

**CHICO STATE UNIVERSITY**  
**ASSESSMENT SUMMARY UPDATE**

PROGRAM: School of Education Initial Credential Programs

<b>Year of review</b>	<b>Student Learning Outcome</b>	<b>Describe assessment activity done this year for this SLO</b>	<b>Findings</b>	<b>Based on the results or evidence, what action was taken regarding program improvements?</b>
Fa16-Sp17	SLO 6: Candidates will be prepared to effectively support and develop the needs of English language learners.	<p>1. PACT: Performance Assessment for California Teachers</p> <p>2. Student Teaching Evaluations</p> <p>3. Exit Survey "I am prepared to meet the needs of English Learners"</p> <p>4. Year-Out Survey: Composite Item, Preparation to Teach English Learners</p>	<p>1. PACT At or Above Acceptable: MS (N=90) Rubric 11: 96% Rubric 12: 99%</p> <p>SS (N=97) Rubric 11: 89% Rubric 12: 86%</p> <p>2. Student Teaching Evaluations At or Above Target for PII (3 or above on 4 pt rubric): MS 86% (N=72) SS 60% (N=110) ES 80% (N=59)</p> <p>*3. Exit Survey, Well to Very Well Prepared: MS= 75% (N=48) SS= 50% (N=66) ES = 71.4% (N=14)</p> <p>4. Year-Out Survey, Well to Exceptionally Well Prepared: N/A: The CTQ is revising the reporting tool for this data and it was not provided for the most recent year.</p>	<p>1. Collaboration. Faculty with expertise in teaching English Learners continue to regularly collaborate and plan with general education faculty to ensure a strong focus on supporting English Learners. Literacy instructors across programs meet monthly to share ideas for how to support candidates in supporting literacy development for all learners.</p> <p>2. Faculty hiring. In 2016-17 the SOE hired a tenure track faculty member with expertise in elementary education with experience teaching English Language Learners. This individual will work across programs to ensure that candidates are supported in learning how to best support English language development for English learners.</p> <p>3. Course articulation and curriculum revision. In fall of 2016, the Multiple Subject Program course sequence was changed to allow for two units of coursework focused on teaching candidates how to support English learners during their teaching practica. In addition, all programs and pathways are in the process of revising syllabi to reflect the new teacher education standards, which will be enacted in fall 2017. During this process, faculty will ensure that candidates have multiple opportunities to learn how to support English language</p>

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			This can be completed once the new tool is online.	development. 4. Field experience placements. The SOE Director and the Field Placement Coordinator are working with public school partners in order to identify schools and classrooms where candidates can experience best practices in teaching English learners.
	SLO 7:Candidates will be prepared to effectively support students with special learning needs.	1. CSU Exit Survey: "Meet the instructional needs of students with special learning needs." 2. Year-Out Survey (CSU Systemwide Eval of First Year Teachers)"Preparation to teach special learners in inclusive classrooms."	*1. Exit Survey, Percent Well to Very Well Prepared:MS = 72.9% (N=48)SS = 59.1% (N=66)ES = 92.9% (N=14)2. Year-Out Survey, Percent Well to Exceptionally Well Prepared N/A: The CTQ is revising the reporting tool for this data and it was not provided for the most recent year. This can be completed once the new tool is online.	1. Course articulation. Programs and pathways continue to examine how coursework supports candidates to work with exceptional students, from prerequisites to in-program coursework and student teaching. This process will continue as syllabi, assignments and assessments are aligned with the newly adopted state standards for teacher education.2. Co-enrollment. The SOE will continue to offer courses that enroll both general and special education credential candidates. This co-enrollment helps to share expertise among students from different credential programs, preparing all to differentiate instruction for their students.3. Inclusion/Assistive Technology. In 2016-17 we will continue to offer Assistive Technology (AT) professional development (PD) opportunities to faculty and students. PD through an AT lending library will continue to be established for faculty and students to learn and practice various educational technologies for use in both university and practicum settings. These technologies include iPads, chromebooks, SmartPens, Apple TV's, Adaptive switches, Adaptive keyboards & mice, and software. These resources offer an opportunity for faculty and candidates

