developmental continuum	Development Areas: e.g. Internalized instructional delivery model integrating knowledge about students and actual student work to guide instructional planning	Refinement of research-based, "best practices" MA Cumulative Portfolio with post-Induction Teaching Performance Assessment and Action Research projects
		3. SEND: Graduates will demonstrate sustained and improving levels of proficiency in professional practice along a developmental continuum with increasing impact on the learning of ALL students in their K-12 classrooms	Course Syllabi School of Education Website	M.A. Program Culminating Reflection Presentation Exit Interview On-Line Survey Follow-up Study with Graduates and Evaluators	95% of all respondents (graduates, university professors, and administrative evaluators) confirm that graduates demonstrated high performance levels and significant transformation in professional practice and dispositions	Annually: MA Culminating Presentation or Exit Interview; 1-Year Follow-up Study with 15% of program completers 5-Year Follow-up Study	Development Area e.g. Shared and "calibrated" vision of standards-aligned assessment and grading by ALL stakeholders using developmental rubrics to establish "baseline" of reliable data for "achievement trend analysis"	Refining developmental rubrics for School of Education Dispositions Candidate Proficiency Review Sessions and Standards-Aligned Assessment and Grading "Calibration" Sessions with ALL Stakeholders: candidates faculty, K-12 partners, support providers, alumni in follow-up studies