

**Stanford College of Education  
2018 Outcomes Assessment**

Department	Program	Outcome	Outcome Description	Measure Title	Measure Type/Method	Details/Description	Acceptable Target	Goal Target	Findings Title	Acceptable Target Achievement	Goal Target Achievement	Institutional Learning Outcomes : 1	Institutional Learning Outcomes : 2	Institutional Learning Outcomes : 3	Institutional Learning Outcomes : 4	Institutional Learning Outcomes : 5	Institutional Learning Outcomes : 6	Institutional Learning Outcomes : 7			
Department of Educational Administration and School Counseling/Psychology	CA Credential in Clear Administrative Services Credential Induction Program	Outcome 1	Facilitate the development and implementation of a shared vision of learning and growth of all students.	Candidate Exit Surveys	Indirect - Survey	Candidates complete an Exit Survey within EDA613, their final course in the program.	85% of the program completers will feel well-prepared to meet the standards.	90% of the program completers will feel well-prepared to meet the standards.	Findings for Candidate Exit Surveys	Not Met	Approaching			<b>X</b>			<b>X</b>				
			Facilitate the development and implementation of a shared vision of learning and growth of all students.	Communication Assignment	Direct - Student Artifact	This assignment have candidates review their communication styles and how it facilitates their abilities as a leader.	A score of 3 on the rubric elements	A Score of 4 on the rubric elements.							<b>X</b>			<b>X</b>			
			Facilitate the development and implementation of a shared vision of learning and growth of all students.	Digital Reflective Portfolio	Direct - Portfolio	Candidates design a Digital Reflective Portfolio (individual website) to which to upload artifacts and	100% of program completers will attain scores of 3 or 4 on the program assessment rubric.	100% of program completers will attain scores of 3 or 4 on the program assessment rubric.	Findings for Digital Reflective Portfolio	Met	Exceeded				<b>X</b>			<b>X</b>			
		Outcome 2	Develop a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	Candidate Exit Surveys	Indirect - Survey	Candidates complete an Exit Survey within EDA613, their final course in the program.	Candidates who complete the exit survey will have an aggregated average above 3.5 for those areas aligned to CPSEL 2.	Candidates who complete the exit survey will have an aggregated average above 3.5 for those areas aligned to CPSEL 2.	Findings for Candidate Exit Surveys	Exceeded	Exceeded		<b>X</b>	<b>X</b>					<b>X</b>		
			Develop a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	Digital Reflective Portfolio	Direct - Portfolio	Candidates design a Digital Reflective Portfolio (individual website) to which to upload artifacts and	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 2.	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 2.	Findings for Digital Reflective Portfolio	Met	Exceeded		<b>X</b>	<b>X</b>					<b>X</b>		
			Develop a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	Multiple Measures	Direct - Student Artifact	This assignment ask candidates to present how multiple measures are used at their school sites to measure student achievement.	Rubric score of 3	Rubric Score of 4				<b>X</b>	<b>X</b>							<b>X</b>	
		Outcome 3	Manage the organization to cultivate a safe and productive learning and working environment.	Candidate Exit Surveys	Indirect - Survey	Candidate survey completed at the end of the program.	85% of program completers will respond to the Exit Survey within EDA613.	85% of program completers will respond to the Exit Survey within EDA613.	Findings for Candidate Exit Surveys	Not Met	Approaching			<b>X</b>	<b>X</b>					<b>X</b>	
			Manage the organization to cultivate a safe and productive learning and working environment.	Digital Reflective Portfolio	Direct - Portfolio	Candidates design a Digital Reflective Portfolio (individual website) to which to upload artifacts and	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 3.	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 3.	Findings for Digital Reflective Portfolio	Met	Exceeded			<b>X</b>	<b>X</b>					<b>X</b>	
			Manage the organization to cultivate a safe and productive learning and working environment.	School Safety Plan	Direct - Student Artifact	Candidates review and make recommendations to the school safety plan.	Rubric score of 3	Rubric Score of 4				<b>X</b>	<b>X</b>							<b>X</b>	
		Outcome 4	Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	Candidate Exit Surveys	Indirect - Survey	Candidates complete an Exit Survey within EDA613, their final course in the program.	85% of the candidates will feel well-informed.	95% of the candidates will feel well-informed.	Findings for Candidate Exit Surveys	Not Met	Approaching			<b>X</b>		<b>X</b>			<b>X</b>		
			Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	Digital Reflective Portfolio	Direct - Portfolio	Candidates design a Digital Reflective Portfolio (individual website) to which to upload artifacts and	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 4.	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 4.	Findings for Digital Reflective Portfolio	Met	Exceeded			<b>X</b>		<b>X</b>				<b>X</b>	
			Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	Reflection on School Community	Direct - Student Artifact	This assignment asks the candidates to reflect on the school community in which they work	85 % of the points on the assignment.	95% of the points on the assignment.				<b>X</b>				<b>X</b>					<b>X</b>
		Outcome 5	Model professionalism, ethics, integrity, justice, and equity for faculty and staff.	Candidate Exit Surveys	Indirect - Survey	Candidates complete an Exit Survey within EDA613, their final course in the program.	100% of program completers will respond to the Exit Survey within EDA613.	100% of program completers will respond to the Exit Survey within EDA613.	Findings for Candidate Exit Surveys	Met	Exceeded									<b>X</b>	
			Model professionalism, ethics, integrity, justice, and equity for faculty and staff.	Digital Reflective Portfolio	Direct - Portfolio	Candidates design a Digital Reflective Portfolio (individual website) to which to upload artifacts and	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 5.	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 5.	Findings for Digital Reflective Portfolio	Met	Exceeded									<b>X</b>	
			Model professionalism, ethics, integrity, justice, and equity for faculty and staff.	Leadership Survey	Direct - Student Artifact	This assignment asks candidates to select a leadership survey complete the survey, and then reflect on how this informs them about their leadership style.	85% of the points on the assignment.	95% of the points on the assignment.													<b>X</b>
		Outcome 6	Influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	Candidate Exit Surveys	Indirect - Survey	Candidates complete an Exit Survey within EDA613, their final course in the program.	100% of program completers will respond to the Exit Survey within EDA613.	100% of program completers will respond to the Exit Survey within EDA613.	Findings for Candidate Exit Surveys	Met	Exceeded			<b>X</b>	<b>X</b>	<b>X</b>				<b>X</b>	
			Influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	Digital Reflective Portfolio	Direct - Portfolio	Candidates design a Digital Reflective Portfolio (individual website) to which to upload artifacts and	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 6.	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for CPSEL 6.	Findings for Digital Reflective Portfolio	Met	Exceeded			<b>X</b>	<b>X</b>	<b>X</b>				<b>X</b>	
			Influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	Evidence of Progress on CPSEL 6.	Direct - Student Artifact	Candidates demonstrate through artifacts their progress to meet CPSEL 6.	85% of the points on the assignment.	95% of the points on the assignment.				<b>X</b>		<b>X</b>	<b>X</b>					<b>X</b>	
		Outcome 1	Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.	PLO 1, Direct 1	Direct - Student Artifact	Indirect measure was not relevant to the PLOs due to the College Dispositions being irrelevant to pre-service administrators. A series of scenarios will be implemented in FY 19.	80% of Candidates will score 90% or better on the signature assessment for EDA 652.	95% of Candidates will score 90% or better on the signature assessments for EDA 652.	Findings for PLO 1, Direct 1	Exceeded	Approaching			<b>X</b>			<b>X</b>				<b>X</b>
			Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.	PLO 1, Direct 2	Direct - Student Artifact	Performance in courses: EDA 655 As measured by average of the scores on the Signature Assignments in each course.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for PLO 1, Direct 2	Exceeded	Exceeded			<b>X</b>	<b>X</b>						<b>X</b>
			Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.	PLO 1, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristics 80% - 90% of the time) or greater on question "8" on the candidate Final Disposition in EDA 600.	60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristics 95% - 100% of the time) on Question 6 on the Final Disposition in EDA 600.	Findings for PLO 1, Indirect	Not Met	Moving Away			<b>X</b>	<b>X</b>			<b>X</b>			<b>X</b>
			Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.	PLO 1, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristics 80% - 90% of the time) or greater on question "8" on the candidate Final Disposition in EDA 600.	60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristics 95% - 100% of the time) on Question 6 on the Final Disposition in EDA 600.	Findings for PLO 1, Indirect	Not Met	Moving Away			<b>X</b>	<b>X</b>			<b>X</b>			<b>X</b>
		Outcome 2	Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.	PLO 2, Direct 1	Direct - Student Artifact	Performance in EDA 653: as measured by candidate performance on Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 653.	95% of Candidates will score 90% or better on the signature assessments for EDA 653.	Findings for PLO 2, Direct 1	Exceeded	Approaching			<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>		<b>X</b>
			Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.	PLO 2, Direct 2	Direct - Student Artifact	Performance in courses: EDA 654 As measured by average of the scores on Signature Assignment.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for PLO 2, Direct 2	Not Met	Moving Away			<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>		<b>X</b>

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Department of Educational Administration and School Counseling/ Psychology	CA Credential in Preliminary Administrative Services Credential	Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.	PLO 2, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "7" on the candidate disposition in EDA 600	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "7" on the Final Disposition in EDA 600	Findings for PLO 2, Indirect	Not Met	Moving Away	X	X	X	X	X	X	
		Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.	PLO 3, Direct 1	Direct - Student Artifact	Performance in course EDA 654 as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 654.	95% of Candidates will score 90% or better on the signature assessment for EDA 654.	Findings for PLO 3, Direct 1	Not Met	Moving Away	X	X	X	X	X	X	X
		Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.	PLO 3, Direct 2	Direct - Student Artifact	Performance in course: EDA 655 As measured by average of the scores on the Signature Assignments.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for PLO 3, Direct 2	Exceeded	Exceeded	X	X	X	X	X	X	X
		Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.	PLO 3, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "1" on the candidate disposition in EDA 600	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "1" on the candidate disposition in EDA 600	Findings for PLO 3, Indirect	Not Met	Moving Away	X	X	X	X	X	X	X
		Analyze the collaborative, ongoing processes of data-based school growth plans.	PLO 4, Direct 1	Direct - Student Artifact	Performance in course EDA 655 as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 655.	95% of Candidates will score 90% or better on the signature assessments for EDA 655.	Findings for PLO 4, Direct 1	Exceeded	Exceeded	X	X	X	X	X	X	X
		Analyze the collaborative, ongoing processes of data-based school growth plans.	PLO 4, Direct 2	Direct - Student Artifact	Performance in course: EDA 657 As measured by average of the scores on the Signature Assignment.	Performance in course: EDA 657 As measured by average of the scores on the Signature Assignment.	95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for PLO 4, Direct 2	Exceeded	Exceeded	X	X	X	X	X	X	X
		Analyze the collaborative, ongoing processes of data-based school growth plans.	PLO 4, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the average of responses in questions "14" and "16" on the candidate disposition in EDA 600.	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the average of responses for questions "14" and "16" on the Final Disposition in EDA 600.	Findings for PLO 4, Indirect	Not Met	Moving Away	X	X	X	X	X	X	X
		Critique systems for the provision of professional growth opportunities for school teachers, staff, and administrators.	PLO 5, Direct 1	Direct - Student Artifact	Performance in course EDA 656 as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 656.	95% of Candidates will score 90% or better on the signature assessments for EDA 656.	Findings for PLO 5, Direct 1	Exceeded	Exceeded	X	X	X	X	X	X	X
		Critique systems for the provision of professional growth opportunities for school teachers, staff, and administrators.	PLO 5, Direct 2	Direct - Student Artifact	Performance in Signature Assignment for EDA 657 As measured by average of the scores on activity relating to this CLO.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better on the identified course Signature Assignments.	Findings for PLO 5, Direct 2	Exceeded	Exceeded	X	X	X	X	X	X	X
		Critique systems for the provision of professional growth opportunities for school teachers, staff, and administrators.	PLO 5, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "15" on the candidate disposition in EDA 600.	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "15" on the Final Disposition in EDA 600.	Findings for PLO 5, Indirect	Not Met	Moving Away	X	X	X	X	X	X	X
		Examine the complex interaction of all of a school's systems to promote teaching and learning.	PLO 6, Direct 1	Direct - Student Artifact	Performance in course EDA 657 as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 657.	95% of Candidates will score 90% or better on the signature assessments for EDA 657.	Findings for PLO 6, Direct 1	Exceeded	Exceeded	X	X	X	X	X	X	X
		Examine the complex interaction of all of a school's systems to promote teaching and learning.	PLO 6, Direct 2	Direct - Student Artifact	Performance in course: EDA 658 As measured by average of the scores on the Signature Assignment.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better of the scores in the identified course Signature Assignments.	Findings for PLO 6, Direct 2	Exceeded	Exceeded	X	X	X	X	X	X	X
Examine the complex interaction of all of a school's systems to promote teaching and learning.	PLO 6, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "4" on the candidate disposition in EDA 600.	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "4" on the Final Disposition in EDA 600.	Findings for PLO 6, Indirect	Not Met	Moving Away	X	X	X	X	X	X	X		
Analyze ways in which a school can engage their communities to promote the shared vision.	PLO 7, Direct 1	Direct - Student Artifact	Performance in course EDA 652 as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 652.	95% of Candidates will score 90% or better on the signature assessments for EDA 652.	Findings for PLO 7, Direct 1	Exceeded	Approaching	X	X	X	X	X	X	X		
Analyze ways in which a school can engage their communities to promote the shared vision.	PLO 7, Direct 2	Direct - Student Artifact	Performance in course: EDA 655 As measured by average of the scores on the Signature Assignment.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better of the scores in the identified course Signature Assignments.	Findings for PLO 7, Direct 2	Exceeded	Exceeded	X	X	X	X	X	X	X		

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		Analyze ways in which a school can engage their communities to promote the shared vision.	PLO 7, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "11" on the candidate disposition in EDA	60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question "11" on the Final Disposition in EDA 600.	Findings for PLO 7, Indirect	Not Met	Moving Away		X	X	X	X	X		
Department of Educational Administration and School Counseling/psychology	CA Credential in Pupil Personnel Services Credential School Counseling	Outcome 1	Demonstrates knowledge of major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and the impact of these stages on school behavior and learning.	Signature Assignment	Direct - Student Artifact	Signature assignment CED600	80%	85%	Findings for Signature Assignment	Met	Approaching			X				
		Outcome 2	Demonstrates knowledge of common psychiatric disorders in childhood and adolescence.	Signature Assignment	Direct - Student Artifact	CED 600 Signature assignment	80%	85%	Findings for Signature Assignment	Met	Approaching			X				
			Identifies and effectively addresses relevant social and diversity concerns and crises of individuals and groups of students.	CED606 Signature Assignment	Direct - Exam	Signature Assignment CED606	80%	85%							X			
		Outcome 2	Identifies and effectively addresses relevant social and diversity concerns and crises of individuals and groups of students.	CED610 Signature Assignment rubric	Direct - Exam	Final Exam	80%	85%	Findings for CED610 Signature Assignment rubric	Met	Approaching				X			
			Conducts needs assessments and uses data to plan, develop, implement, and evaluate comprehensive guidance programs.	CED606	Direct - Student Artifact	Signature Assignment	80%	85%	Findings for CED606	Met	Approaching	X			X	X		X
		Outcome 4	Applies individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.	CED603	Direct - Student Artifact	CED 603 Signature assignment	80%	85%	Findings for CED603	Met	Approaching				X	X		
		Outcome 5	Applies group-counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.	CED 611	Direct - Student Artifact	CED 611 Group Counseling Signature Assignment			Findings for CED 611	Met	Approaching				X			
		Outcome 6	Effectively applies positive, consultative and collaborative relationships with school staff, parents, and community agencies in support of student academic, career, and personal/social success.	CED 601	Direct - Student Artifact	CED 601 Consultation in Schools Signature Assignment	80%	85%	Findings for CED 601	Exceeded	Exceeded		X		X			X
		Outcome 7	Demonstrates knowledge of legal mandates affecting education and school counseling and applies appropriate legal and ethical standards and practices to specific counseling situations.	CED 614	Direct - Exam	CED 614 Legal & Ethical Practices Final Exam	80%	85%	Findings for CED 614	Exceeded	Exceeded	X			X		X	
		Outcome 8	Demonstrates a basic understanding of descriptive statistics and test and survey construction, as well as the purpose and uses of standardized and un-standardized tests and individual assessments.	CED 613	Direct - Student Artifact	CED 613 Psycho-Educational Assessment Signature Assignment	80%	85%				X			X			X
		Outcome 9	Understands and utilizes computer technology relevant to the tasks and role of a school counselor.	CED607	Direct - Portfolio	Portfolio, signature assignments demonstrating tasks utilize technology in counselor role	80%	90%	Findings for CED607	Exceeded	Exceeded	X			X			
		Outcome 10	Demonstrates knowledge of learning theory, curriculum design for diverse classrooms and development of classroom interventions/strategies.	CED 605	Direct - Student Artifact	CED 605 Instructional Design Signature assignment	80%	85%	Findings for CED 605	Exceeded	Exceeded				X			
		Outcome 11	Identifies themselves as professional school counselors, understanding the history and development and trends in the profession and acting as a professional leader to enhance the field of school counseling.	CED 607	Direct - Exam	CED 607 School Counseling Orientation Final Exam	80%	85%	Findings for CED 607	Exceeded	Approaching				X		X	X
Outcome 12	Demonstrates knowledge of major career development theories, and the impact of career development on school behavior and learning.	CED612	Direct - Student Artifact	CED612 Career & Academic counseling signature assignment	80%	85%	Findings for CED612	Met	Approaching				X					
Outcome 13	Demonstrates skills in developing and interpreting social science research and applying the findings to professional practice.	CED637	Direct - Student Artifact	CED 637 Action Research Final Project	80%	85%	Findings for CED637	Met	Approaching									
		Outcome 1	Integrate knowledge and skill in the identification of the function of the behavior and the development of an intervention addressing the function of the behavior	ABA 600 Signature Assignment	Direct - Student Artifact	Responses to study guide questions	80% of Candidates will score 90% or better on the signature assignment for ABA 600— responses to study guide questions in one format about Current status and future directions of school-based behavioral interventions article in School Psychology Review, 33, 3	95% of Candidates will score 90% or better on the signature assignment for ABA 600.	Findings for ABA 600 Signature Assignment	Not Met	Moving Away	X				X		
			Integrate knowledge and skill in the identification of the function of the behavior and the development of an intervention addressing the function of the behavior	ABA 600 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 600 course	90% of students will report a score of 4.00 or greater, on the student perception of learning mean section of the ABA 600 end-of-course questionnaire.	90% of students will report a score of 4.25 or greater, on the student perception of learning mean section of the ABA 600 end-of-course questionnaire.	Findings for ABA 600 Student End-Of-Course Questionnaire	Not Met	Moving Away	X				X		
			Integrate knowledge and skill in the identification of the function of the behavior and the development of an intervention addressing the function of the behavior	ABA 601 Signature Assignment	Direct - Student Artifact	Completion of assigned Behavioral Development Solution (BDS) Modules	80% of Candidates will score 90% or better as measured by the average of the scores in the identified course Signature Assignment for ABA 601— Completion of assigned Behavioral Development Solutions (BDS) Modules.	95% of Candidates will score 90% or better as measured by the average of the scores in the identified ABA 601 Signature assignments.	Findings for ABA 601 Signature Assignment	Exceeded	Moving Away	X				X		
			Integrate knowledge and skill in the identification of the function of the behavior and the development of an intervention addressing the function of the behavior	ABA 601 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 601 course	90% of students will report a score of 4.00 or greater, on the student perception of learning mean section of the ABA 601 end-of-course questionnaire.	90% of students will report a score of 4.25 or greater, on the student perception of learning mean section of the ABA 601 end-of-course questionnaire.	Findings for ABA 601 Student End-Of-Course Questionnaire			X				X		
		Outcome 2	Integrate data-based decisions using behavioral analytic approaches to increase and decrease target behaviors	ABA 602 Signature Assignment	Direct - Student Artifact	Completion of assigned Behavioral Development Solutions (BDS) Modules	80% of Candidates will score 90% or better on the signature assessment for ABA 602— as measured by average of the scores in the identified course Signature Assignment for ABA 602— Completion of assigned Behavioral Development Solutions (BDS) Modules.	Ideal: 95% of Candidates will score 90% or better on the signature assessment for ABA 602.	Findings for ABA 602 Signature Assignment	Exceeded	Moving Away		X		X		X	