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				across credential programs to learn from experts how to use technology to make content accessible to students with special learning needs. 4. Field experience placements. The SOE Director and the Field Placement Coordinator continue to work with public school partners in order to identify schools and classrooms where candidates can experience best practices in teaching students with special needs.
Fa15-Sp16	SLO 6: Candidates will be prepared to effectively support and develop the needs of English language learners.	1. PACT: Performance Assessment for California Teachers 2. Student Teaching Evaluations 3. Exit Survey "I am prepared to meet the needs of English Learners" 4. Year-Out Survey: Composite Item, Preparation to Teach English Learners	1. PACT At or Above Acceptable: MS (N=99) Rubric 11: 95% Rubric 12: 98%  SS (N=103) Rubric 11: 92% Rubric 12: 88%  2. Student Teaching Evaluations At or Above Target for PII (3 or above on 4 pt rubric): MS 88% (N=69) SS 66% (N=98) ES 85% (N=54)  *3. Exit Survey, Well to Very Well Prepared: MS = 76.7% (N=43) SS = 67.8% (N=31) ES = 51.7% (N=29)  4. Year-Out Survey, Well to Exceptionally Well Prepared: MS = 68% (N=86) SS = 70% (N=34) ES = 75% (N=14)	1. Curriculum articulation. Faculty examined program coursework and made adjustments. For example, the Multiple Subject Program added two units of instruction specifically designed to teach candidates how to support language development with students who are learning English. 2. Faculty hiring. In 2015-16, the SOE hired a new faculty member with expertise in teaching English learners. This individual will work across programs to ensure that candidates are supported in learning how to best support English language development for English learners. 3. Field experience placements. The SOE Director and the Field Placement Coordinator worked with public school partners in order to identify schools and classrooms where candidates could gain exceptional experience teaching English learners.

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	SLO 7:Candidates will be prepared to effectively support students with special learning needs.	1. CSU Exit Survey: "Meet the instructional needs of students with special learning needs." 2. Year-Out Survey (CSU Systemwide Eval of First Year Teachers)"Preparation to teach special learners in inclusive classrooms."	*1. Exit Survey, Percent Well to Very Well Prepared:MS = 76% (N= 43)SS = 67.8% (N=31)ES = 67.9% (N=27) 2. Year-Out Survey, Percent Well to Exceptionally Well Prepared MS = 70% (N=43)SS = 72% (N=36)ES = 80% (N=11)	1. Faculty hiring. The SOE hired a new faculty member with expertise in Special Education. This faculty member will have opportunities to teach courses that enroll both general and special education candidates.  2. Co-enrollment. Continued enrolling candidates from general and special education pathways in same prerequisite course to encourage sharing of expertise.  3. Field experience placements. The SOE Director and the Field Placement Coordinator are working with public school partners in order to identify schools and classrooms where candidates can experience best practices in teaching students with special needs.
Fa14-Sp15	SLO 6: Candidates will be prepared to effectively support and develop the needs of English language learners.	1. PACT: Performance Assessment for California Teachers 2. Student Teaching Evaluations 3. Exit Survey "I am prepared to meet the needs of English Learners" 4. Year-Out Survey: Composite Item, Preparation to Teach English Learners	1. PACT At or Above Acceptable: MS (N=122) Rubric 11: 94% Rubric 12: 100%  SS (N=97) Rubric 11: 94% Rubric 12: 97%  2. Student Teaching Evaluations At or Above Target for PII (3 or above on 4 pt rubric): MS 92% (N=92) SS 69% (N=92) ES 81% (N=62)  3. Exit Survey,Adequately to Well Prepared: MS = 78% (N=97)	1. Curriculum Re-Alignment. Faculty engaged in discussions about re-aligning curriculum in the Single Subject Program to focus on development of Academic Language.  2. Candidate Lesson Plans. Continued to support candidates in including English language development standards and objectives for every lesson.  3. Co-enrollment. Enrolled candidates from general and bilingual education pathways in same content courses to encourage sharing of expertise.

