

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**ANNUAL PROGRAM ASSESSMENT REPORT**

*Save your Report with the following file name: APAR-22-23-Dept OR Program Name, for example APAR-22-23-CMST*

Date: \_\_\_\_\_

**Due: 9/30/20XX**

**I. Assessment of Program Level Student Learning Outcomes (SLOs)**

**1. Program Name:**

School of Education

**2. Program Level Student Learning Outcomes:**

**Short Version.** *Based on Teacher Performance Expectations (TPEs) determined by California's Commission on Teacher Credentialing (CTC).*

1. The candidate engages and supports all students in learning. (TPE 1)
2. The candidate creates and maintains an effective environment for student learning (TPE 2)
3. The candidate understands and organizes subject matter for student learning (TPE 3)
4. The candidate plans instruction and designs learning experiences for all students (TPE 4)
5. The candidate assesses student learning (TPE 5)
6. The candidate develops as a professional educator (TPE 6)

**Expanded Version:** Provides the elements for each TPE

**SLO 1. The candidates engage and support all students in learning. (Teacher Performance Expectation 1)**

- 1.1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- 1.2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- 1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- 1.4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- 1.5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- 1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

- 1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

**SLO 2. The candidate creates and maintains an effective environment for student learning (TPE 2)**

- 2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- 2.2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- 2.4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- 2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- 2.6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

**SLO 3. The candidates understand and organize subject matter for student learning (TPE 3)**

- 3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- 3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- 3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.<sup>1</sup>
- 3.4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- 3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- 3.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- 3.7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
- 3.8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

**SLO 4. The candidate plans instruction and designs learning experiences for all students (TPE 4)**

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<sup>1</sup> See Subject-Specific Pedagogical Skills in Section 2 for reference.

- 4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- 4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- 4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- 4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
  - appropriate use of instructional technology, including assistive technology;
  - applying principles of UDL and MTSS;
  - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
  - appropriate modifications for students with disabilities in the general education classroom;
  - opportunities for students to support each other in learning; and
  - use of community resources and services as applicable.
- 4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
- 4.6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- 4.8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning

#### **SLO 5. The candidate assesses student learning (TPE 5)**

- 5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- 5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- 5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- 5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- 5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 5.6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- 5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- 5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

#### **SLO 6. The candidate develops as a professional educator (TPE 6)**

- 6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- 6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- 6.3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- 6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- 6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- 6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- 6.7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

### **3. Course Alignment Matrix:**

Please see information showing the alignment of program outcomes, courses, and assessments for credential programs at: <https://www.csuchico.edu/cme/program-portfolio/cr-sin/cr-sin-matrix.pdf> Alignment according to each program standard can be found on program assessment reports (<http://www.csuchico.edu/ctc/index.shtml>).

### **4. Closing the Loop: Departmental or College Discussions/Feedback:**

Assessment data is shared with all SOE faculty at the annual SOE Summit meeting after the spring semester. The APAR report is shared with the SOE Assessment Committee, the SOE Pathway Committee, and the SOE at large. Feedback is gathered at all steps of the process.

### **5. Closing the Loop: Programmatic Actions:**

The Education Specialists programs received new Teacher Performance Expectations from the CA Commission on Teacher Credentialing. The program worked this year to create new courses and update existing ones that align with these TPEs. The new program courses started in the Fall of 2021. The Education Specialist program is in the process of reviewing the courses to make sure they are addressing the needs of the students for the 22-23 academic school year.

### **6. What is your current Assessment Plan?**

Over the past five years, we have measured 1.6, 3.5, & 4.4. Last year we added 1.4 and 3.6. We do not plan on adding any additional SLOs for next year. We will continue to focus on 1.4, 1.6, 3.5, 3.6, and 4.4.

### **7. Learning Outcome(s) Assessed:**

SLO 1: The candidates engage and support all students in learning.

(With a specific focus on 1.4\*) Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Support (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

(AND 1.6) Provide a supportive learning environment for students first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

SLO 3: The candidates understand and organize subject matter for student learning

(With a specific focus on 3.5) Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

(AND 3.6\*) Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology to facilitate students' equitable access to the curriculum.

SLO 4: The candidate plans instruction and designs learning experiences for all students

(With a specific focus on 4.4) Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS

\* New learning outcomes for 21-22.