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Department of Educational Administration and School Counseling Psychology	Master of Science in Applied Behavioral Analysis	Integrate data-based decisions using behavioral analytic approaches to increase and decrease target behaviors	ABA 602 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 602 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 602 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 602 end-of-course questionnaire.	Findings for ABA 602 Student End-Of-Course Questionnaire				X	X		X			
		Integrate data-based decisions using behavioral analytic approaches to increase and decrease target behaviors	ABA 603 Signature Assignment	Direct - Student Artifact	Completion of assigned Behavioral Development Solutions (BDS) Modules	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignment for ABA 603 - Completion of assigned Behavioral Development Solutions (BDS) Modules.	95% of Candidates will score 90% or better as measured by average of the scores in the identified ABA 603 Signature Assignment.	Findings for ABA 603 Signature Assignment	Exceeded	Approaching			X	X		X		
		Integrate data-based decisions using behavioral analytic approaches to increase and decrease target behaviors	ABA 603 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 603 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 603 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 603 end-of-course questionnaire.	Findings for ABA 603 Student End-Of-Course Questionnaire					X	X		X		
		Examine special education law and its relevance with behavioral assessments and interventions	ABA 606 Signature Assignment	Direct - Student Artifact	Completion of assigned Behavioral Development Solutions (BDS) Modules	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignment for ABA 606 - Completion of assigned Behavioral Development Solutions (BDS) Modules.	95% of Candidates will score 90% or better as measured by average of the scores in the identified ABA 606 Signature Assignment.	Findings for ABA 606 Signature Assignment	Not Met	Moving Away					X		X	
		Examine special education law and its relevance with behavioral assessments and interventions	ABA 606 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 606 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 606 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 606 end-of-course questionnaire.	Findings for ABA 606 Student End-Of-Course Questionnaire							X		X	
		Examine special education law and its relevance with behavioral assessments and interventions	SPD 616 Signature Assignment	Direct - Student Artifact	Review of a Special Education court case.	80% of Candidates will score 90% or better on the signature assessment for SPD 616 - students will identify and review a court case in Special Education including identification of all the issues related to the case proceedings and a reflection of how the case is a basis for special education law.	Ideal 95% of Candidates will score 90% or better on the signature assessment SPD 616	Findings for SPD 616 Signature Assignment	Met	Moving Away					X		X	
		Examine special education law and its relevance with behavioral assessments and interventions	SPD 616 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the SPD 616 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the SPD 616 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the SPD 616 end-of-course questionnaire.	Findings for SPD 616 Student End-Of-Course Questionnaire							X		X	
		Engage in behavioral consultation in the school setting	ABA 610 Signature Assignment	Direct - Student Artifact	Development of an action plan for entering and working in a new school setting	Acceptable: 80% of Candidates will score 90% or better on the signature assignment for ABA 610 - development of an action plan for entering and working in a new school setting including maintaining relationships with the school and interaction with IEP process if asked.	95% of Candidates will score 90% or better on the signature assignment for ABA 610 - development of an action plan for entering and working in a new school setting including maintaining relationships with the school and interaction with IEP process if asked.	Findings for ABA 610 Signature Assignment	Not Met	Moving Away				X	X			X
		Engage in behavioral consultation in the school setting	ABA 610 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 610 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 610 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 610 end-of-course questionnaire.	Findings for ABA 610 Student End-Of-Course Questionnaire						X	X			X
		Engage in behavioral consultation in the school setting	ABA 612 Signature Assignment	Direct - Student Artifact	Development of a behavioral intervention plan (HIP)	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified ABA 612 Signature Assignment - Students will develop a behavioral intervention plan (HIP) based on the data obtained during a problem analysis and problem analysis interview with a PK-12 teacher.	95% of Candidates will score 90% or better as measured by average of the scores in the identified ABA 612 Signature Assignment.	Findings for ABA 612 Signature Assignment	Not Met	Moving Away				X	X			X

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Outcome	Assessment	Assessment Type	Assessment Description	Assessment Instrument	Assessment Results	Assessment Status	Assessment Trend	Assessment Score	Assessment Score	Assessment Score	Assessment Score	Assessment Score	Assessment Score	Assessment Score	
	Engage in behavioral consultation in the school setting	ABA 612 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 612 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	Findings for ABA 612 Student End-Of-Course Questionnaire	Exceeded	Exceeded					X	
Outcome 5	Collaborate with school personnel to develop a Functional Behavioral Assessment and Behavior Intervention Plan	ABA 611 Signature Assignment	Direct - Student Artifact	A six to eight page research paper on topic within PBIS	80% of Candidates will score 90% or better on the signature assignment for ABA 611 – students will write a 6 – 8 page research paper on a topic within PBIS that includes research findings, practical applications in a school setting including recommendations and future directions.	95% of Candidates will score 90% or better on the ABA 611 signature assignment.	Findings for ABA 611 Signature Assignment	Exceeded	Exceeded	X	X	X	X	X	X
	Collaborate with school personnel to develop a Functional Behavioral Assessment and Behavior Intervention Plan	ABA 611 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 611 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 611 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 611 end-of-course questionnaire.	Findings for ABA 611 Student End-Of-Course Questionnaire			X	X	X	X	X	X
	Collaborate with school personnel to develop a Functional Behavioral Assessment and Behavior Intervention Plan	ABA 612 Signature Assignment	Direct - Student Artifact	Development of a behavioral intervention plan (BIP)	80% of Candidates will score 90% or better as measured by average of the scores in the identified ABA 612 Signature Assignment – Students will develop a behavioral intervention plan (BIP) based on the data obtained during a problem analysis and problem analysis interview with a PK-12 teacher.	95% of Candidates will score 90% or better as measured by average of the scores in the identified ABA 612 Signature Assignment.	Findings for ABA 612 Signature Assignment			X	X	X	X	X	X
	Collaborate with school personnel to develop a Functional Behavioral Assessment and Behavior Intervention Plan	ABA 612 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 612 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	Findings for ABA 612 Student End-Of-Course Questionnaire			X	X	X	X	X	X
Outcome 6	Investigate the concept of school culture and its impact on all stakeholders, internal and external	ABA 610 Signature Assignment	Direct - Student Artifact	Development of an action plan for entering and working in a new school setting	Acceptable: 80% of Candidates will score 90% or better on the signature assignment for ABA 610 – development of an action plan for entering and working in a new school setting including maintaining relationships with the school and interaction with IEP process if asked.	95% of Candidates will score 90% or better on the signature assignment for ABA 610 – development of an action plan for entering and working in a new school setting including maintaining relationships with the school and interaction with IEP process if asked.	Findings for ABA 610 Signature Assignment	Not Met	Moving Away		X	X		X	X
	Investigate the concept of school culture and its impact on all stakeholders, internal and external	ABA 610 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 610 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 610 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 610 end-of-course questionnaire.	Findings for ABA 610 Student End-Of-Course Questionnaire				X	X		X	X
	Investigate the concept of school culture and its impact on all stakeholders, internal and external	ABA 612 Signature Assignment	Direct - Student Artifact	Development of a behavioral intervention plan (BIP)	80% of Candidates will score 90% or better as measured by average of the scores in the identified ABA 612 Signature Assignment – Students will develop a behavioral intervention plan (BIP) based on the data obtained during a problem analysis and problem analysis interview with a PK-12 teacher.	95% of Candidates will score 90% or better as measured by average of the scores in the identified ABA 612 Signature Assignment.	Findings for ABA 612 Signature Assignment	Not Met	Moving Away		X	X		X	X
	Investigate the concept of school culture and its impact on all stakeholders, internal and external	ABA 612 Student End-Of-Course Questionnaire	Indirect - Survey	Student end-of-course questionnaire collected in the ABA 612 course	90% of students will report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	90% of students will report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	Findings for ABA 612 Student End-Of-Course Questionnaire				X	X		X	X
Outcome 1	Demonstrate an understanding of organizational development, and the benefits of mobilizing human and fiscal resources, restructuring, creating a school environment that identifies institutional needs for diversity and the administrative tasks of the principal and administrator.	Reflection Paper (Signature Assignment)	Direct - Portfolio	Key Assessment Measure of human and fiscal resources	100% of candidates will score 2.0 or better on a 3 point rubric.	80% of candidates will score 2.5 or above on the 3 point rubric.	Findings for Reflection Paper (Signature Assignment)	Not Met	Exceeded						
	Demonstrate an understanding of organizational development, and the benefits of mobilizing human and fiscal resources, restructuring, creating a school environment that identifies institutional needs for diversity and the administrative tasks of the principal and administrator.	SPIRO Results (Signature Assignment)	Direct - Student Artifact		100% of candidates will score 2.0 or better on a 3 point rubric.	80% of candidates will score 2.5 or above on the 3 point rubric.	Findings for SPIRO Results (Signature Assignment)	Met	Exceeded						
Outcome 2	Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts	EDA 658 School Community Leadership	Direct - Student Artifact	Signature Assignment: School Law Case Study	80% of students will successfully complete this signature assignment with a rubric of 23-25 points	100% of students will successfully complete this signature assignment with a rubric of 23-25 points	Findings for EDA 658 School Community Leadership	Exceeded	Approaching						

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		Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts	Portfolio Demonstration of Competence, Category 10 - EDA 636	Direct - Portfolio	Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site supervisor.	Same as above.	Findings for Portfolio Demonstration of Competence, Category 10 - EDA 636	Met	Approaching								
		Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts	Reflection Paper (Signature Assignment)	Direct - Other	Key assessment measure of human and fiscal resources	100% of candidates will score 2.0 or better on a 3 point rubric.	80% of candidates will score 2.5 or above on the 3 point rubric.	Findings for Reflection Paper (Signature Assignment)	Met	Approaching								
	Outcome 3	Understand, evaluate, and apply school district procedures for curriculum implementation and instructional improvement, based on assessment and appropriateness of multi-cultural classroom environments.	Student Fieldwork Practicum	Direct - Student Artifact	Student administrative activities conducted at school site or their assignments that relate to social and political forces of school community relations and diversity	100% of students will score better than 2.0 on rubric	80% of students will score better than 2.5 on rubric	Findings for Student Fieldwork Practicum	Exceeded	Exceeded								
		Understand, evaluate, and apply school district procedures for curriculum implementation and instructional improvement, based on assessment and appropriateness of multi-cultural classroom environments.	Summative Paper and Post-visit Presentation	Direct - Other	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a panel of sitting administrators and/or higher education faculty	100% of candidates will score 3 or better on the Presentation of Symposium (Field-Based) Projects Rubric	100% of candidates will score 4 on the Presentation of Symposium (Field-Based) Projects Rubric	Findings for Summative Paper and Post-visit Presentation	Not Met	Approaching								
	Outcome 4	Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures	EDA 657 Organizations and Systems Leadership	Direct - Student Artifact	Signature Assignment: Development of School Site Budget Project	80% of students will successfully complete school site budget project signature assignment with "4" level rubric criteria	100% of students will successfully complete school site budget project signature assignment with "4" level rubric criteria	Findings for EDA 657 Organizations and Systems Leadership	Met	Approaching								
		Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures	EDA 657 Organizations and Systems Leadership	Direct - Exam	Final Examination: EDA 619 School Resource Management Master's Degree course. Questions are case scenario essay or short answer essay questions.	80% of students will receive an "A" or "B" grade according to exam rubric	100% of students will receive an "A" or "B" grade according to exam rubric	Findings for EDA 657 Organizations and Systems Leadership	Met	Approaching								
		Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures	Portfolio Demonstration of Competence, Categories 3, 4 & 9 - EDA 633	Direct - Portfolio	Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site supervisor.	Same as above.	Findings for Portfolio Demonstration of Competence, Categories 3, 4 & 9 - EDA 633	Exceeded	Exceeded								
		Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures	Reflection Paper: Model Plan to Increase Parent Involvement	Direct - Portfolio	Reflection Paper: Model Plan to Increase Parent Involvement	100% of candidates will score 2.0 or better on a 3 point rubric.	80% of candidates will score 2.5 or above on the 3 point rubric.	Findings for Reflection Paper: Model Plan to Increase Parent Involvement	Met	Exceeded								
	Outcome 5	Examine the total operation of personnel and school management functions and staff development, which includes personnel management and administration, personnel relations, personnel laws, and collective bargaining	Demonstration Through One Reflection, Two Scenarios, and Fieldwork	Direct - Other	Candidates will complete one reflection and two scenarios as a result of their fieldwork activities in EDA 633- Management for Teaching/Learning	80% of students will demonstrate understanding and competence of total operation of personnel and school management functions and staff development.	100% of students will demonstrate understanding and competence of total operation of personnel and school management functions and staff development.	Findings for Demonstration Through One Reflection, Two Scenarios, and Fieldwork	Exceeded	Approaching								
		Examine the total operation of personnel and school management functions and staff development, which includes personnel management and administration, personnel relations, personnel laws, and collective bargaining	Develop and Implement School Leadership Fieldwork Activities	Direct - Portfolio	Portfolio activities to be related to an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment	100% of students will pass with a rubric score of 2.0 or above.	80% of students will pass with a rubric score of 2.5 out of 3.0.	Findings for Develop and Implement School Leadership Fieldwork Activities	Met	Exceeded								
	Outcome 6	Make better decisions regarding the management of information technology within the organization, and how information and educational technology can be used to improve instructional programs and drive professional development of the staff	Portfolio Activities Related to Educational Leadership	Direct - Portfolio	Development of a portfolio and implementation of activities related to an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and need, and mobilizing community resources.	100% of Students will pass with 2.0 out of 3.0 rubric.	80% of Students will pass with 2.5 out of 3.0 rubric.	Findings for Portfolio Activities Related to Educational Leadership	Exceeded	Exceeded								
		Make better decisions regarding the management of information technology within the organization, and how information and educational technology can be used to improve instructional programs and drive professional development of the staff	Portfolio Demonstration of Competence, Category 6	Direct - Portfolio	Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site supervisor.	Same as above.	Findings for Portfolio Demonstration of Competence, Category 6	Exceeded	Approaching								
	Outcome 7	Build consensus among state-holders, evaluate, analyze and develop new school programs and paradigms	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program	Direct - Portfolio	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a Program level Direct	100% of students will achieve a 2.0 out of a 3.0 rubric	80% of students will achieve a 2.5 out of 3.0 rubric	Findings for Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program	Met	Exceeded								
		Build consensus among state-holders, evaluate, analyze and develop new school programs and paradigms	Portfolio Demonstration of Competence, Category 7	Direct - Portfolio	Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site supervisor.	Same as above.	Findings for Portfolio Demonstration of Competence, Category 7	Met	Approaching								
	Outcome 8	Demonstrate an understanding of various social and political forces that impact effective school/community relations with an emphasis on diversity.	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a	Direct - Portfolio	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a Program level Direct	100% of candidates will score 2.0 or better on a 3 point rubric	80% of candidates will score 3.0 or better on a 3 point rubric	Findings for Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a	Met	Exceeded								
		Demonstrate an understanding of various social and political forces that impact effective school/community relations with an emphasis on diversity.	Development of Portfolio of Implementation of School Leader Activities	Direct - Portfolio	Development of portfolio of school activities related to an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	100% of students will achieve a rubric of 2.0 out of 3.0.	80% of students will achieve a rubric of 2.0 out of 3.0.	Findings for Development of Portfolio of Implementation of School Leader Activities	Met	Exceeded								
		Demonstrate an understanding of various social and political forces that impact effective school/community relations with an emphasis on diversity.	EDA 637 Action Research Project	Direct - Other	Action Research Project, capstone research project, which includes (five chapter development of research question(s) and definitions, review of research data, action research design, data analysis, and summary and conclusions	70% of students will complete Action Research Project according to action research project rubric	100% of students will complete Action Research Project according to action research project rubric	Findings for EDA 637 Action Research Project	Exceeded	Approaching								
		Demonstrate an understanding of various social and political forces that impact effective school/community relations with an emphasis on diversity.	ILD 625 Research Course	Direct - Student Artifact	ILD 625 Research course prepares students to complete their capstone Action Research Project (EDA 637) with the following assignments: 1) Research Review, 2) Topic Selection, 3) Library Orientation, 4) Quantitative and Qualitative Research Article Summary, 5) IRB Training, 6) Qualitative Methods for Collection of Data, 7) Qualitative research design, data collection and data analysis, and 8) Statistical measuring instruments	75% of students will successfully complete all of eight of the above listed assignments according to the respective rubric measures for each	100% of students will successfully complete all of eight of the above listed assignments according to the respective rubric measures for each	Findings for ILD 625 Research Course	Exceeded	Approaching								
	Outcome 9	Apply his or her acquired understanding and knowledge to a field experience in practical and real-world school settings, which is documented in a portfolio and supervised by a mentor in partnership with the University	Development of Portfolio of Implementation of School Leader Activities	Direct - Portfolio	Development of a Portfolio and implementation of activities related to educational leadership who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.	100% of students will achieve a 2.0 or better on a 3.0 rubric	80% of students will achieve a 2.5 rubric out of 3.0.	Findings for Development of Portfolio of Implementation of School Leader Activities	Met	Exceeded								
		Apply his or her acquired understanding and knowledge to a field experience in practical and real-world school settings, which is documented in a portfolio and supervised by a mentor in partnership with the University	Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a	Direct - Other	All candidates to present an appropriate Project demonstrating their understanding and knowledge of a practical and real world school settings, supervised by a mentor or partnership with the University	80% of the students will present a proficiency in the Presentation of Symposium (Field-Based) Projects: A Rubric for Planning and Assessment	80% of the students will present a proficiency in the Presentation of Symposium (Field-Based) Projects: A Rubric for Planning and Assessment	Findings for Candidates will present a Symposium (Field-Based) Project at the conclusion of the Program before a	Exceeded	Exceeded								
	Outcome 1	Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.	PLD 1, Direct 1	Direct - Student Artifact	Performance in course: EDA 652 As measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 652.	95% of Candidates will score 90% or better on the signature assessments for EDA 652.	Findings for PLD 1, Direct 1	Exceeded	Approaching	X	X	X					X
		Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.	PLD 1, Direct 2	Direct - Student Artifact	Performance in courses: EDA 655 As measured by average of the scores on the Signature Assignments in each course.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature	95% of Candidates will score 90% or better as measured by the average of the scores in the identified course Signature	Findings for PLD 1, Direct 2	Exceeded	Exceeded	X	X	X					X