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	SLO 7:Candidates will be prepared to effectively support students with special learning needs.	1. CSU Exit Survey: "Meet the instructional needs of students with special learning needs." 2. Year-Out Survey (CSU Systemwide Eval of First Year Teachers)"Preparation to teach special learners in inclusive classrooms."	SS = 79% (N=88) ES = 69% (N=45)  4. Year-Out Survey, Well to Exceptionally Well Prepared: MS = 71% (N=26) SS = 75% (N=24) ES = 68% (N=11)	
			1. Exit Survey, Percent Adequately to Well Prepared: MS = 78% (N= 95) SS = 76% (N=87) ES = 93% (N=45). 2. Year-Out Survey, Percent Well to Exceptionally Well Prepared MS = 72% (N=27) SS = 73% (N=29) ES = 73% (N=10)	1. Collaboration. SPED faculty with expertise in teaching students with special needs continue to regularly collaborate and plan with general education faculty to ensure a strong focus on supporting students with special needs.  2. Course sequencing. Course focused on teaching special populations moved to a program prerequisite for all pathways, so that candidates would have a deeper foundation before beginning student teaching.  3. Co-enrollment. Enrolled candidates from general and special education pathways in same prerequisite course to encourage sharing of expertise. 4. Inclusion/Assistive Technology Workshop. In an annual workshop general education and special education candidates learned about new assistive technologies and their appropriate use, and collaborated on case studies that focused on students' strengths and needs.
Fa13-Sp14	SLO 6: Candidates will be prepared to effectively support and develop the needs of English language learners.	1. PACT: Performance Assessment for California Teachers 2. Student Teaching Evaluations 3. Exit Survey "I am prepared"	1. PACT At or Above Acceptable: MS (N=88) Rubric 11: 94% Rubric 12: 100% SS (53)	1. Curriculum Re-Alignment. Faculty engaged in discussions about re-aligning curriculum in the Single Subject Program to focus on development of Academic Language.

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		<p>to meet the needs of English Learners"</p> <p>4. Year-Out Survey: Composite Item, Preparation to Teach English Learners</p>	<p>Rubric 11: 81% Rubric 12: 85%</p> <p>2. Student Teaching Evaluations At or Above Target for PII (3 or above on 4 pt rubric): MS 91% (N=81) SS 65 % (N=91) ES 75% (N=61)</p> <p>3. Exit Survey,Adequately to Well Prepared: MS = 86%(N=127) SS = 84% (N=79) ES = 80% (N=30)</p> <p>4. Year-Out Survey,Adequately to Well Prepared: MS = 78% (N=27) SS = 78% (N=28) ES = 75% (N=13)</p>	<p>2. Professional development. Grant funding allowed the SOE to engage in a series of professional development opportunities for faculty, school partners, and candidates. (e.g. Science and ELD institute, Long Term English Learners, ELD Standards Workshop).</p> <p>3. Lesson plans. Revised lesson plan formats to ensure that candidates included instruction supporting language development standards and objectives for every lesson.</p>
	SLO 7:Candidates will be prepared to effectively support students with special learning needs.	<p>1. CSU Exit Survey: "Meet the instructional needs of students with special learning needs."</p> <p>2. Year-Out Survey (CSU Systemwide Eval of First Year Teachers)"Preparation to teach special learners in inclusive classrooms."</p>	<p>1. Exit Survey, Percent Adequately to Well Prepared:MS = 70% (N=127)SS = 74% (N=79)ES = 93% (N=30)2. Year-Out Survey, Percent Adequately to Well Prepared MS = 77% (N=39)SS = 74%(N=28)ES = 79% (N=13)</p>	<p>1. Collaboration. SPED faculty with expertise in teaching students with special needs continue to regularly collaborate and plan with general education faculty to ensure a strong focus on supporting students with special needs.</p> <p>2. Course sequencing. Course focused on teaching special populations moved to a program prerequisite for all pathways, so that candidates would have a deeper foundation before beginning student teaching.</p> <p>3. Co-enrollment. Enrolled candidates from general and special education pathways in same prerequisite course to encourage sharing of expertise.4. Assistive Technology Workshop. In an annual workshop general education and special education candidates</p>