## 6. Artifact Components (assignments, rubric, and benchmark):

The assessments used to measure the learning outcomes included the following:

- **CalTPA** is a California approved teacher performance assessment used to measure a teacher candidate's knowledge, skill, and ability in relation to the California TPEs.
- **CORE Rubric** is a tool used for conducting Common Core aligned classroom observations adapted from the TNTP rubric. The TNTP rubric is a national valid and reliable observation protocol. All faculty and supervisors are calibrated on the instrument at the beginning of each academic year. The CORE Rubric assesses teacher performance in the following four areas: *Culture of Learning* – are all students engaged in the work of the lesson from start to finish, *Essential Content* – are all students working with content aligned to the appropriate standards for their subject and grade, *Academic Ownership* – are all students responsible for doing the thinking in this classroom, and *Demonstration of Learning* – do all students demonstrate that they are learning? (<http://tntp.org>)

- **TPE and Disposition Rubric** Each program pathway conducts evaluations of candidates in both student teaching semesters, using the California Teaching Performance Expectations. A rubric with descriptive criteria and observable behaviors is used to evaluate candidate teaching performance on a scale of 1 to 5 for each TPE. By the end of the second practicum, they should earn an average score of 3.
- **The CSU System-wide Exit Survey** of initial credential program graduates is a requirement for all credential program completers. Each year, EdQ makes the data from the survey available to the individual campuses.

The following table indicates which data will be used to evaluate each SLO.

New SLOs	Assessment
SLO 1: Candidates engage and support all students in learning	CalTPA CORE Rubric: Item 3 & 4 TPE Rubric CSU Exit Survey
SLO 2: Candidates create and maintain effective environments for student learning	CalTPA CORE Rubric: Item 1 & 3 TPE Rubric CSU Exit Survey
SLO 3: Candidates understand and organize subject matter for student learning content specific pedagogy.	CalTPA CORE Rubric: Item 1 & 2 TPE Rubric CSU Exit Survey
SLO 4: Candidates plan instruction and design learning experiences for all students	CalTPA CORE Rubric: Item 2 & 3 TPE Rubric CSU Exit Survey
SLO 5: Candidates asses student learning	CalTPA CORE Rubric: Item 2 & 4 TPE Rubric CSU Exit Survey
SLO 6: Candidates develop as a professional educator	CORE Rubric: Item 1 TPE & Disposition Rubric CSU Exit Survey

## 7. Assessment Results:

Please describe/report outcomes of assessment. How well did students perform on the task? What percentage of students met the benchmark? Were there significant differences in the ratings of the evaluators? If so, what might account for these difference? If students met the benchmark, what do they appear to be doing well and why? If students did not meet the benchmark, what are some possible reasons? You may use the table below to report results, adapting the table as necessary, but you should also provide a narrative describing and analyzing the assessment results.

Student Learning Outcome	Measure	Sample and Sample Size	Performance Levels	Percent of Students Meeting Benchmark
<p><b>SLO 1: The candidates engage and support all students in learning.</b> With a specific focus on 1.4) Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.</p>	CalTPA: Rubric 1.1, 1.3, & 2.1	Multiple Subject (MS) = 292 Single Subject (SS) = 232	5 Point Scale 1 – 5 (meet = 2 – 5)	MS = 97.84% SS = 96.10%
	CalTPA: Rubric 1.1, 1.3, & 2.1	Education Specialists (ES)	5 Point Scale 1 – 5 (meet = 2 – 5)	ES = n/a candidates participated in pilot of ES CalTPA
	TPE Rubric 1	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 96.9% SS = 95.9% ES = 100%
	Exit Survey  Finisher survey conducted by CSU	MS = 49 SS = 33 ES = 11	CSU Composite Score (5 Point Scale 0 – 4) MS = 3.14 SS = 3.13 ES = 3.32  (Please see the next page for more detail on survey questions)	Chico State Composite Score (Scale 0 – 4) MS 3.06 (-.08)* SS = 3.05 (-.08) ES = 2.56 (-.76)  *Difference between the Chico State score and CSU average. Positive numbers indicate a higher score compared to the CSU average.