Department of Educational Administration and School Counseling/Psychology

Master of Science in Applied School Leadership with PAS credential

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Department of Educational Administration and School Counseling/Psychology	Master of Science in Educational Administration with PAS Credential	Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.	PL0 1, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "6" on the candidate disposition in EDA 600	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "6" on the candidate disposition in EDA 600	Findings for PLO 1, Indirect	Not Met	Moving Away	X	X	X				X	
		Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.	PL0 2, Direct 1	Direct - Student Artifact	Performance in EDA 653: as measured by candidate performance on Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 653.	95% of Candidates will score 90% or better on the signature assessments for EDA 653.	Findings for PLO 2, Direct 1	Exceeded	Approaching	X	X	X					X
		Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.	PL0 2, Direct 2	Direct - Student Artifact	Performance in courses: EDA 654 As measured by average of the scores on Signature Assignment.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	90% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for PLO 2, Direct 2	Not Met	Moving Away	X	X	X					X
		Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.	PL0 2, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "7" on the candidate disposition in EDA 600	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question "7" on the Final Disposition in EDA 600.	Findings for PLO 2, Indirect	Not Met	Moving Away	X	X	X					X
		Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.	PL0 3, Direct 1	Direct - Student Artifact	Performance in course EDA 654: as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 654.	95% of Candidates will score 90% or better on the signature assessment for EDA 654.	Findings for PLO 3, Direct 1	Not Met	Moving Away	X	X	X		X			X
		Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.	PL0 3, Direct 2	Direct - Student Artifact	Performance in courses: EDA 655 EDA 656 As measured by average of the scores on the Signature Assignment.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for PLO 3, Direct 2	Exceeded	Exceeded	X	X	X		X			X
		Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.	PL0 3, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "1" on the candidate disposition in EDA 600	60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) on question "1" on the candidate disposition in EDA 600.	Findings for PLO 3, Indirect	Not Met	Moving Away	X	X	X		X			X
		Analyze the collaborative, ongoing processes of data-based school growth plans.	PL0 4, Direct 1	Direct - Student Artifact	Performance in course EDA 655: as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 655.	95% of Candidates will score 90% or better on the signature assessments for EDA 655.	Findings for PLO 4, Direct 1	Exceeded	Exceeded	X	X	X		X			X
		Analyze the collaborative, ongoing processes of data-based school growth plans.	PL0 4, Direct 2	Direct - Student Artifact	Performance in courses: EDA 657 As measured by average of the scores on the Signature Assignment.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for PLO 4, Direct 2	Exceeded	Exceeded	X	X	X		X			X
		Analyze the collaborative, ongoing processes of data-based school growth plans.	PL0 4, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the average of responses to questions "14" and "16" on the candidate disposition in EDA 600.	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on the average responses for questions "14" and "16" on the Final Disposition in EDA 600.	Findings for PLO 4, Indirect	Not Met	Moving Away	X	X	X		X			X
		Critique systems for the provision of professional growth opportunities for school teachers, staff, and administrators.	PL0 5, Direct 1	Direct - Student Artifact	Performance in course EDA 656: as measured by candidate performance on the Signature Assignment.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 656.	95% of Candidates will score 90% or better on the signature assessments for EDA 656.	Findings for PLO 5, Direct 1	Exceeded	Exceeded	X	X	X		X			X
		Critique systems for the provision of professional growth opportunities for school teachers, staff, and administrators.	PL0 5, Direct 2	Direct - Student Artifact	Performance in Signature Assignment for EDA 655 As measured by average of the scores on activity relating to this CLO.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better on the identified course Signature Assessments.	Findings for PLO 5, Direct 2	Exceeded	Exceeded	X	X	X		X			X
		Critique systems for the provision of professional growth opportunities for school teachers, staff, and administrators.	PL0 5, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "15" on the candidate disposition in EDA 600.	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question "15" on the Final Disposition in EDA 600.	Findings for PLO 5, Indirect	Not Met	Moving Away	X	X	X		X			X
		Examine the complex Interaction of all of a school's systems to promote teaching and learning.	PL0 6, Direct 1	Direct - Student Artifact	Performance in course EDA 657: as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessment for EDA 657.	95% of Candidates will score 90% or better on the signature assessments for EDA 657.	Findings for PLO 6, Direct 1	Exceeded	Exceeded	X	X	X		X	X		X
		Examine the complex Interaction of all of a school's systems to promote teaching and learning.	PL0 6, Direct 2	Direct - Student Artifact	Performance in courses: EDA 659 As measured by average of the scores on the Signature Assignment.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments.	Findings for PLO 6, Direct 2	Exceeded	Exceeded	X	X	X		X	X		X

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Outcome	Assessment Description	Assessment Type	Assessment Method	Assessment Instrument	Assessment Data	Assessment Results	Assessment Findings	Assessment Status	Assessment Action	Assessment Score	Assessment Score	Assessment Score	Assessment Score	Assessment Score	Assessment Score	Assessment Score
	Examine the complex interaction of all of a school's systems to promote teaching and learning.	PLO 6, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "4" on the candidate disposition in EDA 600.	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "4" on the Final Disposition in EDA 600.	Findings for PLO 6, Indirect	Not Met	Moving Away	X	X	X	X	X	X	X
Outcome 7	Analyze ways in which a school can engage their communities to promote the shared vision.	PLD 7, Direct 1	Direct - Student Artifact	Performance in course EDA 652 as measured by candidate performance on the Signature Assessment.	80% of Candidates will score 90% or better on the signature assessment for EDA 652.	95% of Candidates will score 90% or better on the signature assessments for EDA 652.	Findings for PLO 7, Direct 1	Exceeded	Approaching	X	X	X	X			X
	Analyze ways in which a school can engage their communities to promote the shared vision.	PLD 7, Direct 2	Direct - Student Artifact	Performance in courses: EDA 655 As measured by average of the scores of the Signature Assessment.	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assessment.	90% of Candidates will score 90% or better on the scores in the identified course Signature Assessments.	Findings for PLO 7, Direct 2	Exceeded	Exceeded	X	X	X	X			X
	Analyze ways in which a school can engage their communities to promote the shared vision.	PLD 7, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "11" on the candidate disposition in EDA 600.	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question "11" on the Final Disposition in EDA 600.	Findings for PLO 7, Indirect	Not Met	Moving Away	X	X	X	X			X
Outcome 8	Examine a topic related to educational leadership through the lens of a researcher.	PLD 8, Direct 1	Direct - Student Artifact	Passing score percentage of Action Research project in EDA 637.	90% of Candidates will successfully complete the final project in EDA 637.	95% of Candidates will successfully complete the Action Research project in EDA 637.	Findings for PLO 8, Direct 1	Not Met	Moving Away	X	X		X	X		X
	Examine a topic related to educational leadership through the lens of a researcher.	PLD 8, Direct 2	Direct - Student Artifact	Passing grade for final project in ILD 625.	90% of Candidates will successfully complete the final project in ILD 625.	95% of Candidates will successfully complete the final project in ILD 625.	Findings for PLO 8, Direct 2	Not Met	Moving Away	X	X		X	X		X
	Examine a topic related to educational leadership through the lens of a researcher.	PLD 8, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "11" on the candidate disposition in EDA 600.	60% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question "11" on the Final Disposition in EDA 600.	Findings for PLO 8, Indirect	Not Met	Moving Away	X	X		X	X		X
Outcome 1	Integrate major developmental theories and chronological stages of 16+ human development and the impact of these stages on school behavior and learning.	A. Formative: Final Exam for CED600	Direct - Exam	Administer CED600 final exam. Onsite data will be collected via eCompassion. Online data will be gathered by OIRA.	80% of the candidates get 80% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.						X				
	Integrate major developmental theories and chronological stages of 16+ human development and the impact of these stages on school behavior and learning.	B. Summative: Assessment of Professional Competencies-Intern Evaluation Form.	Direct - Other	Data collected via USP evaluation, electronically uploaded.	85% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.						X				
	Integrate major developmental theories and chronological stages of 16+ human development and the impact of these stages on school behavior and learning.	Exit Survey	Indirect - Survey	Candidates agree or strongly agree that the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	75% of the candidates.	85% of the candidates.						X				
Outcome 2	Examine and effectively address social and diversity concerns and crises of individuals and groups of students.	A. Formative: Topic Presentation	Direct - Student Artifact	Presenting a social topic impacting individual and groups of students in the school setting is the signature assignment for this course. Candidate performance grades will be collected and recorded with Tableau from the online courses.	80% of the students earn 80% or higher on the assignment.	85% of the students earn 85% or higher on the assignment.				X		X				X
	Examine and effectively address social and diversity concerns and crises of individuals and groups of students.	Assessment of Professional Competencies-Intern Evaluation Form.	Direct - Other	Data collected by Internship Coordinator at each region. Saved as hard copy, manual data entry. Or data collected electronically with formative forms.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.				X		X				X
	Examine and effectively address social and diversity concerns and crises of individuals and groups of students.	C. Indirect: Exit Survey	Indirect - Survey	Candidates indicate in survey completed during clinical practice seminar indicating whether the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates strongly or very strongly agree.	85% of the candidates strongly or very strongly agree.				X		X				X
Outcome 3	Conduct needs assessments and use data to plan, develop, and implement and evaluate comprehensive guidance programs.	Assessment of Professional Competencies-Intern Evaluation Form.	Direct - Other	Data collected by Internship Coordinator at each region. Saved as hard copy, manual data entry. Or data collected electronically with formative forms.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.				X		X			X	X
	Conduct needs assessments and use data to plan, develop, and implement and evaluate comprehensive guidance programs.	C. Indirect: Exit Survey	Indirect - Survey	Candidates agree or strongly agree that the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates indicate strong or very strongly agree about developing competencies related to the PLO.	85% of the candidates indicate strong or very strongly agree about developing competencies related to the PLO.				X		X			X	X
	Conduct needs assessments and use data to plan, develop, and implement and evaluate comprehensive guidance programs.	CED606 Signature Assignment.	Direct - Student Artifact	Administer signature assignment: CED606 Proactive Program Assignment. Samples will be sent to and saved in Blackboard for course lead review of data.	80% of the candidates get 80% or higher on the assessment.	85% of the candidates get 80% or higher on the assessment.				X		X			X	X
Outcome 4	Apply individual counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	Assessment of Professional Competencies-Intern Evaluation Form.	Direct - Other	Data collected by Internship Coordinator at each region. Saved as hard copy, manual data entry. Or data collected electronically with formative forms.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.				X	X	X	X			X
	Apply individual counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	CED619 Signature Assignment	Direct - Portfolio	Administer signature assignment. Classroom data will be collected via S&O Form. Samples will be sent to and saved by course lead.	80% of the candidates get 84% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.				X	X	X	X			X
	Apply individual counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	Exit Survey	Indirect - Survey	Candidates agree or strongly agree that the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates.	85% of the candidates.				X	X	X	X			X
Outcome 5	Apply group counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	Assessment of Professional Competencies-Intern Evaluation Form.	Direct - Other	Data collected by Internship Coordinator at each region. Saved as hard copy, manual data entry. Or data collected electronically with formative forms.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.				X	X	X	X			X
	Apply group counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	C. Indirect: Exit Survey	Indirect - Survey	Candidates evaluate the Educational Counseling degree and/or credential program to the degree that it helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates select strongly agree or more.	85% of the candidates select strongly agree or more.				X	X	X	X			X
	Apply group counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	CED611 Final Exam	Direct - Exam	Administer CED611 Final Exam. Classroom data will be collected via Blackboard submission. Samples will be sent to and saved by course lead.	80% of the candidates get 84% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.				X	X	X	X			X
Outcome 6	Develop skills to foster positive consultative and collaborative relationships with school staff, parents, and community agencies in support and advocacy of student academic, career, and personal/social success.	Assessment of Professional Competencies-Intern Evaluation Form.	Direct - Other	Data collected by Internship Coordinator at each region. Saved as hard copy, manual data entry. Or data collected electronically with formative forms.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.				X	X	X	X			X



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Department of Educational Administration and School Counseling Psychology	Master of Science in Educational Counseling with PSC	Develop skills to foster positive consultative and collaborative relationships with school staff, parents, and community agencies in support and advocacy of student academic, career, and personal success.	CEID601	Direct - Portfolio	Administer signature assignment. Classroom data will be collected in Tableau. Samples will be sent to and saved in Blackboard and reviewed by course lead.	80% of the candidates get 84% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.	X	X	X	X	X	X	
		Develop skills to foster positive consultative and collaborative relationships with school staff, parents, and community agencies in support and advocacy of student academic, career, and personal success.	Exit Survey	Indirect - Survey	Candidates evaluate whether the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates select strongly agree or agree.	85% of the candidates select strongly agree or agree.	X	X	X	X	X	X	X
		Incorporate education and school counseling codes, legal and ethical standards and professional practices to specific counseling situations.	Assessment of Professional Competencies-Intern Evaluation Form	Direct - Other	Data collected by Internship Coordinator at each region. Data collected electronically with formate form.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.	X	X	X	X	X	X	X
		Incorporate education and school counseling codes, legal and ethical standards and professional practices to specific counseling situations.	CEID614 Final Exam	Direct - Exam	Administer CEID614 final. Onsite data will be collected in eCompanion. Samples will be sent to and saved by course lead.	80% of the candidates get 84% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.	X	X	X	X	X	X	X
		Incorporate education and school counseling codes, legal and ethical standards and professional practices to specific counseling situations.	Exit Survey	Indirect - Survey	Candidates agree or strongly agree that the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates.	85% of the candidates.	X	X	X	X	X	X	X
		Integrate descriptive statistics, test and survey construction, uses of standardized and non-standardized group and individual assessment in counseling related duties.	Assessment of Professional Competencies-Intern Evaluation Form	Direct - Other	Data collected by Internship Coordinator at each region. Data collected electronically Tableau.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.	X	X	X	X	X	X	X
		Integrate descriptive statistics, test and survey construction, uses of standardized and non-standardized group and individual assessment in counseling related duties.	CEID613 Final Exam	Direct - Exam	Administer signature assignment, CEID613 final exam. Onsite data will be collected by instructors. Online data will be gathered by Tableau.	80% of the candidates get 84% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.	X	X	X	X	X	X	X
		Integrate descriptive statistics, test and survey construction, uses of standardized and non-standardized group and individual assessment in counseling related duties.	Exit Survey	Indirect - Survey	Candidates agree or strongly agree that the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates.	85% of the candidates.	X	X	X	X	X	X	X
		Utilize computer technology relevant to the tasks and role of a school counselor.	A. Formative: Action Research Project- CED637	Direct - Student Artifact	In CED637, candidates are required to research, collect, analyze, discuss and present data from a K-12 school. This requires the candidates to use web searches, word processing, data analysis, charting or graphing, and presentation programs.	80% complete course satisfactorily.	80% get 84% complete course satisfactorily.	X	X					
		Utilize computer technology relevant to the tasks and role of a school counselor.	B. Summative: Assessment of Professional Competencies-Intern Evaluation Form	Direct - Other	NCATE KEY ASSESSMENT #3: Content Assessment. Competencies outlined in the School Counseling Graduate Handbook. Data collected via formate during clinical practice.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.	X	X					
		Utilize computer technology relevant to the tasks and role of a school counselor.	C. Indirect: Exit Survey	Indirect - Survey	NCATE KEY ASSESSMENT #4: Clinical Practice Assessment. Candidates evaluate whether the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates strongly agree or agree that they developed competencies to address satisfactorily competencies related to this PLO.	85% of the candidates strongly agree or agree that they developed competencies to address satisfactorily competencies related to this PLO.	X	X					
		Integrate learning theory, curriculum designs for diverse classrooms and the development of classroom intervention strategies into counseling practice.	A. Formative: The Guidance Unit- CED605	Direct - Student Artifact	Candidates develop a guidance unit with two lesson plans. Data collected by formate form.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.	X	X	X	X	X	X	X
		Integrate learning theory, curriculum designs for diverse classrooms and the development of classroom intervention strategies into counseling practice.	B. Summative: Assessment of Professional Competencies-Intern Evaluation Form	Direct - Other	Data collected electronically with formate form at the end of each clinical field experience (internship).	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.	X	X	X	X	X	X	X
		Integrate learning theory, curriculum designs for diverse classrooms and the development of classroom intervention strategies into counseling practice.	B. Summative: Praxis (counseling & guidance)	Direct - Other	Administer Praxis Assessment (New ETS assessment- November, 2012, Professional School Counselor: Delivery of Services) at end of program. Data will be collected by Credentials and disaggregated to include "Delivery of Services". NCATE Key Assessment #1: National Test.	75% of the candidates score between the average performance range of 31 - 37 for "Delivery of Services".	85% of the candidates score between the average performance range of 31 - 37 for "Delivery of Services".	X	X	X	X	X	X	X
		Integrate learning theory, curriculum designs for diverse classrooms and the development of classroom intervention strategies into counseling practice.	C. Indirect: Exit Survey	Indirect - Survey	Candidates evaluate whether the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates declare strong agree or agree that the program supported their competency development regarding this PLO.	85% of the candidates declare strong agree or agree that the program supported their competency development regarding this PLO.	X	X	X	X	X	X	X
		Demonstrate ethical and professional behavior in practice and professional identity as a school counselor integrating a foundational understanding of the profession and leadership qualities in practice.	A. Formative: Write/Place Writing Assessment	Direct - Exam	Write/Place is a graduate writing assessment used to evaluate graduate writing skills for incoming candidates. Those with a score of 5 or less are assigned to the writing center for tutorial support. Administer Write/Place Exam in CED607 measuring <a href="http://www.k12ed.com/write">www.k12ed.com/write</a> .	80% of the candidates get 84% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.	X	X	X	X	X	X	X
		Demonstrate ethical and professional behavior in practice and professional identity as a school counselor integrating a foundational understanding of the profession and leadership qualities in practice.	A. Formative: Foundation Quiz- CED607	Direct - Exam	Administer CED07 Foundations Quiz covering the historical development of educational counseling, ethical and professional behavior, and leadership qualities. Onsite data will be in eCompanion while Online data collected with course software. Data will be gathered by OIRA.	80% of the candidates get 84% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.	X	X	X	X	X	X	X
		Demonstrate ethical and professional behavior in practice and professional identity as a school counselor integrating a foundational understanding of the profession and leadership qualities in practice.	B. Summative: Praxis (Professional Issues)	Indirect - Other	Administer Praxis Assessment (Professional School Counselor #0421: total score) at end of program. Data will be collected by Credentials.	100% of the candidates score at or above minimum of 147.	90% of the candidates score above the 160 score.	X	X	X	X	X	X	X
		Demonstrate ethical and professional behavior in practice and professional identity as a school counselor integrating a foundational understanding of the profession and leadership qualities in practice.	B. Summative: SOE Professional Disposition Form	Direct - Other	Internship site supervisors evaluate their item on the NU Professional Disposition Form. Collected from formate. NCATE Key Assessment #6- Other (during clinical practice CED618 or CED619)	<80% of the candidates are either acceptable or on target.	<90% of the candidates meet as either acceptable or on target.	X	X	X	X	X	X	X
		Demonstrate ethical and professional behavior in practice and professional identity as a school counselor integrating a foundational understanding of the profession and leadership qualities in practice.	C. Indirect: Exit Survey	Indirect - Survey	Candidates agree or strongly agree that the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	70% of the candidates state they agree or strongly agree the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	85% of the candidates state they agree or strongly agree the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey.	X	X	X	X	X	X	X
Integrate major career development theories, and the impact of career development on student behavior and learning and academic success.	A. Formative: CED612 Final Exam	Direct - Exam	Administer CED612 exam. Onsite data will be collected with eCompanion and harvested by OIRA. Online data will be gathered by tableau.	80% of the candidates get 84% or higher on the assessment.	85% of the candidates get 84% or higher on the assessment.	X	X							
Integrate major career development theories, and the impact of career development on student behavior and learning and academic success.	B. Assessment of Professional Competencies-Intern Evaluation Form	Direct - Other	Data collected electronically. CTC/NCAATE Key Assessment #2: measure of content knowledge	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.	X	X							
Integrate major career development theories, and the impact of career development on student behavior and learning and academic success.	CTC/NCAATE Key Assessment #4: Clinical Practice	Direct - Other	Data collected electronically.	80% of the candidates get 3 or higher based on the 4-point scale.	95% of the candidates get 3.5 or higher based on the 4-point scale.	X	X							