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				learned about new assistive technologies and their appropriate use, and collaborated on case studies that focused on students' strengths and needs.
Fa12-Sp13	SLO 2: Candidates use a variety of formative/summative assessments to determine pupils' progress and plan instruction. (TPE 3)	PACT: Performance Assessment for California Teachers  Three rubric items: 6 Analyzing Student Work from an Assessment 7 Using Assessment to Inform Teaching 8 Using feedback to promote student learning CSU Exit Survey: Preparation to monitor student progress by using formal and informal assessment method	PACT, Percent At or Above Acceptable:  Multiple Subject(MS) (N=133) Rubric 6: 98% Rubric 7: 98% Rubric 8: 94%  Single Subject (SS) (N=91) Rubric 6: 99% Rubric 7: 92% Rubric 8: 92% Exit Survey, Percent Adequately to Well Prepared: MS = 93% (N=120) SS = 94% (N=56) ES = 96% (N=48)	<ul style="list-style-type: none"> <li>• Held Curriculum Committee meetings to articulate ways in which coursework currently supports helping candidates use a variety of formative and summative assessments to inform instruction, and identified additional course components that strengthened the assessment strand.</li> <li>• In coursework, created communities of practice in which candidates examine k-12 student work for evidence of student learning.</li> <li>• Created additional assignments asking candidates to bring their student work to class to analyze for patterns of student learning.</li> <li>• Provided models of effective verbal and written feedback and guidance in determining next instructional steps.</li> </ul>
	SLO 7:Candidates effectively support students with special learning needs.	CSU Systemwide Eval of First Year Teachers: Preparation to teach special learners in inclusive classrooms.  CSU Exit survey: Meet the instructional needs of students with special learning needs.	Systemwide Evaluation, Percent Adequately to Well Prepared MS (N=40) = 83%SS (N=41)= 82%Education Specialist (ES) (N=8) = 88%  Exit Survey,Percent Adequately to Well Prepared:MS = 72% (N=119)SS = 66% (N=56)ES = 98% (N=48)	<ul style="list-style-type: none"> <li>• Held Curriculum Committee meetings to articulate coursework across initial credential pathways.</li> <li>• Trained faculty in use of IRIS modules in coursework.</li> <li>• Involved education specialist faculty, k-12 teachers and master's students in bringing education specialist content to general educators .</li> <li>• Revised course delivery to pair general education faculty with education specialist faculty.</li> <li>• Held an Assistive Technology Fair for all credential candidates to learn about new</li> </ul>

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				assistive technologies and their appropriate use.
	SLO 9: Candidates engage in reciprocal partnerships with the schools and/or community to address the needs of underserved students and their families.	CSU Exit Survey: Know about the resources in the school and community for at-risk students.	Exit Survey, Percent Adequately to Well Prepared MS= 84% (N=120) SS= 64% (N=56) ES= 90% (N=48)	<ul style="list-style-type: none"> <li>• Built partnerships with schools through the Rural Teacher Residency Program and the Rural Teacher Pathway.</li> <li>• Designed "community study" assignments for prerequisite credential courses</li> <li>• Provided opportunities for students to conduct student teaching experiences with expert teachers in schools with diverse, underserved student populations</li> <li>• Built a common language and purpose among faculty by reading and discussing the book The Pedagogy of Confidence: Inspiring High Achievement in Urban Schools. Author Yvette Jackson visited CSU Chico and conducted professional development with district partners and cooperating teachers.</li> </ul>