Student Learning Outcome	Measure	Sample and Sample Size	Performance Levels	Percent of Students Meeting Benchmark
<p><b>SLO 1: The candidates engage and support all students in learning.</b></p> <p>With a specific focus on 1.6) Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p>	CalTPA: Rubric 1.2	Multiple Subject (MS) = 179 Single Subject (SS) = 109	5 Point Scale 1 – 5 (meet = 2– 5)	MS = 96.49% SS = 100%
	CalTPA: Rubric 1.2	Education Specialists (ES)	5 Point Scale 1 – 5 (meet = 2– 5)	ES = n/a candidates participated in pilot of ES CalTPA
	CORE Rubric: AO	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 95.6% SS = 95.5% ES = 99.1%
	TPE Rubric 1	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 96.9% SS = 95.9% ES = 100%
	CSU Exit Survey	MS = 49 SS = 33 ES = 11	CSU Composite Score (5 Point Scale 0 – 4) MS = 3.15 SS = 3.08 ES = 3.26	Chico State Composite Score (Scale 0 – 4) MS= 3.08 (-.07) SS = 2.98 (-.10) ES = 2.58 (-.68)



Student Learning Outcome	Measure	Sample and Sample Size	Performance Levels	Percent of Students Meeting Benchmark
<p><b>SLO 3: The candidates understand and organize subject matter for student learning.</b></p> <p>With a specific focus on 3.5) Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>	CalTPA: Rubric 1.2, 1.3, 1.4, 2.2, & 2.3	MS = 292 SS = 232	5 Point Scale 1 – 5 (meet = 2 – 5)	MS = 97.84% SS = 99.57%
	CalTPA: Rubric 1.2, 1.3, 1.4, 2.2, & 2.3	Education Specialists (ES)	5 Point Scale 1 – 5 (meet = 2– 5)	ES = n/a candidates participated in pilot of ES CalTPA
	CORE: EC, CL	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 95.8% SS = 96.1% ES = 100%
	TPE Rubric 3	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 95.1% SS = 95.1% ES = 100%
	Exit Survey	MS = 49 SS = 33 ES = 11	CSU Composite Score (5 Point Scale 0 – 4) MS = 3.10 SS = 3.07 ES = 3.30	Chico State Composite Score (Scale 0 – 4) MS= 3.01 (-.09) SS = 2.94 (-.13) ES = 2.53 (-.77)

Student Learning Outcome	Measure	Sample and Sample Size	Performance Levels	Percent of Students Meeting Benchmark
<p><b>SLO 3: The candidates understand and organize subject matter for student learning.</b></p> <p>With a specific focus on 3.6) Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</p>	CalTPA: Rubric 2.1 & 2.4	MS = 113 SS = 122	5 Point Scale 1 – 5 (meet = 2 – 5)	MS = 95.58% SS = 100%
	CalTPA: Rubric 2.1 & 2.4	Education Specialists (ES)	5 Point Scale 1 – 5 (meet = 2 – 5)	ES = n/a candidates participated in pilot of ES CalTPA
	CORE: EC	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 96.5% SS = 98.1% ES = 100%
	TPE Rubric 3	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 95.1% SS = 95.1% ES = 97.2%
	Exit Survey	MS = 49 SS = 33 ES = 11	CSU Composite Score (5 Point Scale 0 – 4) MS = 3.11 SS = 3.10 ES = 3.31	Chico State Composite Score (Scale 0 – 4) MS= 3.03 (-.08) SS = 3.01 (-.09) ES = 2.58 (-.73)

Student Learning Outcome	Measure	Sample and Sample Size	Performance Levels	Percent of Students Meeting Benchmark
<p><b>SLO 4: The candidate plans instruction and designs learning experiences for all students.</b></p> <p>With a specific focus on 4.4) Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom;</p>	CalTPA: Rubric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.4, & 2.5	MS = 291 SS = 232	5 Point Scale 1 – 5 (meet = 2 – 5)	MS = 74.23% SS = 93.53%
	CalTPA: Rubric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.4, & 2.5	Education Specialists (ES)	5 Point Scale 1 – 5 (meet = 2 – 5)	ES = n/a candidates participated in pilot of ES CalTPA
	CORE Rubric: EC, DL	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 95.4% SS = 97.2% ES = 100%
	TPE Rubric 4	MS = 226 SS = 266 ES = 109	5 Point Scale 1 – 5 (meet = 3 – 5)	MS = 96.0% SS = 93.6% ES = 97.2%
	Exit Survey	MS = 49 SS = 33 ES = 11	CSU Composite Score (5 Point Scale 0 – 4) MS = 3.15 SS = 3.13 ES = 3.31	Chico State Composite Score (Scale 0 – 4) MS 3.10 (-.05) SS = 3.07 (-.05) ES = 2.59 (-.72)