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PLO 3 Interventions to Develop Academic Skills	Demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies; demonstrates skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices; Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the Interventions and Instructional Support to Develop Academic Skills section of the Praxis  A score of 140 on the Praxis is an ideal target	Findings for ETS Praxis Exam for School Psychology	Exceeded	Exceeded	X		X		X
	Demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies; demonstrates skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items (standard 3) which specifically address this learning outcome	Findings for Site Supervisor Evaluation of Intern			X		X		X
	Demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies; demonstrates skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200 hour Internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 689 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 3 in each of two categories on "domain three" (interventions to develop academic skills) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."	Findings for School Psychology Portfolio			X		X		X
PLO 4 Mental Health Services to Develop Life Skills	Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health; demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	NCSP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate impact on students")	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.	Findings for NCSP Case Study Format							X
PLO 5 School-Wide Practices to Promote Learning	Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health; demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices; Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the Interventions and Mental Health Services to Develop Social and Life Skills section of the Praxis  A score of 140 on the Praxis is an acceptable target	Findings for ETS Praxis Exam for School Psychology	Exceeded	Exceeded					X
	Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health; demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200 hour Internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 689 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 3 in each of two categories on "domain four" (mental health services to develop life skills) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."	Findings for School Psychology Portfolio							X
	Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health; demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome (domain 4 on the rubric, "mental health services to develop life skills").	Findings for Site Supervisor Evaluation of Intern							X
PLO 5 School-Wide Practices to Promote Learning	Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	Before Clinical Practice Practicum Supervisor (Pre-Internship) Evaluation	Indirect - Other	Candidates are rated on a 1-4 scale (1) Insufficient; 2) Adequate; 3) Proficient; and 4) Exemplary (related to their performance in their 450 hour Practicum (pre-internship).  Relation to required 6-8 NCATE Assessments: Before Clinical Practice (assessment #3, "candidate ability to plan instruction")	The candidates will receive a mean rating of 3.0 (proficient).	Findings for Before Clinical Practice Practicum Supervisor (Pre-Internship) Evaluation			X				X
	Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices; Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the School-wide Practices to Promote Learning section of the Praxis  A score of 140 on the Praxis is an acceptable target	Findings for ETS Praxis Exam for School Psychology	Exceeded	Exceeded	X				X

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	Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	NCSPP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSPP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.	Findings for NCSPP Case Study Format					X					X		
	Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200-hour internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 689 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5; "candidate impact on students")	An average rating of 3 over the multiple items which specifically address this learning outcome	Findings for School Psychology Portfolio				X						X	
	Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200-hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items across within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4; "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome	Findings for Site Supervisor Evaluation of Intern				X						X	
PLO 6 Preventative and Responsive Services	Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multilateral prevention, and evidence-based strategies for effective crisis response; demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Promote; All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services); 3) System-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice.	Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	76% on the Preventive and Response Services section of the Praxis exam A score of 140 on the Praxis is an acceptable target	Findings for ETS Praxis Exam for School Psychology	Exceeded	Exceeded								X	
	Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multilateral prevention, and evidence-based strategies for effective crisis response; demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200-hour internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 689 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 3 in each of two categories related to "prevention and crisis intervention" of the portfolio rubric, which include "evidence of knowledge" and "evidence of	Findings for School Psychology Portfolio										X	
	Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multilateral prevention, and evidence-based strategies for effective crisis response; demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200-hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items across within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4; "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome	Findings for Site Supervisor Evaluation of Intern										X	
PLO 7 Family-School Collaboration Services	Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Promote; All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services); 3) System-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice.	Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	76% on the Family-School Collaboration services section of the Praxis exam A score of 140 on the Praxis is an acceptable target	Findings for ETS Praxis Exam for School Psychology	Exceeded	Exceeded								X	X
	Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.	NCSPP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSPP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5; "candidate impact on students")	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.	Findings for NCSPP Case Study Format										X	X
	Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200-hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items across within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4; "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome	Findings for Site Supervisor Evaluation of Intern										X	X
PLO 8 Diversity in Learning	Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity; demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery	NCSPP Case Study Form	Direct - Student Artifact	Comprehensive case study that utilizes the NCSPP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5; "candidate impact on student learning")	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.	Findings for NCSPP Case Study Form					X						



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Department of Educational Administration and School Counseling Psychology	Master of Science in School Psychology with PPS	Demonstrates knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists; demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards-School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 3 over the multiple items which specifically address this learning outcome (domain 10 on the attached rubric).													X	X					X	
		Evaluate various methods of assessment in order to make data-based decisions.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards-School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 3 over the multiple items which specifically address this learning outcome (under "data based decision making").														X	X			X	X	
		Evaluate various methods of assessment in order to make data-based decisions.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student Level Services); 3) System-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	A score of 147 on the Praxis is an ideal target  A score of 140 on the Praxis is an acceptable target														X	X			X	X	
		Evaluate various methods of assessment in order to make data-based decisions.	NCSF Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSF (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate impact on content")	An average rating of at least 3 over the 4 categories, which have 22 separately rated skill sets, overall.															X	X			X	X
		Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student Level Services); 3) System-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the "consultation and collaboration" section of the Praxis  A score of 140 on the Praxis is an acceptable target	A score of 147 on the Praxis is an ideal target														X	X			X	X
		Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.	School Psychology Portfolio	Direct - Portfolio	Come work and/or work products from the required 1200 hour Internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 609 and 690 course (Practicum in School Psychology). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 3 in each of two categories on "domain two" (consultation and collaboration) and "domain seven" (family-school collaboration) of the portfolio rubric, which include "evidence of knowledge" and "evidence of"														X	X			X	X	
		Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards-School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 3 over the multiple items which specifically address this learning outcome (under "consultation and collaboration").															X	X			X	X
		Examine societal influences on academic and social behavior.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student Level Services); 3) System-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the "research-based behavioral and mental health practices" section of the Praxis  A score of 140 on the Praxis is an acceptable target	A score of 147 on the Praxis is an ideal target														X	X			X	X

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	Examine societal influences on academic and social behavior.	NCSF Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSF (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate impact on...")	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.							X	X			X	X	X	X
	Examine societal influences on academic and social behavior.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200 hour Internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 689 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 3 in each of two categories on "domain four" (mental health services to develop life skills) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."							X	X			X	X	X	X
	Examine societal influences on academic and social behavior.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome (domain 4 on the rubric, "mental health services to develop life skills").							X	X			X	X	X	X
Outcome 4	Analyze how systemic school approaches can affect student outcomes.	Before Clinical Practice: Practicum Supervisor (Pre-Internship) Evaluation	Indirect - Other	Candidates are rated on a 1-4 scale (1) Insufficient; 2) Adequate; 3) Proficient; and 4) Exemplary on 18 items related to their performance in their 450 hour Practicum (pre-internship).  Relation to required 6-8 NCATE Assessments: Before Clinical Practice (assessment #3, "candidate ability to plan...")	The candidates will have a mean rating of 3.0 (proficient)							X	X			X	X	X	X
	Analyze how systemic school approaches can affect student outcomes.	NCSF Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSF (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate impact on...")	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.							X	X			X	X	X	X
	Analyze how systemic school approaches can affect student outcomes.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200 hour Internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 689 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 3 in each of two categories related to "domain three: Interventions & Instructional Support" and "domain five: School-wide Practices to Promote Learning" of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."							X	X			X	X	X	X
	Analyze how systemic school approaches can affect student outcomes.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome							X	X			X	X	X	X
Outcome 5	Appraise principles related to prevention in the context of their ability to improve services provided to students.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and its another measure of "content" (which is required assessment #2)	70% on the "research based behavioral and mental health practices" section of the Praxis  A score of 140 on the Praxis is an acceptable target							X	X			X	X	X	X
	Appraise principles related to prevention in the context of their ability to improve services provided to students.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200 hour Internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 689 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 3 in each of two categories on "domain six" (prevention and responsive services) of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."							X	X			X	X	X	X
	Appraise principles related to prevention in the context of their ability to improve services provided to students.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome (domain seven in attached rubric).							X	X			X	X	X	X

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Outcome 6	Examine strategies related to family systems that support student success.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the "consultation and collaboration" section of the Praxis  A score of 140 on the Praxis is an acceptable target	A score of 147 on the Praxis is an ideal target					X	X			X	X	X	X	
	Examine strategies related to family systems that support student success.	NCSLP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSLP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate impact on")	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.						X	X			X	X	X	X	
	Examine strategies related to family systems that support student success.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards-School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome ("domain 8 in attached rubric).						X	X			X	X	X	X	X
Outcome 7	Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.	NCSLP Case Study Format	Direct - Student Artifact	Comprehensive case study that utilizes the NCSLP (Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate impact on")	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.										X	X	X	X	
	Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200 hour internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." Portfolio will be evaluated in the PED 600 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of at least 3 on "domain 8" (diversity and development in learning) of the portfolio rubric, which include "evidence of knowledge" and "evidence of"						X	X			X	X	X	X	
	Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards-School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome (domain 5 in attached rubric)						X	X			X	X	X	X	X
Outcome 8	Compare and contrast current research methodologies used in school psychology and related fields.	Action Research or Thesis Project	Direct - Student Artifact	Candidate takes PED 637 (Action Research) during their 1200 hour internship. To complete the course, they must have at least acceptable ratings for Chapters 1-5 of the project (introduction, review of literature, design, results, and discussion). Candidates are rated on a 1-4 scale for each of the multiple items related to each chapter (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Exit from Clinical Practice (assessment #8, "determined by program faculty")	A rating of at least 3 on the first submissions (before instructor review in revisions) to the instructor of Chapters 1-5 of the project.												X	X	
	Compare and contrast current research methodologies used in school psychology and related fields.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Permeate All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student-Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the two combined sections of the Praxis, which are titled "research-based academic practices" and "research-based behavioral and mental health practices."  A score 140 on the Praxis is an acceptable target	A score of 147 on the Praxis is an ideal target							X	X			X	X	
	Compare and contrast current research methodologies used in school psychology and related fields.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards-School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice assessment")	An average rating of 3 over the multiple items which specifically address this learning outcome (formerly PLO/NASP domain 3, "Interventions to Develop Academic Skills, and domain 9, "Research and Evaluation")									X	X			X	X
Outcome 9	Conduct research using relevant design, statistics, measurement, data analysis, and program evaluation methods to improve student outcomes.	Action Research or Thesis Project	Direct - Student Artifact	Candidate takes PED 637 (Action Research) during their 1200 hour internship. To complete the course, they must have at least acceptable ratings for Chapters 1-5 of the project (introduction, review of literature, design, results, and discussion). Candidates are rated on a 1-4 scale for each of the multiple items related to each chapter (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Exit from Clinical Practice (assessment #8, "determined by program faculty")	A rating of at least 3 on the first submissions (before instructor review in revisions) to the instructor of Chapters 1-5 of the project.									X	X			X	X



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		Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Promote All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the two combined sections of the Praxis, which are titled "research-based academic practices" and "evidence-based behavioral and mental health practices."  A score of 147 on the Praxis is an ideal target  A score of 140 on the Praxis is an acceptable target							X	X	X	X	X
		Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary)  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome (domain 9 in attached rubric)							X	X	X	X	X
Outcome 10		Interpret the ethical, legal, and professional standards necessary to engage in sound decision making.	Candidate Evaluation of School Psychology Program (Exit Survey)	Indirect - Other	The candidate evaluation of the School Psychology program is completed following PED 690. At the time they complete this, they have already completed all the requirements of the School Psychology program and are eligible for the credential. On a 1-5 scale (1) very dissatisfied, 2) dissatisfied, 3) neutral, 4) satisfied 5) very satisfied and response not taken. Candidates indicate whether they took classes onsite or online and their overall satisfaction with the program (2 items) and their satisfaction with each course offered in the program (20 items)  Relation to required 6-8 NCATE Assessments: "Program Completion" assessment, which also is a measure of quality of content (assessment #2) from candidate's point of view	Candidates will rate at least 80% of the items a 4 (satisfied) or better			X	X	X	X	X	X	X	X	
		Interpret the ethical, legal, and professional standards necessary to engage in sound decision making.	ETS Praxis Exam for School Psychology	Direct - Exam	ETS Praxis Exam for School Psychology is taken at the end of the program. It consists of 140 multiple choice questions broken into FOUR categories: 1) Professional Practices, Practices that Promote All Aspects of Service Delivery; 2) Direct and Indirect Services for Children, Families, and Schools (Student Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content categories: 1) Data-Based Decision Making and Accountability; 2) Consultation and Collaboration; 3) Interventions and Instructional Support to Develop Academic Skills; 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School-Wide Practices to Promote Learning; 6) Preventive and Responsive Services; 7) Family-School Collaboration Services; 8) Diversity in Development and Learning; 9) Research and Program Evaluation; 10) Legal, Ethical, and Professional Practice  Relation to required 6-8 NCATE assessments: "Program Completion" (assessment #1, "licensure exam"), and as another measure of "content" (which is required assessment #2)	70% on the section of the Praxis, which is titled "Legal, Ethical, Professional Practices."  A score of 140 on the Praxis is an acceptable target			X	X	X	X	X	X	X		
		Interpret the ethical, legal, and professional standards necessary to engage in sound decision making.	Professional Dispositions	Direct - Other	The "Professional Dispositions" consist of 5 items that rate characteristics related to professional practice. For the School Psychology program, candidates will be rated on these items by course instructors at the beginning (end of first core course, PED 600), and middle (end of PED 678), and toward the end of their internship (PED 690). Candidates are rated on a 1-3 scale: (1) needs improvement, 2) emerging, and 3) developed  Relation to required 6-8 NCATE assessments: 1) Before Clinical Practice: Assessment #6, "determined by program faculty". Candidate evaluated at the beginning (end of PED 600 course), and middle (end of PED 678) of the program 2) Exit from Clinical Practice: Assessment #6, "determined by program faculty". Candidate evaluated by internship site supervisor toward the end of their internship (PED 690).	The candidate is assigned an average rating of 10 or better			X	X	X	X	X	X	X		
		Interpret the ethical, legal, and professional standards necessary to engage in sound decision making.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary)  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome (domain 10 in attached rubric)			X	X	X	X	X	X	X		
Outcome 11		Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required 1200 hour internship included in the School Psychology Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 690 and 690 courses (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).  Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	An average rating of 3 in each of the two categories on "domain six" (preventive and responsive services) of the portfolio rubric, which included "evidence of knowledge" and "evidence of competency."			X								
		Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of intern at the end of the 1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items/areas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary)  Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, "clinical practice")	An average rating of 3 over the multiple items which specifically address this learning outcome (domain 7 in attached rubric)			X								
Bachelor of Arts in Special Education with Nevada Licensure	Outcome 1	Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs	SPD 404 Assignment 1	Direct - Other	one page paper demonstrating understanding of cognitive, social, and moral developmental theories	80% of the students will score 85% or better on rubric.	90% of the students will score 85% or better on rubric.	Findings for SPD 404 Assignment 1	Exceeded	Exceeded				X			
Bachelor of Arts in Special Education with Nevada Licensure		Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs	SPD 404 Assignment 4/ Signature Assignment: Case Study	Direct - Other	Case study	80% of the students will score 85% or better on the rubric	90% of the students will score 85% or better on rubric	Findings for SPD 404 Assignment 4/ Signature Assignment: Case Study	Met	Approaching				X			
Bachelor of Arts in Special Education with Nevada Licensure		Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs	SPD 438 Week One Student Reflection	Indirect - Other	student reflection on what he/she learned about the week one topic	80% of students will score 85% or better on rubric	90% of students will score 85% or better on rubric	Findings for SPD 438 Week One Student Reflection	Exceeded	Exceeded				X			



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	Develop and maintain effective equitable and inclusive learning environments appropriate for the supports for all students.	SPD 661 - Culturally Responsive Positive Behavior Support Plan	Direct - Student Artifact	Complete a Culturally Responsive Positive Behavior Support Plan for your Inquiry Project student with behavioral challenges.  The assignment and required forms will be provided to each candidate.  Grading rubrics are used to assess all assignments.	85% of students will score 12-15 points or better on the Acceptable Target range.	95% of students will score 12-15 points or better on the Acceptable Target range.	Findings for SPD 661 - Culturally Responsive Positive Behavior Support Plan	Exceeded	Exceeded		X	X	X	X	X	X	X
Outcome 3	Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 3.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 3.	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X	X	X	X
	Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding.	SPD 661 Inquiry Project- Video/Observation #2 FACT C-5	Direct - Student Artifact	Based on 20 minute video or observation of a lesson designed for the EL student in Inquiry Project. This is the second Plan, Teach, Reflect and Apply (PTRA) cycle and uses the FACT or district lesson plan format. Forms C-5, C-6 and C-7 are completed and C-5 is submitted.  The assignment and required forms will be provided to each candidate.  Grading rubrics are used to assess all assignments.	85% of students will score 8-10 points or better on the Acceptable Target range.	95% of students will score 12-15 points or better on the Acceptable Target range.	Findings for SPD 661 Inquiry Project- Video/Observation #2 FACT C-5	Exceeded	Exceeded	X	X	X	X	X	X	X	X
	Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding.	SPD 664 - Inquiry Project- Video/Observation #3 FACT C-5	Direct - Student Artifact	Candidate will complete a video or classroom observation of a targeted student from Inquiry Project, either the student with a Behavioral Issue or the student of choice using the same lesson plan format (FACT or district format) as in the previous 2 video-lesson plans. This is a PTRA Cycle 3 for the candidate. The candidate will submit FACT: forms C-5, C-6 & C-7 with attached graded student work.  The assignment and required forms will be provided to each candidate.  Grading rubrics are used to assess all assignments.	85% of students will score 8-10 points or better on the Acceptable Target range.	95% of students will score 8-10 points or better on the Acceptable Target range.	Findings for SPD 664 - Inquiry Project- Video/Observation #3 FACT C-5	Exceeded	Exceeded	X	X	X	X	X	X	X	X
Outcome 4	Plan and develop instructional goals, adapt instructional plans and materials to meet the assessed learning needs of all students.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 4.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 4.	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X	X	X	X
	Plan and develop instructional goals, adapt instructional plans and materials to meet the assessed learning needs of all students.	SPD 661 - Assessment and Instructional Plans for Target EL Student	Direct - Student Artifact	Using assessment information gathered from a variety of sources, including the California English Language Development Test (CLDT), candidate's develop at least one IEP goal, including specific language objectives and a sequence of lessons that address an area of language development for this student in either Language arts or Mathematics. The PT must reflect on the importance of students family and culture backgrounds and life experiences in developing effective instruction. They use the Common Core and State Standards in the development of the 3 lessons that also address appropriate grade level academic language. (Refer to the Essential Components for Instruction found in the NU FACT User's Guide to design your lessons) Candidates account for the student's primary language and proficiency levels in English as well as the student's culture, level of acculturation, and prior schooling. Include how you will integrate the use of technology in these lessons (teacher and/or student user) and share your instructional plan with the student's parents.  The assignment and required forms will be provided to each candidate.  Grading rubrics are used to assess all assignments.	85% of students will score 24-30 points or better on the Acceptable Target range.	95% of students will score 24-30 points or better on the Acceptable Target range.	Findings for SPD 661 - Assessment and Instructional Plans for Target EL Student	Exceeded	Exceeded	X	X	X	X	X	X	X	X
Outcome 5	Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Satisfaction Survey. There is no grade (NG) for completing the survey; however, it is a requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	85% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 5.	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 5.	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X	X	X	X
	Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.	SPD 660 Inmate Inquiry Project	Direct - Student Artifact	Inmate Inquiry Project FACT Form C-4 Assignment Guidelines: The Inquiry Project is a key element in candidate professional growth and development through the induction process. This project is initiated in SPD 660, carried out across 6-7 months (including being readjusted in SPD 661), and culminates in SPD 664. It requires that three focus students with disabilities are identified by the candidate (with whom they will be working from the initiation of the project to its end). These students will each be the focus of the Plan, Teach, Reflect, Apply (PTRA) cycle, as well as two video-observations. Each focus student must be identified as having a disability, in addition, Focus Student #1 SwD and EL, Focus Student #2 SwD with behavioral focus, Focus Student #3 SwD focus is optional.  The assignment and required forms will be provided to each candidate.  Grading rubrics are used to assess all assignments.	85% of students will score 4-5 points or better on the Acceptable Target range to earn credit.	95% of students will score 4-5 points or better on the Ideal Target range to earn credit.	Findings for SPD 660 Inmate Inquiry Project	Exceeded	Exceeded	X	X	X	X	X	X	X	X
	Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.	SPD 661 - Assessment and Instructional Plans for Target EL Student	Direct - Student Artifact	Using assessment information gathered from a variety of sources, including the California English Language Development Test (CLDT), candidate's develop at least one IEP goal, including specific language objectives and a sequence of lessons that address an area of language development for this student in either Language arts or Mathematics. The PT must reflect on the importance of students family and culture backgrounds and life experiences in developing effective instruction. They use the Common Core and State Standards in the development of the 3 lessons that also address appropriate grade level academic language. (Refer to the Essential Components for Instruction found in the NU FACT User's Guide to design your lessons) Candidates account for the student's primary language and proficiency levels in English as well as the student's culture, level of acculturation, and prior schooling. Include how you will integrate the use of technology in these lessons (teacher and/or student user) and share your instructional plan with the student's parents.  The assignment and required forms will be provided to each candidate.  Grading rubrics are used to assess all assignments.	85% of students will score 24-30 points or better on the Acceptable Target range.	95% of students will score 24-30 points or better on the Acceptable Target range.	Findings for SPD 661 - Assessment and Instructional Plans for Target EL Student	Exceeded	Exceeded	X	X	X	X	X	X	X	X





