

School of Education: Graduate Degrees

Education Specialist Clear Credential and Master of Arts in Education, Special Education

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 Teacher Performance Expectations (TPE) California Standards for the Teaching Profession (CSTP) Council for Exceptional Children Standards for Teachers Standards of Quality and Effectiveness for Education Specialist Credentials (Mild-Moderate and Moderate-Severe)	2009-2010	1. TEACH: Candidates will demonstrate an integrated understanding of the knowledge, skills, and dispositions of effective special education teachers	Course Syllabi	MA Culminating Portfolio with overarching standards-aligned application-based performance assessments and rubrics	All candidates achieve achievean overall PROFICIENT (level 3 out of 4) on School of Education standards-aligned developmental assessments 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.	2006-2007 Development Areas: Need for explicit focus on addressing the needs of English learners	2006-2007 Revision of Preliminary and clear credential coursework and adding GED642 as a course requirement for Clear Credential; CTC Approval for EL Authorization on both levels of credentials 2007-2008 Assess Candidate Proficiency and Impact on instructional needs of English learners
		2. SHAPE: Candidates will demonstrate APPLIED knowledge, skill, and dispositions of effective special education teachers	Course Syllabi	Developmental Rubrics for Clinical Practice (including Dispositions of Noble Character) California Formative Assessment Support System (CFASST); Analysis and Reflection of Impact on Student Learning in Course Syllabi and Clinical Practice Assignments	95% will achieve an overall PROFICIENT level (3) on clinical practice rubrics aligned with integrated standards	Annually: Overall group performance on clinical practice rubrics and formative assessment events with summaries of distribution of performance levels and candidate progress	2006-2007 Development Area: Alignment of Clinical Practice Evaluation with CSTP/TPE/TPA and CEC Standards	2007-2008 Revised Clinical Practice Forms to include CEC Standards and Assess Candidate Proficiency
		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 K-12 classrooms	Course Syllabi	Exit Interview; Follow-up Study with Graduates, University Clinical Practice Supervisors and K-12 Evaluators	95% of respondents (graduates, university supervisors, and school-based evaluators) confirm that graduates demonstrated high performance levels and significant transformation in professional practice and	Annually: MA Culminating presentation or Exit Interview; 1 year follow study with 15% program completers 5-year follow up study	Field Testing of Surveys 2007-2008	2007-2008 Establishment of Focus Groups and Advisory Groups of Stakeholders reviewing evidence of candidate transformation and impact on student learning