Data for all five SLOs shows little variation in student performance across the measures with a range of 95.1% to 100% of our teacher candidates meeting the set performance levels, except for the Multiple Subject Program which received a 74.4% on TPE 4.4. The low score is attributed to a score of 1 on the CalTPA rubric 1.6 (n= 48 )and 1.5 (n=23). Rubric 1.6 essential question is how does the candidate actively engage students in deep learning of content, monitor/informally assess their understanding, and explain to students next steps for content learning? While for Rubric 1.5 asks how does the candidate maintain a positive and safe learning environment that supports all students to access and meet the content-specific learning goal(s) and ELD goal(s)? How does the candidate support students in making connections between prior learning and the current lesson and establish clear learning expectations?

The CSU Exit Survey data for all five SLOs, the Multiple Subject Program (highlighted in yellow), Single Subject programs (highlighted in green), and Education Specialists scores (highlighted in blue) are consistently lower than the CSU average. A further review of the Exit Survey Results indicates that the following percentage of program candidates felt either “not prepared” or “poorly prepared” for the following items. Percentages above 10% are indicated in red.

Exit Survey Question	Education Specialist	Multiple Subject	Single Subject
To plan and adapt instruction that incorporates appropriate strategies, resources, and technologies to meet the learning needs of all students.	20%	0%	6%
To use a variety of instructional methods.	20%	0%	6%
To select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students.	20%	4%	6%
To meet the instructional needs of English learners.	18%	10%	6%
To identify and address special learning needs with appropriate teaching strategies.	18%	14%	6%
To ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment.	20%	n/a*	n/a
To expand expertise with evidence-based instructional and assistive technology to support student access to challenging content.	20%	n/a	n/a
To differentiate instruction in the classroom.	20%	4%	6%
To use the California English Language Development Standards to guide instruction for English learners in my primary subject.	20%	4%	6%
To contribute to students' reading skills including comprehension in my subject area.	20%	n/a	6%
To develop students' understanding and use of academic language and vocabulary.	n/a	n/a	17%
To engage students in cooperative group work as well as independent learning.	20%	0%	6%
To use effective instructional strategies to teach specific subject matter and skills.	20%	2%	6%
To use data from student assessments to inform instruction.	20%	4%	6%
To plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development.	30%	4%	12%
To understand and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction.	30%	8%	6%
To develop and implement transition plans for students with disabilities.	20%	n/a	n/a
To develop IFSP/IEP goals and objectives that are measurable and obtainable.	20%	n/a	n/a

\* Question was not asked for that pathway.

This data suggests that each credential program has room to grow in its ability to effectively teach candidates methods to support English language development and students with special learning needs.

## 8. Planned Program Improvement Actions

Work is being done in the following areas:

- Supervision Practices: Monthly meeting to discuss issues of practice around supervision and how to support teacher candidates on social justice issues.
- Hold Anti-racism speaker series and open the audience to all stakeholders.
- Created a 10-hour module for all cooperating teachers. The modules focus on (1) adult learning theory, (2) content-specific pedagogy and instructional practices, and (3) various effective supervision approaches.
- Multiple courses across all pathways are including more readings on culturally sustaining pedagogies, and identify core texts/theorists to draw upon this work - unpacking “why” behind inclusive practices.

How might these changes or improvements increase the percentage of students meeting the benchmark as well as the overall quality of the academic program?

**9. Name, Title, and E-Mail Address of Person Completing this Form:**

Jennifer Oloff-Lewis, Assessment Coordinator  
School of Education  
Zip 222  
X 5184  
[joloff-lewis@csuchico.edu](mailto:joloff-lewis@csuchico.edu)

**10. Acknowledgement and Signatures:**

a) Department Chair: \_\_\_\_\_

Comments (if desired):

b) College Coordinator or Associate Dean (if applicable):

\_\_\_\_\_  
Comments (if desired):

c) Dean or Associate Dean: \_\_\_\_\_

Comments (if desired):

**II. Appendices (please include any of the following that are applicable to your program):**

1. CalTPA Overview
2. CORE Rubric
3. TPE Rubric
4. CSU Exit Survey

**Please submit completed reports electronically to your dean, associate dean, and/or college assessment coordinator by 9/30/XX.**  
*Save Report with the following file name: APAR-22-23-DeptORProgramName, for example APAR-2223-CMST*