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Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 1	Integrate professional, legal, and ethical practices when instructing students with disabilities.	Candidate Exit Survey	Indirect - Other	The department implemented a new Exit Survey in September 2013.	Acceptable Target: 85% of candidates will rate the program as meeting their needs in teaching students with disabilities.	Acceptable Target: 85% of candidates will rate the program as meeting their needs in teaching students with disabilities.	Findings for Candidate Exit Survey	Met	Approaching	X		X			X	
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 1	Integrate professional, legal, and ethical practices when instructing students with disabilities.	SPD 616 Legal Timeline Project	Direct - Student Artifact	SPD 616 - Students will review legal cases in special education such as IDEA, 2004 and analyze the etiology of the legislation and its impact on students and schools.	Acceptable Target: 85% of students will score 10/12 points or better on the acceptable target range	Ideal Target: 90% of students will score 10/12 points or better on the research paper	Findings for SPD 616 Legal Timeline Project	Exceeded	Exceeded	X		X			X	
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 1	Integrate professional, legal, and ethical practices when instructing students with disabilities.	SPD 622 - Case Study on a Student with Disabilities	Direct - Student Artifact	SPD622 - Signature Assignment - Case Study on a student with disabilities, in which candidates select a student who is struggling, assess them utilizing standardized formal and informal assessments and then develop an IEP.	Acceptable Target: 85% of students will score 21/25 points or better on the case study.	Ideal Target: 90% of the students will score 21/25 points or better on the case study.	Findings for SPD 622 - Case Study on a Student with Disabilities	Not Met	Approaching	X		X			X	
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 2	Teach students who are diverse learners including those who are English language learners.	Candidate Exit Survey	Indirect - Other	The department implemented the new Exit in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Met	Approaching	X	X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 2	Teach students who are diverse learners including those who are English language learners.	SPD608 - Signature Assignment - Case Study	Direct - Student Artifact	SPD608 - Signature Assignment - Case Study of a student with a disability including possible modifications and accommodations to the core curriculum.	Target: 85% of students will score 17/20 points or better on the Case Study.	Target: 90% of students will score 17/20 points or better on the Case Study.	Findings for SPD608 - Signature Assignment - Case Study	Not Met	Approaching	X	X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 2	Teach students who are diverse learners including those who are English language learners.	SPD628 - Signature Assignment - Case Study	Direct - Student Artifact	SPD628 - Signature Assignment - Case Study of a student who is struggling in learning to read. Assignment includes administering 3-5 reading assessments, analyzing the results, writing a report for an IEP meeting including IEP goals, creating 5 days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	Acceptable Target: 85% of students will score 25/30 points or better on the Case Study.	Acceptable Target: 90% of students will score 25/30 points or better on the Case Study.	Findings for SPD628 - Signature Assignment - Case Study	Exceeded	Approaching	X	X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 3	Communicate effective case management and collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	Candidate Exit Survey	Indirect - Other	The department implemented the new Exit Survey in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Acceptable Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Met	Approaching		X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 3	Communicate effective case management and collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	SPD616 - Signature Assignment - Collaboration Plan	Direct - Student Artifact	SPD616 - Signature Assignment - Collaboration Plan Candidates will create a professional collaboration Plan on collaborative practices to utilize with parents, professionals, and other key stakeholders.	Acceptable Target: 85% of students will score 12.5/15 points or better on the collaboration plan.	Ideal Target: 90% of students will score 12.5/15 points or better on the collaboration plan.	Findings for SPD616 - Signature Assignment - Collaboration Plan	Exceeded	Exceeded		X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 3	Communicate effective case management and collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	SPD622 - Signature Assignment - Case Study on a student with disabilities	Direct - Student Artifact	SPD622 - Signature Assignment - Case Study on a student with disabilities, in which candidates select a student who is struggling, assess them utilizing standardized formal and informal assessments and then develop an IEP.	Acceptable Target: 85% of students will score 21/25 points or better on the case study.	Ideal Target: 90% of students will score 21/25 points or better on the case study.	Findings for SPD622 - Signature Assignment - Case Study on a student with disabilities	Not Met	Approaching		X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 4	Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities.	Candidate Exit Survey	Indirect - Other	The department currently implemented a new Exit Survey in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Acceptable Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Met	Approaching	X		X		X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 4	Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities.	SPD622 - Signature Assignment - Case Study on a student with disabilities	Direct - Student Artifact	SPD622 - Signature Assignment - Case Study on a student with a disability including possible modifications and accommodations to the core curriculum.	Acceptable Target: 85% of students will score 21/25 points or better on the case study.	Ideal Target: 90% of students will score 21/25 points or better on the case study.	Findings for SPD622 - Case Study on a student with disabilities	Not Met	Approaching	X		X		X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 4	Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities.	SPD628 - Signature Assignment - Case Study	Direct - Student Artifact	SPD628 - Signature Assignment - Case Study of a student who is struggling in learning to read. Assignment includes administering 3-5 reading assessments, analyzing the results, writing a report for an IEP meeting including IEP goals, creating 5 days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	Acceptable Target: 85% of students will score 25/30 points or better on the case study.	Acceptable Target: 90% of students will score 25/30 points or better on the case study.	Findings for SPD628 - Signature Assignment - Case Study	Exceeded	Approaching	X	X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 5	Develop evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with disabilities.	Candidate Exit Survey	Indirect - Other	The department implemented a new Exit Survey in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Ideal Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Met	Approaching		X	X		X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 5	Develop evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with disabilities.	SPD 608 Signature Assignment - Case Study	Direct - Student Artifact	SPD608 - Signature Assignment - Case Study of a student with a disability including possible modifications and accommodations to the core curriculum.	Acceptable Target: 85% of students will score 17/20 points or better on the Case Study.	Ideal Target: 90% of students will score 17/20 points or better on the Case Study.	Findings for SPD608 - Signature Assignment - Case Study	Exceeded	Approaching		X	X		X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 5	Develop evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with disabilities.	SPD628 Signature Assignment - Case Study	Direct - Student Artifact	Details Description: SPD628 - Signature Assignment - Case Study of a student who is struggling in learning to read. Assignment includes administering 3-5 reading assessments, analyzing the results, writing a report for an IEP meeting including IEP goals, creating 5 days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	Acceptable Target: 85% of students will score 25/30 points or better on the Case Study.	Acceptable Target: 90% of students will score 25/30 points or better on the Case Study.	Findings for SPD628 - Signature Assignment - Case Study	Exceeded	Approaching		X	X		X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 6	Transition students between educational environments and programs as well as into successful post school experiences.	Candidate Exit Survey	Indirect - Other	The department implemented a new Exit Survey in September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Ideal Target: 90% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidate Exit Survey	Met	Approaching		X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 6	Transition students between educational environments and programs as well as into successful post school experiences.	SPD 614 - Signature Assignment - Classroom Management and Organizational Plan	Direct - Student Artifact	SPD614 - Signature Assignment - Candidates will develop a Classroom Management and Behavior Plan for a M/M or M/S classroom. This plan will include classroom organization and management and behavior support plans.	Acceptable Target: 85% of students will score 17/20 points or better on the Classroom Management and Organizational Plan	Ideal Target: 90% of students will score 17/20 points or better on the Classroom Management and Organizational Plan.	Findings for SPD 614 - Signature Assignment - Classroom Management and Organizational Plan	Exceeded	Approaching		X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 6	Transition students between educational environments and programs as well as into successful post school experiences.	SPD616 - Signature Assignment - Transition Plan	Direct - Student Artifact	SPD616 - Signature Assignment - Transition Plan Candidates will create a transition plan for a student based on a case study.	Acceptable Target: 85% of students will score 12.5/15 points or better on the transition plan.	Acceptable Target: 90% of students will score 12.5/15 points or better on the transition plan.	Findings for SPD616 - Signature Assignment - Transition Plan	Exceeded	Exceeded		X	X	X	X	X	X

Outcome 1	Analyze the process for creating a shared vision and philosophy of establishing effective teaching and learning of students with disabilities at a school-wide level.	SPD 654- Signature Assignment: Special Education Leadership Issues-Field Experience	Direct - Student Artifact	This field experience assignment develops an awareness of the current issues and concerns of educational leaders regarding the provision of educational services to students with disabilities. Federal laws passed over the last three decades have revolutionized the way that public institutions treat individuals with disabilities, with far-reaching effects for public schools. New requirements and increased accountability for students with disabilities have added to the demands placed on educational leaders and other staff members who often have not received adequate professional preparation. It is essential the concerns of leaders responsible for ensuring appropriate educational services be identified and addressed.  1. Select three general education administrators who have building-level responsibility for special education services (generally assistant principals). These can be all at one level (i.e., elementary, middle, or high school) or select one from each level. During the interview ask each professional to identify his or her top three concerns related to serving students with disabilities. 2. Compile responses on the attached table. Are there similar concerns? Which issues are mentioned most frequently? 3. Locate one journal article (published within the last five to ten years) that discusses one of the issues or themes identified in your interviews. State the Concern selected for the journal article, APA cite the selected article, briefly summarize the article and include a discussion of how this article might assist educational leaders in better	85%	95%	Findings for SPD 654- Signature Assignment: Special Education Leadership Issues-Field Experience	Exceeded	Exceeded		X	X	X		X
	Analyze the process for creating a shared vision and philosophy of establishing effective teaching and learning of students with disabilities at a school-wide level.	Student Program Exit Survey	Indirect - Survey		85%	95%	Findings for Student Program Exit Survey	Exceeded	Exceeded	X	X	X		X	
Outcome 2	Evaluate the role of special education practitioners and leaders in different contexts of education, in terms of implementing the vital elements of special education.	SPD 652 Staff Development and Parent Education - Case Study	Direct - Student Artifact	Preparing professionals and families to effectively implement and participate in Special Education Practices and Systems Case Study. Candidates are placed in a team of 3 by the instructor and the team is responsible for completing this assignment.  Given the information provided in the PowerPoint, from the PACER Center website, and from the 3 readings this week, prepare a plan for staff development and parent education that will provide for the needs of the school in the following case study.  Include the following in your plan:  1. Three individuals from the group which founded the school have been identified to prepare and deliver the staff development / parent education. Which individuals, from those identified in the Case Study, are organizing and coordinating the staff development / parent training, and what will these persons be doing? (You and your team are the 3 individuals, identify which "role" from the founders group you want to represent.) 2. The staff development team needs to ensure the school is in compliance with special education law, and ensure the members of the multi-disciplinary team can perform their responsibilities effectively, both education professionals and parents / guardians. Given this information, what is / are the goal(s) of the staff development / parent training? 3. How will the topic(s) for the staff development / parent training be determined? 4. Compare and contrast the benefits of various.	85%	95%	Findings for SPD 652 Staff Development and Parent Education -Case Study	Met	Exceeded			X	X		
Outcome 2	Evaluate the role of special education practitioners and leaders in different contexts of education, in terms of implementing the vital elements of special education.	SPD 654- Signature Assignment: Special Education Leadership Issues-Field Experience	Direct - Student Artifact	This field experience assignment develops an awareness of the current issues and concerns of educational leaders regarding the provision of educational services to students with disabilities. Federal laws passed over the last three decades have revolutionized the way that public institutions treat individuals with disabilities, with far-reaching effects for public schools. New requirements and increased accountability for students with disabilities have added to the demands placed on educational leaders and other staff members who often have not received adequate professional preparation. It is essential the concerns of leaders responsible for ensuring appropriate educational services be identified and addressed.  1. Select three general education administrators who have building-level responsibility for special education services (generally assistant principals). These can be all at one level (i.e., elementary, middle, or high school) or select one from each level. During the interview ask each professional to identify his or her top three concerns related to serving students with disabilities. 2. Compile responses on the attached table. Are there similar concerns? Which issues are mentioned most frequently? 3. Locate one journal article (published within the last five to ten years) that discusses one of the issues or themes identified in your interviews. State the Concern selected for the journal article, APA cite the selected article, briefly summarize the article and include a discussion of how this article might assist educational leaders in better understanding or responding to the concern. Finally,	85%	95%	Findings for SPD 654- Signature Assignment: Special Education Leadership Issues-Field Experience	Exceeded	Exceeded			X	X		
	Evaluate the role of special education practitioners and leaders in different contexts of education, in terms of implementing the vital elements of special education.	Student Program Exit Survey	Indirect - Survey		85%	95%	Findings for Student Program Exit Survey	Exceeded	Exceeded			X	X		
Outcome 3	Evaluate the appropriateness of various research methodologies in relation to a given topic related to Special Education.	SPD 680 Create a Reference List- Annotate 12 research articles	Direct - Other	Review a minimum of 12 peer review research articles in the field of special education and or related studies. Read and annotate the 12 research articles you selected. Create a Reference List. This is the Signature Assignment for this course. You will continue to add to the reference list as you complete the core courses and prepare to complete the final course SPD 689, culminating in the capstone and research proposal for the Master of Arts in Special Education.  Please go to NU library and begin to search for the 12 articles related to topics that interested you in the field of special education and or related topics. Make sure to include QR, QT, and MM approaches and at least two philosophical worldviews.  Directions for the Reference List: Review a minimum of 12 peer review research articles in the field of special education and or related studies. Read and annotate the 12 research articles you selected. The research approaches and worldviews must include: •Quantitative (3) •Qualitative (3) •Mixed Methods (3) •Philosophical Worldviews (Theoretical Frameworks) (3) The reference list should be in Word Document and include components of the REFERENCE tab, the APA & BIBLIOGRAPHY Tabs. In	85%	95%	Findings for SPD 680 Create a Reference List- Annotate 12 research articles	Met	Approaching	X		X		X	

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Department of Special Education	Master of Arts in Special Education	Outcome 3	Evaluate the appropriateness of various research methodologies in relation to a given topic related to Special Education.	SPD 651 Final Assignment: Writing a Research Question and Reviewing Research Articles	Direct - Student Artifact	Read and review three articles from peer-reviewed journals that describe an experimental study related to a specific issue or trend in the area of special education. You will share your review of these articles with the other students in the class. Please include the name of each article, the author(s), the year it was published, and a link so others may be able to locate and read the entire article. You may share your review in a video you create, a PowerPoint, or other multimedia format that you can upload and others can view. Your presentation will also include your research question. This question should meet the guidelines for research questions that are outlined in the Research Handbook. It should address a specific issue or trend in special education that you find personally relevant and significant. You will need to give a brief explanation about why you chose that particular issue or trend and why you are asking that particular question. This will also be included in your presentation.	85%	95%	Findings for SPD 651 Final Assignment: Writing a Research Question and Reviewing Research Articles	Not Met	Approaching	X			X		X	
			Evaluate the appropriateness of various research methodologies in relation to a given topic related to Special Education.	SPED 699 Signature Assignment: Designing a Research Proposal & Developing a Slide Presentation (PPT or Prezi)	Direct - Student Artifact	Designing a Research Proposal & Developing a Slide Presentation (PPT or Prezi) Part of the requirements for the Masters of Arts in Special Education is for the graduate candidate to submit a research proposal. All research proposals should describe what you want to do, why you want to do it, and how you plan to do it. Design a research proposal and include the following components in the design: 1. Components of a Research Proposal Signature Assignment: • Title: Should be clear and concise and the most important words should be first. The title should also be descriptive and may even contain information about the variables/relationships that will be studied. The title should catch the reader's interest. Follow APA format. • Abstract: Is an effective summary of the project that should include the research question, the rationale for the project, the objectives of the project and a short description of the overall research design and methodology. • Introduction: Should include a statement of the research problem and should frame the research question, providing the necessary context or background for the question. This section should address the significance of the paper and it is often helpful to provide historical background information to accomplish this goal. • Literature Review: This section should be an organized, focused review of the work that has been previously done.	85%	95%	Findings for SPED 699 Signature Assignment: Designing a Research Proposal & Developing a Slide Presentation (PPT or Prezi)	Met	Exceeded	X			X		X	
			Evaluate the appropriateness of various research methodologies in relation to a given topic related to Special Education.	Student Program Exit Survey	Indirect - Survey		85%	95%	Findings for Student Program Exit Survey	Exceeded	Exceeded	X			X		X	
		Outcome 4	Analyze the ongoing process of establishing a collaborative and inclusive setting, for students with disabilities, to access a Free And Appropriate Public Education (FAPE).	SPD 651 Final Assignment: Writing a Research Question and Reviewing Research Articles	Direct - Student Artifact	Read and review three articles from peer-reviewed journals that describe an experimental study related to a specific issue or trend in the area of special education. You will share your review of these articles with the other students in the class. Please include the name of each article, the author(s), the year it was published, and a link so others may be able to locate and read the entire article. You may share your review in a video you create, a PowerPoint, or other multimedia format that you can upload and others can view. Your presentation will also include your research question. This question should meet the guidelines for research questions that are outlined in the Research Handbook. It should address a specific issue or trend in special education that you find personally relevant and significant. You will need to give a brief explanation about why you chose that particular issue or trend and why you are asking that particular question. This will also be included in your presentation.	85%	95%	Findings for SPD 651 Final Assignment: Writing a Research Question and Reviewing Research Articles	Not Met	Approaching			X		X		X
			Analyze the ongoing process of establishing a collaborative and inclusive setting, for students with disabilities, to access a Free And Appropriate Public Education (FAPE).	Student Program Exit Survey	Indirect - Survey	Assessment Plan will be completed prior to program start.	85%	90%	Findings for Student Program Exit Survey	Exceeded	Exceeded			X		X		X
		Outcome 5	Evaluate the implications of Special Education law and procedures before applying them in different contexts of educational practices.	SPD 654 Signature Assignment: Special Education Law Review	Direct - Student Artifact	Using the information from the readings and lectures for this week, prepare a five to seven page written paper summarizing IDEA, NCLB, ADA, and Section 504 of the Rehabilitation Act. Number each (1-7) item in bold in your paper, then discuss/ summarize (this is not a list, but a written response) the following elements: 1. Discuss the purpose or main function of each law and how they relate to special education in public schools 2. Summarize the six principles of IDEA 3. Summarize the principles of NCLB 4. Summarize the important elements of Section 504 5. Summarize important elements of ADA. 6. Discuss the difference between Section 504 and IDEA 7. Discuss the significance of educators having knowledge of these laws when educating students with disabilities. The paper must be five to seven pages in length, not including title and reference pages, and formatted according to APA style. (No abstract is required.) You must use at least two scholarly sources in addition to the textbook to support your claims. Cite your sources within the text of your paper and on the references page.	85%	95%	Findings for SPD 654 Signature Assignment: Special Education Law Review	Met	Approaching	X		X		X		X
			Evaluate the implications of Special Education law and procedures before applying them in different contexts of educational practices.	SPD 654 Signature Assignment: Special Education Supreme Court Cases	Direct - Student Artifact	Go to <a href="http://www.specialeducationadvisor.com/top-ten-special-education-supreme-court-cases/">http://www.specialeducationadvisor.com/top-ten-special-education-supreme-court-cases/</a> and select two cases to review. Please respond to each of the following questions, labeling each question in bold in your paper this paper will be at least 4 pages in length. (APA is not required, as you are only responding to each question. (Any in paper citations will be APA format.) 1. What are the legal implications for you and your district based on each of the court cases? 2. Based on the court cases what policies and procedures would you recommend to be changed or developed in your school district? Why? 3. Do you agree or disagree with the findings of the case? Why or why not? 4. What did I learn from the court cases decisions?	85%	90%	Findings for SPD 654 Signature Assignment: Special Education Supreme Court Cases	Exceeded	Exceeded	X		X		X		X
			Evaluate the implications of Special Education law and procedures before applying them in different contexts of educational practices.	Student Program Exit Survey	Indirect - Survey		85%	95%	Findings for Student Program Exit Survey	Exceeded	Exceeded			X		X		X



