



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: Summer 2009

School/College: School of Education

Department/Program: Teacher Education Department

Person completing the Report: Caryl Hodges

1. Overview Statement: Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a. which program learning outcomes were assessed this year.

Per our California Commission on Teacher Credentialing (CTC) accreditation, successful completion of a K-12 Teaching Credential Program in the state of California requires that credential candidates demonstrate a basic proficiency in meeting the 13 Teaching Performance Expectations (TPEs). Program learning outcomes are identified for each of the 13 TPEs. In order to recommend and candidate for a credential, the Teacher Education Program verifies that every recommended candidate meets these requirements. Thus, assessment of all of these learning outcomes is ongoing.

b. who in your department/program was involved in the assessment of the above learning outcomes

All TED faculty (both full-time and part-time), university supervisors, cooperating/master teachers, California Teaching Performance Assessment assessors

2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.



2008-2009 Assessment Plan Report

I. California Teaching Performance Assessment (CalTPA) Passing Rates

Candidates demonstrate competency on the Teaching Performance Expectations through the CalTPA. Review of submissions provides information about candidate competency as well as information for program review.

California Teaching Performance Assessment - First Attempt Pass Rates				
	Task 1	Task 2	Task 3	Task 4
Fall 2008	87.5%	75%	81.8%	88%
Spring 2009	82.7%	81%	100%	95%

A review of how the CalTPA is embedded in the program as well as data from the assessment and debrief with assessors indicated that the Writer's Workshop format (1:1 meetings with TPA assessors who have been trained as mentor/coaches) was 1) not reaching a sufficient number of candidates and 2) not effective in providing a link between course content and application of pedagogical skills in the field as reflect in responses to the TPA tasks. For Spring 2009, the workshop was changed to create four 45 minute workshops, through which candidates rotated, with each providing a specific focus: Subject Specific Pedagogical Skills for Diverse Classrooms; Assessment Selection, Use, and Analysis to Improve Student Learning; Effective Instructional Practices for English Language Learners; Effective Instructional Practices for Special Needs Students. The workshops were developed and lead by TPA Assessors. After each session both candidates and assessors completed a feedback form which is being used to further develop these workshops for the next semester.

Based on First Attempt Passing Rates, there is concern about Task 1 and Task 2. A more in-depth analysis of both TPA submissions and the two Record of Evidence forms for candidates who did not pass Task 1 and Task 2 on their first submission will be undertaken in Fall 2009 to identify potential areas of improvement in course content, orientation to the TPA, and content for the TPA workshop.

II. Preparing for Induction Form

As a first step in developing a form that candidates can take with them into the induction phase of their credential process, per CTC requirements, a feedback form to be completed by TPA assessors was developed and piloted. The form is completed simultaneously with the scoring of each TPA task. A copy of this feedback form is provided to each candidate at the same time they receive their score on the task. For candidates completing Task 1 and Task 2, this form provided feedback that can assist them as they progress to the final TPA Tasks (3 & 4) as well as be used to mentor/coach those candidates who do not receive a passing score on a task. Candidates completing Task 3 and Task 4 are encouraged to share these feedback forms with their Induction Coach at their first teaching position.

Feedback from candidates during the year has been very positive related to the information they received on the feedback forms. TPA mentor/coaches have also found the information useful when working with a candidate who did not receive a passing grade and must revise and resubmit a task for scoring.

The next step in this process is to further develop the form to allow candidates in the latter part of their final semester to add comments from their cooperating/master teachers, university supervisors, as well as a personal analysis/self-reflection on their strengths and weaknesses as they approach their first teaching job.



2008-2009 Assessment Plan Report

III. Program Review

Modification by the CTC of Credential Program Standards in 2008-2009 pushed the beginning of our program review process back to Fall 2009 so our review and any modifications made would be aligned with the new standards. The TED response to new BCLAD Program Standards and the revised Reading Standards are due in Spring 2010. Courses with content specific to these standards will be the first to be reviewed.

IV. Student Teacher Evaluation

Modification by the CTC of Credential Program Standards, as well as clarification of placement requirements for the Teaching Performance Assessment tasks, pushed the revision of the Student Teaching Evaluation forms back to Fall 2009. USF Field Placement Coordinators plan to revise the forms and pilot the new forms during Spring 2010.

V. Exit Interview Data

Exit Interview data, along with faculty evaluations, were very positive. One area of improvement stood out and that was the introduction and use of a wider range of technology in classes other than the technology focused seminars. The program will identify and arrange workshops on specific technology strategies and techniques for faculty in 2009-2010.

VI. Survey of Graduates, Principals, and Induction Support Providers

Initial surveys for each group were developed. After extensive review it was decided to further develop the questions and more closely link them to the Teacher Performance Expectations (TPEs) as well as the newly revised California Standards for the Teaching Profession (CSTPs). The first pilot of the surveys will go out in April 2010.

VII. Master of Arts in Teaching

Currently, credential candidates pursuing the Master of Arts in Teaching (MAT) complete the credential requirements and two additional courses (6 units): Methods of Educational Research and Master's Field Project. The Methods of Educational Research seminar is a generic seminar taken by most School of Education (SOE) MA students as preparation for taking their department specific MA Thesis/Field Project seminar. Initial discussions began with other SOE departments about the content of these two courses in terms of content and department expectation. It was initially decided to begin with the MA Thesis/Field Project seminar to develop a rubric for a thesis and one for a field project that would provide for consistency in expectations across all MA programs while at the same time providing flexibility in terms of individual department/degree expectations. This rubric was developed and shared across MA programs. Feedback was collected at the end of Spring 2009 and is currently being reviewed to further develop these rubrics.

At the same time, the Teacher Education Department reviewed the MAT program and decided, based on a range of data (Field Project completion rates, feedback from graduates, input from teachers in the field, to consider revising the MAT requirements to more closely align with the pedagogical skills needed by beginning teachers entering their first classroom. The department is considering changing the content of the final two courses to: Advanced Historical and Theoretical Foundations of Education and Advanced Curriculum and Instruction



2008-2009 Assessment Plan Report

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
 - i. **CalTPA Rubric* for Subject Specific Pedagogy (SSP) [Task 1]**
 - ii. **Sample Feedback Form for SSP**
 - iii. **CALTPA Rubric* for Designing Learning (DL) [Task 2]**
 - iv. **Sample Feedback Form for DL**
 - v. **CalTPA Rubric* for Assessing Learning (AL) [Task 3]**
 - vi. **Sample Feedback Form for AL**
 - vii. **CalTPA Rubric* for Culminating Teaching Experience (CTE) [Task 4]**

***NOTE:** Rubrics for the TPa were developed by ETS for the CTC CalTPA. The Sample Feedback Forms were developed and are currently being piloted by the Teacher Education Program to provide additional feedback to candidates.

- viii. **Sample Feedback Form for CTE**
 - ix. **Rubric for MA Thesis (Draft)**
 - x. **Rubric for MA Field Project (Draft)**
- e. Curriculum map that shows the courses that pertain to the outcome

Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).