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Department of Special Education	Master of Science in Special Education	Outcome	Assessment Method	Assessment Instrument	Assessment Description	85%	90%	Findings for SPD 651	Met	Approaching	85%	90%	Findings for SPD 651	Met	Approaching	X	X						
		Outcome 6	Analyze the requirements of the roles of Special Education practitioners for providing access to curriculum, accommodations and modifications, by utilizing technology, including augmentative and assistive technology, and principles of Universal Design for Learning.	SPD 651 Signature Assignment – Electronic Assistive Technology Portfolio	Direct - Student Artifact	Thinking about the types of disabilities and challenges faced by your students, or the students you may have in the future, begin gathering resources on assistive technology for an electronic portfolio. The portfolio can be compiled and presented electronically using Pinterest, a blog, or your own website. The key is to gather the resources, organize them using tags so the user can review portfolio items in a variety of ways, be sure that one set of tags identifies the curriculum area for which the device could be used) clearly label them, and describe the challenges each would address as well as suggestions for how the technology can be used in a classroom setting and how a teacher could alter a lesson to ensure that students using the device are fully included in the lesson. Your portfolio be divided into sections and should have the following: <ul style="list-style-type: none"> <li>product flyers or brochures.</li> <li>guidelines from your state, your district or your professional organization regarding assistive technology skills;</li> <li>websites for video clips or informative websites that would be useful resources from colleagues, parents or yourself.</li> <li>*1 page summaries describing the resources in each section</li> </ul> Add relevant materials to the portfolio after completing each week in the course.	85%	90%	Findings for SPD 651	Met	Approaching							X	X				
			Analyze the requirements of the roles of Special Education practitioners for providing access to curriculum, accommodations and modifications, by utilizing technology, including augmentative and assistive technology, and principles of Universal Design for Learning.	SPD 651 Final Assignment: Writing a Research Question and Reviewing Research Articles	Direct - Student Artifact	Read and review three articles from peer-reviewed journals that describe an experimental study related to a specific issue or trend in the area of special education. You will share your review of each article with the other students in the class. Please include the name of each article, the author(s), the year it was published, and a link so others may be able to locate and read the entire article. You may share your review in a video you create, a PowerPoint, or other multimedia format that you can upload and others can view. Your presentation will also include your research question. This question should meet the guidelines for research questions that are outlined in the Research Handbook. It should address a specific issue or trend in special education that you find personally relevant and significant. You will need to give a brief explanation about why you chose that particular issue or trend and why you are asking that particular question. This will also be included in your presentation.	85%	90%	Findings for SPD 651 Final Assignment: Writing a Research Question and Reviewing Research Articles	Not Met	Approaching							X	X				
			Analyze the requirements of the roles of Special Education practitioners for providing access to curriculum, accommodations and modifications, by utilizing technology, including augmentative and assistive technology, and principles of Universal Design for Learning.	Student Program Exit Survey	Indirect - Survey		85%	90%	Findings for Student Program Exit Survey	Exceeded	Exceeded						X	X					
		Outcome 1	Demonstrate competence in the application of research methods including critiquing and synthesizing current educational literature.	Reviewing research literature	Direct - Student Artifact	SPD 696 Candidates will bring the research questions and beginning literature review on a subject selected in SPD 695. In SPD 696, that literature review will be expanded and become part of a four chapter culminating project. Candidates will bring a topic of interest in their classroom, school, or district, conduct their SPD 695 and complete their review of the literature on the topic of their choice. They will incorporate that literature review into chapter two of a four chapter thesis. The attachments or chapters 1, 2, 3 and 4 represent the changes to the course that begin this month. In the other program areas, the old rubric are attached. The student may retain a grade of H, S, U or IP.	80% earn an B grade or better on assignment	90% earn an B grade or better on assignment									X	X	X	X	X	X	
			Demonstrate competence in the application of research methods including critiquing and synthesizing current educational literature.	Student satisfaction survey	Indirect - Survey	A survey item will measure the students' perception of the value of the coursework taken in meeting the PLO. This item will be developed and installed in the course shell before the course is offered.	80% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired	90% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired	Findings for Student satisfaction survey								X	X	X	X	X	X	
		Outcome 2	Demonstrate appropriate standards of conduct/practice within legal and ethical parameters.	Signature assignment, SPD 695	Direct - Student Artifact	Signature assignment, SPD 695 This course is designed to provide the student with the basic knowledge and skills required to read, interpret and evaluate both quantitative and qualitative educational research in order to determine if research results have implications for program, curriculum or instructional decisions. The signature assignment has changed as has the rubric. The new wording of the assignment has greater clarity and the rubric matches the demands of the assignment. We have also added a journal reading assignment in order to facilitate students in reading and understanding the text.	80% earn an B grade or better on assignment - this target was met this year with 82% achieving B or better on the signature assignment.	90% earn an B grade or better on assignment. Once again, this appears to be an unrealistic target for a number of reasons, the most important being the newness of research vocabulary and concepts. In consultation with instructors, this target may be revised downward.									X	X	X	X	X	X	
			Demonstrate appropriate standards of conduct/practice within legal and ethical parameters.	Student satisfaction survey	Indirect - Survey	A survey item will measure the students' perception of the value of the coursework taken in meeting the PLO. This item will be developed and installed in the course shell before the course is offered.	80% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired	90% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired									X	X	X	X	X	X	
			Demonstrate appropriate standards of conduct/practice within legal and ethical parameters.	Weekly template assignments, SPD 695	Direct - Student Artifact	Unit 1 assignment, SPD 695 This course is designed to provide the student with the basic knowledge and skills required to read, interpret and evaluate both quantitative and qualitative educational research in order to determine if research results have implications for program, curriculum or instructional decisions. In order to gain as much practice as possible, students are required to analyze a research article each week. The template that is used is attached.	80% earn an B grade or better on assignment	90% earn an B grade or better on assignment									X	X	X	X	X	X	
		Outcome 3	Develop skills to become a change agent and advocate for exceptional individuals, including diverse learners.	Signature assignment, SPD 695	Direct - Student Artifact	Unit 8 signature assignment, SPD 695 This course is designed to provide the student with the basic knowledge and skills required to read, interpret and evaluate both quantitative and qualitative educational research in order to determine if research results have implications for program, curriculum or instructional decisions. Students are required to formulate research questions and conduct a review of literature of at least 10-12 articles on their chosen subject. Five of the chosen articles have to have template analyses completed. Students are then to write up their review in the manner of a typical chapter 2. Students are given to understand that they will take the beginning of this project into SPD 696 and be given the opportunity to complete it there.	80% earn an B grade or better on assignment	90% earn an B grade or better on assignment									X	X	X	X	X	X	
			Develop skills to become a change agent and advocate for exceptional individuals, including diverse learners.	Student satisfaction survey	Indirect - Survey	A survey item will measure the students' perception of the value of the coursework taken in meeting the PLO. This item will be developed and installed in the course shell before the course is offered.	80% will rate question pertaining to PLO at or above 2 on a 4 point scale regarding importance of skill acquired	90% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired									X	X	X	X	X	X	
			Develop skills to become a change agent and advocate for exceptional individuals, including diverse learners.	Weekly Factual questions assignment, SPD 695	Direct - Student Artifact	Students are required to read an additional research article each week and use the questions following the article in response to their weekly discussion prompts.	80% earn an B grade or better on assignment	90% earn an B grade or better on assignment									X	X	X	X	X	X	
		Outcome 4	Demonstrate an understanding of federal and state laws, legislation and judicial decisions regarding exceptional individuals.	Data stored elsewhere		This PLO is not covered in the two research courses; however, it is covered in the education specialist portion of the MS degree. It is measured in the following courses: SPD 606 and SPD 616. Therefore, the measurement of this PLO is found in the relevant section of the preliminary education specialist, authorization teaching credential PAR, -integrate professional, legal, and ethical practices.	see above	see above									X	X	X	X	X	X	

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Outcome 5	Demonstrate competence in instructional design including adaptations required to assist diverse special education learners achieve the state standards for curriculum.	Area of expertise content assignment SPD 696	Direct - Student Artifact	SPD 696 - Chapter Assignments: Candidates bring their research questions and the beginnings of chapter 2 - review of literature with them from SPD 695. Candidates must apply their knowledge, skills, and dispositions to complete a four chapter thesis. Each chapter is taught individually and two weeks is spent on each chapter with submissions of draft chapters coming anywhere within the two week period. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.	80% earn an B grade or better on assignment	90% earn an B grade or better on assignment											X	X	X	X	X	X	X		
	Demonstrate competence in instructional design including adaptations required to assist diverse special education learners achieve the state standards for curriculum.	Signature assignment, SPD 695		Unit 8 signature assignment SPD 695 This course is designed to provide the student with the basic knowledge and skills required to read, interpret and evaluate both quantitative and qualitative educational research in order to determine if research results have implications for program, curriculum or instructional decisions.	80% earn an B grade or better on assignment	90% earn an B grade or better on assignment											X	X	X	X	X	X	X		
	Demonstrate competence in instructional design including adaptations required to assist diverse special education learners achieve the state standards for curriculum.	Student satisfaction survey	Indirect - Survey	A survey item will measure the students' perception of the value of the coursework taken in meeting the PLO. This item will be developed and installed in the course shell before the course is offered.	80% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired	90% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired												X	X	X	X	X	X	X	
Outcome 6	Demonstrate competence in positive behavioral support.	Data stored elsewhere		This PLO is not covered in the two research courses; however, it is covered in the specialization portion of the MS degree. It is measured in the following courses: SPD 622 (MEd) and SPD 646 (MEd). Therefore, the measurement of this PLO is found in the relevant section of the advanced specialization of the preliminary authorization teaching credential PAR - maintain appropriate educational environments and positive behavioral supports .....	see above	see above												X	X			X	X		
Outcome 7	Demonstrate expertise in use of adaptive and augmentative technology.	Data stored elsewhere		This PLO is not covered in the two research courses; however, it is covered in the education specialist portion of the MS degree. It is measured in the following course: SPD 608. Therefore, the measurement of this PLO is found in the relevant section of the preliminary education specialist authorization teaching credential PAR. It is found in SPD 642, in the advanced specialization M.S. - analyze students verbal and nonverbal abilities to develop augmentative, alternative systems.....	see above	see above												X		X		X	X	X	
Outcome 8	Demonstrate the knowledge, skills and dispositions to actively and creatively engage and support all students in learning.	Data stored elsewhere		This PLO is not covered in the two research courses; however, it is covered in the education specialist portion of the MS degree. It is measured in the following courses: SPD 608, SPD 614 and SPD 628. Therefore, the measurement of this PLO is found in the relevant section of the preliminary education specialist authorization teaching credential PAR - integrate professional, legal and ethical standards.....	see above	see above												X	X	X		X	X	X	
Outcome 9	Strive to become a continuous learner, a scholar, a collaborative community service member and a responsible citizen.	SPD 695: Concept Acquisition	Direct - Student Artifact	SPD 695 Students have difficulty with basic research concepts particularly variables and differences among designs. Therefore, a jaguars reading assignment has been added to the course. Each group is responsible for preparing a study guide for their assigned pages. Also, there is a mid term and final.	80% earn an B grade or better on assignment	90% earn an B grade or better on assignment												X		X		X			
	Strive to become a continuous learner, a scholar, a collaborative community service member and a responsible citizen.	Research review, SPD 696	Direct - Student Artifact	Research Review Unit 2 Candidates arrive from SPD 695 with research questions and the beginnings of chapter 2 - review of literature. They are required to add twelve more references to their already existing document with a completed template for each of the twelve articles as well as their incorporation into chapter 2. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.	80% earn an B grade or better on assignment	90% earn an B grade or better on assignment												X		X		X			
	Strive to become a continuous learner, a scholar, a collaborative community service member and a responsible citizen.	Student satisfaction survey	Indirect - Survey	A survey item will measure the students' perception of the value of the coursework taken in meeting the PLO. This item will be developed and installed in the course shell before the course is offered.	80% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired	90% will rate question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired													X		X				
Outcome 1	Analyze the implications of the characteristics of students with language and academic development needs including academic competencies across the curriculum in listening, speaking, reading, writing and who demonstrate lack of communication and language literacy skills to access and benefit from academic instruction.	Case Study Signature Assignment LAD633	Direct - Student Artifact	Candidate will complete a Student Case Study which includes a completed Assessment Report, an IEP, story of presentation to IEP team and a PPT to classmates.	85% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95 the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.																		X	
	Analyze the implications of the characteristics of students with language and academic development needs including academic competencies across the curriculum in listening, speaking, reading, writing and who demonstrate lack of communication and language literacy skills to access and benefit from academic instruction.	LAD exit survey	Indirect - Survey	Candidates will complete an exit survey assessing their satisfaction with the course and program.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.												X						X	
Outcome 2	Analyze students' language development across disabilities and the life spans including typical and atypical language development, communication skills, social pragmatics as it relates to the acquisition of academic knowledge and skills.	LAD exit survey	Indirect - Survey	The candidates will complete an exit survey assessing their satisfaction with the course.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.												X	X		X	X	X	X	
	Analyze students' language development across disabilities and the life spans including typical and atypical language development, communication skills, social pragmatics as it relates to the acquisition of academic knowledge and skills.	Language Sample Analysis LAD 632	Direct - Student Artifact	Candidates will record a language sample, complete the Language Sample Transcription form and complete the Language Sample Analysis form.	85%	95%													X	X		X	X	X	X
Outcome 3	Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English Language learners.	Annotated Lesson Plan LAD 634	Direct - Student Artifact	The candidate will design a detailed intervention lesson plan with appropriate goals, instructional strategies, learning activities, progress monitoring and timelines with additional handouts and instructional materials. They should also include an annotated section explaining the planning decisions. An addendum would provide supporting references and materials.	85% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.												X	X		X	X	X	X	
	Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English Language learners.	LAD exit survey	Indirect - Survey	The candidates will complete an exit survey assessing their review of the course.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.													X	X		X	X	X	X
Outcome 4	Assess the impact of sensory deficits on the development and application of language, verbal and non-verbal communication abilities and needs in order to identify and implement effective intervention techniques for social communication and activities to engage students with communication disabilities in classroom and social activities.	Case Study of a Severely Handicapped Student requiring AAC LAD 635	Direct - Student Artifact	The student will submit a case study of a SH student who requires A/c. The study will include goals, activities, resources, apps, web resources placed within a matrix to address receptive language, expressive language, executive functioning, social situations and cognitive abilities.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.												X	X		X	X	X	X	

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				Outcome 5	Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.	Assessment Instrument Practice LAD 633	Direct - Student Artifact	The candidate will administer 7 assessment standardized assessment in addition to criteria referenced, dynamic and informal measure.	85%	95%							X	X	X	X	X	X			
					Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.	LAD Exit Survey	Indirect - Survey	The candidates will complete an exit survey assessing their review of the course.										X	X	X	X	X	X		
				Outcome 6	Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading language arts instruction to enable individuals to access the core curriculum.	Annotated Lesson Plan LAD634	Direct - Student Artifact	The candidate will complete a detailed lesson plan using the CCSS standards in ELA to develop goals, objectives, content presentation methods and instructional strategies. Attachments will include a list of supplementary instructional materials and evidenced based references.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.								X	X			X	X		
					Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading language arts instruction to enable individuals to access the core curriculum.	LAD Exit Survey	Indirect - Survey	The candidates will complete an exit survey assessing their review of the course.	85% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.	95% of the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.								X	X	X			X	X	
				Outcome 1	Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.	Candidate Exit Survey	Indirect - Survey	Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 1 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Candidate Exit Survey	Not Met	Moving Away							X			X	X	
					Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.	SPD 632 Faculty Presentation (PowerPoint Presentation)	Direct - Student Artifact	Candidates develop a faculty presentation consisting of a PowerPoint, an outline of specific talking points for each slide and a set of handouts covering two disabilities. Content covers characteristics of the selected disabilities (cognitive/perceptual characteristics, language characteristics, social-emotional functioning in academic settings), faculty roles and responsibilities in the IEP process, useful classroom and instructional accommodations, and estimate of cost and impact of each accommodation.	85% of students will score 20/25 points or better on the acceptable target range.	95% of students will score 23/25 points or better on the acceptable target range.	Findings for SPD 632 Faculty Presentation (PowerPoint Presentation)	Exceeded	Approaching							X			X	X	
					Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.	SPD608 - Case Study - Exceptionalities	Direct - Student Artifact	SPD608 - Signature Assignment - Case Study of a student with disabilities including possible modifications and accommodations to the core curriculum.	85% of students will score 27/32 points or better on the Case Study.	Target: 90% of students will score 28/32 points or better on the Case Study.	Findings for SPD608 - Case Study - Exceptionalities	Exceeded	Exceeded							X			X	X	
				Outcome 2	Integrate fairness, equity, and access in designing the environment, teaching, and learning strategies to meet diverse student learning.	Candidate Exit Survey	Indirect - Survey	The Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 2 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Candidate Exit Survey	Not Met	Moving Away							X	X	X	X	X	X
					Integrate fairness, equity, and access in designing the environment, teaching, and learning strategies to meet diverse student learning.	SPD 614 - Classroom Organization and Management Plan	Direct - Student Artifact	Candidates design a comprehensive Classroom Organization and Management Plan that describes basic rules, procedures, and strategies for interventions for their own classroom, including positive behavioral supports and a tie-in to the school-wide behavior support plan	85% of students will score 18/20 points or better on the acceptable target range.	95% of students will score 19/20 points or better on the acceptable target range.	Findings for SPD 614 - Classroom Organization and Management Plan	Not Met	Approaching							X	X	X	X	X	X
					Integrate fairness, equity, and access in designing the environment, teaching, and learning strategies to meet diverse student learning.	SPD 681 D Student Teaching- Summative Assessment	Direct - Other	The National University Support Provider completes a summative assessment at the end of student teaching. All domains A, B, C, and D pertain to curriculum, instruction, and assessment. A. Making Subject Matter Comprehensible to Students B. Assessing Student Learning C. Engaging and Supporting Students in Learning D. Planning Instruction and Designing Learning Experiences for Students.	Candidates completing SPD 681 B will score 3/4 points on the total of questions in Domains A, B, C, & D on the Summative Student Teaching Assessment.  0 = Unacceptable 1 = Beginning 2 = Emerging 3 = Applying 4 = Integrating Innovatively	95% of candidates will score 3/4 points on the total of questions in Domains A, B, C, & D on the Summative Student Teaching Assessment.	Findings for SPD 681 B Student Teaching- Summative Assessment	Exceeded	Exceeded							X	X	X	X	X	X
				Outcome 3	Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B, V, VII	Candidate Exit Survey	Indirect - Survey	Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 3 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Candidate Exit Survey	Not Met	Moving Away							X	X	X	X	X	
					Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B, V, VII	SPD 628 Case Study Teaching Reading and Lang. Arts	Direct - Student Artifact	LEARNING OUTCOME 3 requires three Direct Measures to provide complete evidence of candidate mastery.  Case Study of a student who is struggling in learning to read. Assignment include administering 3-5 reading assessments, analyzing the results, writing a report for an IEP meeting including IEP goals, creating 5 days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	85% of students will score 25/30 points or better on the Case Study.	Acceptable Target: 90% of students will score 25/30 points or better on the Case Study.	Findings for SPD 628 Case Study Teaching Reading and Lang. Arts									X	X	X	X	X	
					Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B, V, VII	SPD 681 B Student Teaching- Summative Assessment	Direct - Other	LEARNING OUTCOME 3 requires three Direct Measures to provide complete evidence of candidate mastery.  The National University Support Provider completes a summative assessment at the end of student teaching. All domains A, B, C, and D pertain to curriculum, instruction, and assessment. A. Making Subject Matter Comprehensible to Students B. Assessing Student Learning C. Engaging and Supporting Students in Learning D. Planning Instruction and Designing Learning Experiences for Students.	Candidates completing SPD 681 B will score 3/4 points on the total of questions in Domains A, B, C, & D on the Summative Student Teaching Assessment.	95% of candidates will score 3/4 points on the total of questions in Domains A, B, C, & D on the Summative Student Teaching Assessment.	Findings for SPD 681 B Student Teaching- Summative Assessment	Exceeded	Exceeded								X	X	X	X	X
					Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B, V, VII	SPD622 - Assessment Case Study- Student with Disabilities	Direct - Student Artifact	LEARNING OUTCOME 3 requires three Direct Measures to provide complete evidence of candidate mastery.  Candidates complete a case study of a student with disabilities including administering standardized, formal and informal assessments, analysis of assessment findings to inform the development of IEP goals/plan.	85% of students will score 21/25 points or better on the case study.	Ideal Target: 90% of students will score 31/25 points or better on the case study.	Findings for SPD622 - Assessment Case Study- Student with Disabilities	Not Met	Moving Away							X	X	X	X	X	
				Outcome 4	Demonstrate the ability to focus on student learning using technology tools through systematic study and reflection of one's own teaching practices and through shared knowledge gained from purposefully formed professional learning communities. NVTL: B, VII	Candidate Exit Survey	Indirect - Interview	Exit Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 4 is presented here.	85% of respondents will report Satisfied/Highly satisfied on the survey.	95% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Candidate Exit Survey	Not Met	Moving Away							X				X	

Department of Special Education

Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room



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Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential MM	Maintain appropriate educational environments and positive behavior support to include the school-wide behavior support process for students with MM disabilities and autism.	SPD 632 Faculty Presentation (PowerPoint Presentation)	Direct - Student Artifact	The presentation consists of a PowerPoint, an outline of specific talking points for each slide, and a set of handouts. Content covers characteristics of the student disabilities (cognitive/perceptual characteristics, language characteristics, social-emotional/behavioral functioning in academic settings), social classroom and instructional accommodations to encourage positive behavior and provide a supportive environment, rationale for each suggested accommodation, estimate of cost and impact of each accommodation.	85% of candidates will score outstanding or commensurate on the acceptable target range.	90% of candidates will score outstanding or commensurate on the ideal target range.	Findings for SPD 632 Faculty Presentation (PowerPoint Presentation)	Exceeded	Exceeded	X	X	X	X	X	X
		Outcome 4	Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to insure access to the general education curriculum across instructional settings for students with MM disabilities and autism.	Exit Survey	Indirect - Survey	During this PAR cycle, an Exit Survey was developed to align to each PLO in the program. The department implemented the new Exit Survey in September 2013.	85% of respondents will report Satisfied/Highly Satisfied on the survey.	90% of respondents will report Satisfied/Highly Satisfied on the survey.	Findings for Exit Survey	Met	Approaching	X	X	X	X	X
			Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to insure access to the general education curriculum across instructional settings for students with MM disabilities and autism.	MM Clinical Practice Summative Assessment - Total Domain Scores for Domains A - F	Direct - Other	The National University Support Provider completes a summative assessment at the end of Clinical Practice and submits electronically. Domain A - F all pertain to curriculum, instruction, and assessment.	85% of candidates completing SPD 632 will score 3+ points on the total of questions in Domains A - F on the Summative Clinical Practice Assessment.	90% of candidates will score 3+ points on the total of questions in Domains A - F on the Summative Clinical Practice Assessment.	Findings for MM Clinical Practice Summative Assessment - Total Domain Scores for Domains A - F	Exceeded	Exceeded	X	X	X	X	X
			Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to insure access to the general education curriculum across instructional settings for students with MM disabilities and autism.	SPD 636 Math Unit of Instruction	Direct - Student Artifact	Candidates develop a comprehensive unit of instruction in mathematics for a student with MM disabilities which includes evidence based strategies for developing basic computation and problem solving skills in mathematics using core curriculum standards, having at least 3 lesson plans (with technology), and design a curriculum based measure for determining progress within the unit of instruction.	85% of students will score outstanding or commensurate on the acceptable target range.	90% of students will score outstanding or commensurate on the acceptable target range.	Findings for SPD 636 Math Unit of Instruction	Exceeded	Exceeded	X	X	X	X	X
		Outcome 5	Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with MM disabilities and autism.	Exit Survey	Indirect - Survey	During this PAR cycle, an Exit Survey was developed to align to each PLO in the program. The department implemented the new Exit Survey in September 2013.	85% of respondents will report Satisfied/Highly Satisfied on the survey.	90% of respondents will report Satisfied/Highly Satisfied on the survey.	Findings for Exit Survey	Met	Approaching	X	X	X	X	X
			Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with MM disabilities and autism.	SPD 634 Signature Assignment - Case Study/Curriculum Based Assessment	Direct - Student Artifact	Candidate writes a case study by analyzing student's test scores, decides which information is missing, determines what he/she will supply this information, accesses a student with the appropriate instruments, analyzes results, writes a report for the IEP team, determines whether all legal and instructional requirements are met, and creates appropriate IEP goals/objectives. They must use one of the curriculum based assessments they created in the report and write a self-reflection on their assessment and the use of their curriculum based assessment	85% of students will achieve 12/15 points or better on the acceptable target range.	90% of students will achieve 13/15 points or better on the ideal target range.	Findings for SPD 634 Signature Assignment - Case Study/Curriculum Based Assessment	Met	Approaching	X	X	X	X	X
			Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with MM disabilities and autism.	SPD 638 Signature Assignment - Lesson Differentiation	Direct - Student Artifact	In collaboration with a general education teacher, lesson plans are differentiated for a reading/language arts unit of instruction ensuring the instructional needs of the student are met, as well as the legal requirements of the student's IEP.	85% of students will score outstanding or commensurate on the acceptable target range.	90% of students will score outstanding or commensurate on the acceptable target range.	Findings for SPD 638 Signature Assignment - Lesson Differentiation	Exceeded	Exceeded	X	X	X	X	X
		Outcome 1	Analyze the implications of the characteristics of students with Moderate/Severe Profound disabilities for service delivery impacting placement decisions, assessments, IEP development, and instruction	Clinical Practice Assessment MS questions 1-6 (Domain A)	Direct - Other	DOMAIN A: MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS has 6 items scored as part of clinical practice, with a range of 0-4 points per item. TPE 1 is addressed.	85% of candidates will score 20/24 points or better passing score.	90% of candidates will score 21/24 points or better passing score.	Findings for Clinical Practice Assessment MS questions 1-6 (Domain A)	Not Met	Moving Away	X	X	X	X	X
			Analyze the implications of the characteristics of students with Moderate/Severe Profound disabilities for service delivery impacting placement decisions, assessments, IEP development, and instruction	Exit Survey	Indirect - Survey	Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the MS Authorization Program.	85% of respondents will report Agree or Strongly Agree on the survey ( ).	90% of respondents will report Agree or Strongly Agree on the survey ( ).	Findings for Exit Survey	Met	Approaching	X	X	X	X	X
			Analyze the implications of the characteristics of students with Moderate/Severe Profound disabilities for service delivery impacting placement decisions, assessments, IEP development, and instruction	SPD642 signature assignment - Unit of Instruction	Direct - Student Artifact	Collaborative Unit of Instruction with 3 Lesson Plans to teach students with moderate/severe disabilities. Lessons will be based on CA grade level content standards in Math Science and Functional Life Skills in communication or social skills; two lessons needs Common Core Standards. Course and rubric were revised 11/2014	85% of candidates will score in the ideal range overall on the rubric.	90% of candidates will score in the ideal range overall on the rubric.	Findings for SPD642 signature assignment - Unit of Instruction	Exceeded	Approaching	X	X	X	X	X
		Outcome 2	Analyze students' verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems including assistive technology, to enhance communication, social interaction, academic performance and skill development.	Clinical Practice Assessment MS questions 19-28 (Domain D)	Direct - Other	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS has 9 items scored as part of clinical practice, with a range of 0-4 points per item. TPEs 8 & 9 are addressed.	85% of candidates will score 34/40 points or better on the acceptable target range.	90% of candidates will score 34/40 points or better on the ideal target range.	Findings for Clinical Practice Assessment MS questions 19-28 (Domain D)	Not Met	Moving Away	X	X	X	X	X
			Analyze students' verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems including assistive technology, to enhance communication, social interaction, academic performance and skill development.	Exit Survey	Indirect - Survey	Details/Description: Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the MS Authorization Program.	Acceptable Target: 85% of respondents will report Agree or Strongly Agree on the survey ( ).	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ( ).	Findings for Exit Survey	Exceeded	Approaching	X	X	X	X	X
			Analyze students' verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems including assistive technology, to enhance communication, social interaction, academic performance and skill development.	SPD648 Comprehensive Service Delivery Plan	Direct - Student Artifact	SPD648 Medical & Ass Tech issues MS Signature Assignment: Comprehensive Service Delivery Assignment: Comprehensive Service Delivery Plan (Signature Assignment, 30 points) (CLO1, CLO3, CLO4)	85% of candidates will score in the ideal range overall on the rubric.	90% of candidates will score in the ideal range overall on the rubric.	Findings for SPD648 Comprehensive Service Delivery Plan	Exceeded	Exceeded	X	X	X	X	X
		Outcome 3	Evaluate a variety of assessments and procedures to maximize students' participation in standards- and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.	Clinical Practice Assessment MS	Direct - Other	All domains of the Clinical Practice assessments will be included. TPEs 1 to 13	85% of candidates will score 17/20 points or better on the acceptable target range.	90% of candidates will score 17/20 points or better on the ideal target range.	Findings for Clinical Practice Assessment MS	Not Met	Approaching	X	X	X	X	X
			Evaluate a variety of assessments and procedures to maximize students' participation in standards- and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.	Exit Survey	Indirect - Survey	Details/Description: Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the MS Authorization Program.	Acceptable Target: 85% of respondents will report Agree or Strongly Agree on the survey ( ).	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ( ).	Findings for Exit Survey	Met	Exceeded	X	X	X	X	X
			Evaluate a variety of assessments and procedures to maximize students' participation in standards- and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.	SPD644 signature assignment - Post Secondary Transition Plan for Students with M	Direct - Student Artifact	SPD 644 Life Skills & Transitions MS Unit 4: Signature Course Assignment (30 points) Post-Secondary Transition Plan Development/Post-Secondary Transition Plan.	85% of candidates will score in the ideal range overall on the rubric.	90% of candidates will score in the ideal range overall on the rubric.	Findings for SPD644 signature assignment - Post Secondary Transition Plan for Students with M	Exceeded	Exceeded	X	X	X	X	X
		Outcome 4	Establish and maintain educational environments that are based upon positive behavior support processes at the individual and school-wide levels.	Clinical Practice Assessment MS questions 29-41 (Domain E)	Direct - Other	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING has 13 items scored as part of clinical practice, with a range of 0-4 points per item. TPEs 10 & 11 are addressed.	85% of candidates will score in the ideal range overall on the rubric.	90% of candidates will score in the ideal range overall on the rubric.	Findings for Clinical Practice Assessment MS questions 29-41 (Domain E)	Not Met	Approaching	X	X	X	X	X
			Establish and maintain educational environments that are based upon positive behavior support processes at the individual and school-wide levels.	Exit Survey	Indirect - Survey	Exit survey was developed asking candidates about their perceptions of achieving PLOs. Twelve PLOs are assessed, six from the Core Program and six from the MS Authorization Program.	Acceptable Target: 85% of respondents will report Agree or Strongly Agree on the survey ( ).	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ( ).	Findings for Exit Survey	Exceeded	Exceeded	X	X	X	X	X
			Establish and maintain educational environments that are based upon positive behavior support processes at the individual and school-wide levels.	SPD646 signature assignment - Developing a Behavior Intervention Plan Paper	Direct - Student Artifact	SPD646 Positive Behavior Support, Communication, and Social Skills Instruction for Students with MS Signature Assignment Developing a Behavior Intervention Plan Paper	85% of candidates will score in the ideal range overall on the rubric.	90% of candidates will score in the ideal range overall on the rubric.	Findings for SPD646 signature assignment - Developing a Behavior Intervention Plan Paper	Exceeded	Exceeded	X	X	X	X	X
		Outcome 5	Analyze the movement, mobility, sensory and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.	Clinical Practice Assessment MS questions 29-41 (Domain E)	Direct - Other	CREATING & MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENTS LEARNING has 13 items of clinical practice, with a range of 0-4 point per item. TPEs 10 & 11 are addressed.	85% of candidates will score 44/252 points or better on the acceptable target range.	90% of candidates will score 44/252 points or better on the ideal target range.	Findings for Clinical Practice Assessment MS questions 29-41 (Domain E)	Not Met	Approaching	X	X	X	X	X

Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential MS	Establish and maintain educational environments that are based upon positive behavior support processes at the individual and school-wide levels.	SPD646 signature assignment - Developing a Behavior Intervention Plan Paper	Direct - Student Artifact	SPD646 Positive Behavior Support, Communication, and Social Skills Instruction for Students with MS Signature Assignment Developing a Behavior Intervention Plan Paper	85% of candidates will score in the ideal range overall on the rubric.	90% of candidates will score in the ideal range overall on the rubric.	Findings for SPD646 signature assignment - Developing a Behavior Intervention Plan Paper	Exceeded	Exceeded	X <th>X <th>X <th>X <th>X <th>X </th></th></th></th></th>	X <th>X <th>X <th>X <th>X </th></th></th></th>	X <th>X <th>X <th>X </th></th></th>	X <th>X <th>X </th></th>	X <th>X </th>	X
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Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 5	Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	ECE 430 Case Study Signature Assignment	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses.	80% of candidates will score 85% or better	90% of candidates will score 85% or better	Findings for ECE 430 Case Study Signature Assignment	Exceeded	Approaching	X	X	X					
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 6	Demonstrate ethical, legal, and professional standards in early childhood practice.	ECE 464 Case Study	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses.	80% of candidates will score 85% or better	90% of candidates will score 85% or better	Findings for ECE 464 Case Study	Exceeded	Approaching	X	X		X				
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 6	Demonstrate ethical, legal, and professional standards in early childhood practice.	Student Satisfaction Survey	Indirect - Survey	Survey to be developed, administered and analyzed by the Office of Educational Effectiveness at the end of TED 530 B.	Acceptable target: 80% of candidates will express overall satisfaction with the program.	Ideal target: 90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey			X	X		X				
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 9	Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.	Employer Survey	Indirect - Survey	Survey will be developed and analyzed by Office of Educational Effectiveness.			Findings for Employer Survey			X	X	X		X			
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 9	Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 530 A/B	Direct - Other	Supervisor's Assessment of Lesson Planning, March 2014 - February 2015	80% will achieve a passing rate on the Lesson Plan.		Findings for TED 530 A/B			X	X	X		X			
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 9	Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 531 A/B	Direct - Exam	Candidate score on TPA Tasks 3 and 4 will be 3.0 and greater	100% pass rate		Findings for TED 531 A/B			X	X	X		X			
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 14	Utilize different teaching strategies to accomplish the teaching and learning goals.	Employer Survey	Indirect - Survey	Employer survey to be developed, administered and analyzed by the Office of Educational Effectiveness.			Findings for Employer Survey			X	X	X		X	X	X	
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 14	Utilize different teaching strategies to accomplish the teaching and learning goals.	TED 430 Lesson Plan for Scaffolding Instruction	Direct - Student Artifact	Candidate performance on Standards Based Lesson Plan for Scaffolding Instruction			Findings for TED 430 Lesson Plan for Scaffolding Instruction			X	X	X		X	X	X	
Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (C.A.)	Outcome 14	Utilize different teaching strategies to accomplish the teaching and learning goals.	TPA 1 - 4	Direct - Exam	Candidate performance on TPA's 1 - 4, 100% pass rate.			Findings for TPA 1 - 4			X	X	X		X	X	X	
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	ECE 330 Field Experience Observation #2	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on the assignment.	90% of candidates will score 85% or better on the assignment.	Findings for ECE 330 Field Experience Observation #2	Exceeded	Exceeded	X					X		
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	ECE 480 Disposition Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better.	90% of candidates will score 85% or better.	Findings for ECE 480 Disposition Assignment	Met	Approaching	X					X		
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	Student Satisfaction Survey	Indirect - Survey	Survey administered by ORA to students enrolled in ECE 480.	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded	X					X		
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 2	Develop oral, written and technological skills for communicating with families and very young children.	ECE 420 Newsletter	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on the assignment.	90% of candidates will score 85% or better on the assignment.	Findings for ECE 420 Newsletter	Exceeded	Approaching		X						
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 2	Develop oral, written and technological skills for communicating with families and very young children.	ECE 440 Assignment Use, Analysis and Application Project	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 440 Assignment Use, Analysis and Application Project				X						
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 2	Develop oral, written and technological skills for communicating with families and very young children.	Student Satisfaction Survey	Indirect - Survey	Survey administered by ORA to students enrolled in ECE 480	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Approaching		X						
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 3	Create environments that are healthy, respectful, supportive, and challenging for young children.	ECE 443 Learning Center Paper	Direct - Student Artifact	(1) Select or create a unit of study of your choice for a Learning Center, consisting of 4 lesson plans, List 4 Student Learning Outcomes for the unit. Write a paper (A) describing how this unit is developmentally appropriate (DAP) for your selected grade level, (B) describe how all children can participate independently as they are capable in the Learning Center activities, (C) discuss what strategies to be used to guide the collaborative learning of a child with and a child without a disability in participating in center activities, and (D) describing how you will evaluate the effectiveness of this learning center in meeting the 6 Course Learning Outcomes for this course. This paper will be in APA format. (2) Create an activity grid for your center using the 8 Multiple Intelligences - state at least one activity for each intelligence. (3) Under each activity on the above grid, list a modification or adaptation for children with the following special needs: Specific Learning Disability (SLD), Autism (mild), and Visual Impairment(s). Include an example of an IEP goal for each of the 3 disabilities that could be met in one of the activities. EX: (Autism) Peter will initiate a conversation with a peer.... Place this IEP goal under the appropriate activity. (4) Under each activity on the same grid list at least one modification and/or support for a child who is an English Language Learner	80% of candidates will score 85% or better on the assignment.	90% of candidates will score 85% or better on the assignment.	Findings for ECE 443 Learning Center Paper	Exceeded	Approaching	X		X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 3	Create environments that are healthy, respectful, supportive, and challenging for young children.	ECE 445 Developmentally Appropriate Classroom Assignment	Direct - Student Artifact	This course provides an overview of the many different challenging behaviors present in the classroom and effective strategies for meeting these challenges. Teaching strategies related to challenging behaviors will be viewed from the perspective of early childhood development within a social and cultural context. Course topics and content will include a review of learning and developmental theories, as well as a look at the roles both curriculum and teacher beliefs can play in contributing to and preventing challenging behavior in the classroom. Effective strategies, including but not limited to the use of guidance principles that support active learning, differentiated instructional practices that support diverse learning needs, including Specifically Designed Academic Instruction in English (SDAIE), and ways to include the child's community, will be covered. A field work component is included in the coursework.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 445 Developmentally Appropriate Classroom Assignment	Exceeded		X		X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 3	Create environments that are healthy, respectful, supportive, and challenging for young children.	Student Satisfaction Survey	Indirect - Survey	Survey administered by ORA to students enrolled in ECE 480	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Approaching	X		X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 4	Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.	ECE 410 Observation	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 410 Observation				X	X					
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 4	Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.	ECE 415 Unit Plan	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 415 Unit Plan	Exceeded	Approaching		X	X					
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 4	Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.	Student Satisfaction Survey	Indirect - Survey	Survey administered by ORA to students enrolled in ECE 480	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Approaching		X	X					
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 5	Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	ECE 415 Unit Plan	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 415 Unit Plan	Exceeded	Approaching		X	X					
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 5	Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	ECE 430 Case Study Signature Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 430 Case Study Signature Assignment	Exceeded	Approaching		X	X					

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Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 5	Implement a curriculum that promotes developmental and learning outcomes for diverse young children.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded				X	X			
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 6	Demonstrate ethical, legal, and professional standards in early childhood practice.	ECE 450 Deposition Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 450 Deposition Assignment	Met	Approaching						X		
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 6	Demonstrate ethical, legal, and professional standards in early childhood practice.	ECE 464 Case Study	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 464 Case Study	Exceeded	Approaching						X		
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 6	Demonstrate ethical, legal, and professional standards in early childhood practice.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded						X		
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 7	Create positive relationships and supportive interactions with young children.	ECE 430 Case Study Signature Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 430 Case Study Signature Assignment	Exceeded	Approaching		X		X				X
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 7	Create positive relationships and supportive interactions with young children.	ECE 450 Field Experience Goal Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candidates will score 85% or better on assignment.	90% of candidates will score 85% or better on assignment.	Findings for ECE 450 Field Experience Goal Assignment	Exceeded	Exceeded		X		X				X
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 7	Create positive relationships and supportive interactions with young children.	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the program.	90% of candidates will express overall satisfaction with the program.	Findings for Student Satisfaction Survey	Exceeded	Exceeded		X		X				X
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	1 demonstrate an understanding	demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information	Annotated Bibliography	Direct - Student Artifact	In BIS 301 Intro to Interdisciplinary Studies, candidates will create and submit an annotated bibliography centered around the interdisciplinary project. This assignment has a rubric.	80% of students earn 85% or better on each assignment	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Annotated Bibliography			X		X	X				
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	1 demonstrate an understanding	demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information	Knowledge Research Paper	Direct - Student Artifact	In BIS 499 Interdisciplinary Studies, candidates will conduct research and write a knowledge research paper. A rubric is associated with this assignment.	80% of students earn 85% or better on each assignment	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Knowledge Research Paper	Met	Exceeded	X		X	X				
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	1 demonstrate an understanding	demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information	Program Exit Survey	Indirect - Survey	After candidates have completed student teaching, OIRA will send out the Program Exit Survey to all candidates.	For this PLO—Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students met: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey			X		X	X				
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	2 explain the integration of knowledge	explain the integration of knowledge in a global context and engage in collaborative research across disciplines	Final Paper	Direct - Student Artifact	In BIS 499 Interdisciplinary Studies, candidates will write a final paper.	80% of students earn 85% or better on the assignment.	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Final Paper	Exceeded	Exceeded		X						X
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	2 explain the integration of knowledge	explain the integration of knowledge in a global context and engage in collaborative research across disciplines	Powerpoint Presentation	Direct - Student Artifact	During BIS 401 Practice in Interdisciplinary Studies, candidates will create and submit a powerpoint presentation. There is a rubric for this assignment.	80% of students earn 85% or better on the assignment.	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Powerpoint Presentation	Met	Exceeded		X						X
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	2 explain the integration of knowledge	explain the integration of knowledge in a global context and engage in collaborative research across disciplines	Program Exit Survey	Indirect - Survey	After candidates have completed student teaching, OIRA will send out the Program Exit Survey to all candidates.	For this PLO—Two Likert scale questions w/ 80% of students met: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students met: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey				X						X
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	3 identify and appreciate the cultural perspectives	identify and appreciate the cultural perspectives of world views	Final Paper	Direct - Student Artifact	During BIS 499 Interdisciplinary Studies, candidates will write a final paper.	80% of students earn 85% or better on each assignment	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Final Paper	Met	Exceeded						X		
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	3 identify and appreciate the cultural perspectives	identify and appreciate the cultural perspectives of world views	Paper on Global Perspectives	Direct - Student Artifact	During SOC 350 Cultural Diversity, candidates will write a paper on global perspectives.	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Paper on Global Perspectives								X		
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	3 identify and appreciate the cultural perspectives	identify and appreciate the cultural perspectives of world views	Program Exit Survey	Indirect - Survey	After candidates have completed student teaching, candidates will complete the program exit survey sent out by OIRA.	For this PLO—Two Likert scale questions w/ 80% of students met: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO—Two Likert scale questions w/ Likert scale questions: 90% of students met: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey								X		
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	4 use information communications technology	use information communications technology for knowledge sharing and the interdisciplinary approach	Final Paper	Direct - Student Artifact	During COM 380 Democracy in and Info Age, candidates write a final paper.	80% of students earn 85% or better on the assignment.	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Final Paper								X		
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	4 use information communications technology	use information communications technology for knowledge sharing and the interdisciplinary approach	Multimedia Power point	Direct - Student Artifact	In BIS 499 Interdisciplinary Studies, candidates will create a multimedia power point that focuses on two or more disciplines and using more than one technological approach.	80% of students will score 85% or better on total 'paper' rubric points.	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Multimedia Power point	Met	Exceeded						X		







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Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 1	Demonstrate familiarity with major British and American writers and their works.	LIT 311 and LIT 312	Direct - Exam	<ul style="list-style-type: none"> <li>LIT 311 British Literature I</li> <li>LIT 312 British Literature II</li> </ul>	70% of students will score 80% or better on the final exams.	80% of students will score 90% or better on the final exams.	Findings for LIT 311 and LIT 312											X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 1	Demonstrate familiarity with major British and American writers and their works.	LIT 321 and LIT 322	Direct - Exam	<ul style="list-style-type: none"> <li>LIT 321 American Literature I</li> <li>LIT 322 American Literature II</li> </ul>	70% of students will score 80% or better on the final exams.	80% of students will score 90% or better on the final exams.	Findings for LIT 321 and LIT 322												X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 1	Demonstrate familiarity with major British and American writers and their works.	Program Exit Survey for PLO 1	Indirect - Survey	<p>This survey will be completed prior to the students program exit.</p> <p>For PLO 1, the survey is composed two question areas: Likert and recommendation.</p> <p>There are two Likert scale questions/per PLO:</p> <p>1) Student Satisfaction</p> <p>2) Confidence in the application of knowledge, skills, and abilities.</p> <p>There are two recommendation questions/per PLO:</p> <p>1) Would you recommend this program to a friend?</p> <p>2) Why? or Why not?</p>	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'.	Findings for Program Exit Survey for PLO 1												X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 2	Demonstrate knowledge of the major periods and movements of British and American literary history	LIT 311 and LIT 312	Direct - Other	<ul style="list-style-type: none"> <li>LIT 311 British Literature I</li> <li>LIT 312 British Literature II</li> </ul> <p>For each course, the final paper will be used as the Signature Assignment.</p>	70% of students will score 80% or better on total rubric points.	80% of students will score 90% or better on total rubric points.	Findings for LIT 311 and LIT 312												X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 2	Demonstrate knowledge of the major periods and movements of British and American literary history	LIT 321 and LIT 322	Direct - Exam	<ul style="list-style-type: none"> <li>LIT 321 American Literature I</li> <li>LIT 322 American Literature II</li> </ul> <p>The final papers in both classes will be used as the Signature Assignments.</p>	70% of students will score 80% or better on total rubric points.	80% of students will score 90% or better on total rubric points.	Findings for LIT 321 and LIT 322												X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 2	Demonstrate knowledge of the major periods and movements of British and American literary history	Program Exit Survey for PLO 2	Indirect - Survey	<p>This survey will be completed prior to the students program exit.</p> <p>For PLO 2, the survey is composed two question areas: Likert and Recommendation.</p> <p>For this PLO, the two Likert scale questions:</p> <p>1) Student Satisfaction</p> <p>2) Confidence in the application of knowledge, skills, and abilities.</p> <p>There are two recommendation questions/per PLO:</p> <p>1) Would you recommend this program to a friend?</p> <p>2) Why? or Why not?</p>	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'.	Findings for Program Exit Survey for PLO 2											X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 3	Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of the literary tradition and literary history.	LIT 463: 20th Century World Literature	Direct - Other	<p>Students will address 20th century literary works from diverse cultures and literary traditions. The assigned readings in this course will be outside the North American literary tradition. The major paper will be used as the Signature Assignment.</p>	70% of students will score 80% or better of total 'paper' rubric points.	80% of students will score 90% or better of total 'paper' rubric points.	Findings for LIT 463: 20th Century World Literature												X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 3	Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of the literary tradition and literary history.	LIT 498 English Capstone Course	Direct - Other	<p>This course is the culmination of the English B. A. program. Students will bring skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. The final project will be used as the Signature Assignment.</p>	70% of students will score 80% or better of total 'paper' rubric points.	80% of students will score 90% or better of total 'paper' rubric points.	Findings for LIT 498 English Capstone Course												X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 3	Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of the literary tradition and literary history.	Program Exit Survey for PLO 3	Indirect - Survey	<p>This survey will be completed prior to the students program exit.</p> <p>For PLO 3, the survey is composed two question areas: Likert and Recommendation.</p> <p>For this PLO, the two Likert scale questions:</p> <p>1) Student Satisfaction</p> <p>2) Confidence in the application of knowledge, skills, and abilities.</p> <p>There are two recommendation questions/per PLO:</p> <p>1) Would you recommend this program to a friend?</p> <p>2) Why? or Why not?</p>	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'.	Findings for Program Exit Survey for PLO 3											X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 4	Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts	LIT 338 Shakespeare	Direct - Other	<p>Students will examine the major works of William Shakespeare. The final paper will be used as the Signature Assignment.</p>	70% of students will score 80% or better of total 'paper' rubric points.	80% of students will score 90% or better of total 'paper' rubric points.	Findings for LIT 338 Shakespeare																	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 4	Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts	LIT 463: 20th Century World Literature	Direct - Other	<p>Students will address 20th century literary works from diverse cultures and literary traditions. The assigned readings in this course will be outside the North American literary tradition. The major paper will be used as the Signature Assignment.</p>	70% of students will score 80% or better of total 'paper' rubric points.	80% of students will score 90% or better of total 'paper' rubric points.	Findings for LIT 463: 20th Century World Literature																	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 4	Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts	Program Exit Survey for PLO 4	Indirect - Survey	<p>This survey will be completed prior to the students program exit.</p> <p>For PLO 4, the survey is composed two question areas: Likert and Recommendation.</p> <p>For this PLO, the two Likert scale questions:</p> <p>1) Student Satisfaction</p> <p>2) Confidence in the application of knowledge, skills, and abilities.</p> <p>There are two recommendation questions/per PLO:</p> <p>1) Would you recommend this program to a friend?</p> <p>2) Why? or Why not?</p>	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'.	Findings for Program Exit Survey for PLO 4																	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 5	Demonstrate the ability to analyze and interpret works of literature in the context of genre conventions.	LIT 498 English Capstone Course	Direct - Other	<p>This course is designed as the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. The final project will be used as the Signature Assignment.</p>	70% of students will score 80% or better on total rubric points.	80% of students will score 90% or better on total rubric points.	Findings for LIT 498 English Capstone Course												X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 5	Demonstrate the ability to analyze and interpret works of literature in the context of genre conventions.	LIT 360 Literary Theory	Direct - Other	<p>Students will survey major classical and contemporary arguments about the nature of literature, literary expression, and literary experience. The final paper will be used as the Signature Assignment.</p>	70% of students will score 80% or better on total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 360 Literary Theory												X	X	X	X	X	X

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Department of Teacher Education	Program	Outcome	Assessment Method	Assessment Instrument	Assessment Description	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results	Assessment Results						
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 5	Demonstrate the ability to analyze and interpret works of literature in the context of genre conventions.	Program Exit Survey for PLO 5	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 5, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	Findings for PLO 5									X	X	X	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 6	Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.	LIT 360 Literary Theory	Direct - Other	Students will survey the major classical and contemporary arguments about the nature of literature, literary expression and literary experience. The final paper will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 360 Literary Theory										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 6	Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.	LIT 498 English Capstone Course	Direct - Other	This course is the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. The final project will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 498 English Capstone Course										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 6	Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.	Program Exit Survey for PLO 6	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 6, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 6										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 7	Demonstrate understanding of major critical approaches to the interpretation of literature.	LIT 360 Literary Theory	Direct - Other	Students will survey of major classical and contemporary arguments about the nature of literature, literary expression and literary experience. The final paper will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 360 Literary Theory										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 7	Demonstrate understanding of major critical approaches to the interpretation of literature.	LIT 498 English Capstone Course	Direct - Other	This course is the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. The final project will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 498 English Capstone Course										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 7	Demonstrate understanding of major critical approaches to the interpretation of literature.	Program Exit Survey for PLO 7	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 7, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 7										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 8	Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.	ENG 365-Creative Writing	Direct - Other	This advanced course explores sophisticated writing genres and surveys techniques in writing one or more genres, at the discretion of the instructor: short fiction, drama, poetry and screen writing. The final project will be used for the Signature Assignment.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for ENG 365-Creative Writing										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 8	Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.	LIT 498 English Capstone Course	Direct - Other	This course is the culmination of the English B. A. program. Students use the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 498 English Capstone Course										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 8	Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.	Program Exit Survey for PLO 8	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 8, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 8										X	X	X	X	X	X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 9	Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.	Program Exit Survey for PLO 9	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 9, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) Satisfied or "Very Satisfied" 2) "Confident" or "Very Confident". For the 'Recommendation' questions: 80% of students will answer: 1) "Yes" 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 9										X					
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 9	Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.	TED 420: Diversity in Schooling	Direct - Other	Provides teacher candidates with background knowledge on how to ensure parity of treatment of students who differ in race, class, exceptionalty, ethnicity, culture, gender, and religion. Teacher candidates complete five hours observing and assisting K12 teachers in diverse classrooms. The final paper will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 420: Diversity in Schooling	Exceeded	Exceeded								X					

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Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 9	Demonstrate application of educational technology to meet the needs of all learners including those with special needs. Significantly and culturally diverse students.	TED 430: Special Needs Students	Direct - Other	The course provides instructional strategies and methodologies for adapting content, assessment, and pedagogy, ensuring every student with exceptional learning needs is taught under optimal conditions for learning. The technology project will be used for the Signature Assignment.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for TED 430: Special Needs Students	Exceeded	Exceeded	X				X		
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 10	Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.	Program Exit Survey for PLO 10	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 10, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 10							X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 10	Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.	TED 310: Development and Learning	Direct - Other	This course focuses on the cognitive, social, and emotional development of children from theoretical and practical perspectives. Candidates explore various learning theories and practices as well as their relationships to student learning and motivation. The final paper will be used as the Signature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 310: Development and Learning	Met	Approaching					X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 10	Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.	TED 430: Special Needs Students	Direct - Other	The course provides instructional strategies and methodologies for adapting content, assessment, and pedagogy, ensuring every student with exceptional learning needs is taught under optimal conditions for learning. The teacher interview essay will be used for the Signature Assignment.	70% of students will score 80% or better total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for TED 430: Special Needs Students	Exceeded	Exceeded					X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 11	Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.	Program Exit Survey for PLO 11	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 11, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 11			X	X			X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 11	Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.	TED 440: Leadership and Assessment	Direct - Other	This course provides teacher candidates with classroom leadership strategies to create a classroom environment that is conducive to teaching and learning. Teacher candidates will also learn how to determine students' abilities through formative and summative assessments and to use this information to provide appropriate instructional strategies to enhance student learning. The 'managing classrooms paper' will be used as the Signature Assignment.	70% of students will score 80% or better total 'essay' rubric points.	80% of students will score 90% or better on total 'essay' rubric points.	Findings for TED 440: Leadership and Assessment	Exceeded	Exceeded	X	X			X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 11	Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.	TED 465 B: Student Teaching II	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Final Student Teaching Assessment form to evaluate candidate's teaching performance at formative and summative periods. The data from relevant items on the assessment forms will be used for PLO 11.	90% of students receive scores representing the two highest categories on the Final Student Teaching Assessment form.	95% of students receive scores representing the two highest categories on the Final Student Teaching Assessment form.	Findings for TED 465 B: Student Teaching II	Met	Approaching	X	X			X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 12	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	Program Exit Survey for PLO 12	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 12, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 12					X				X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 12	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	TED 440: Leadership and Assessment	Direct - Other	This course provides teacher candidates with classroom leadership strategies to create a classroom environment that is conducive to teaching and learning. Teacher candidates will also learn how to determine students' abilities through formative and summative assessments and to use this information to provide appropriate instructional strategies to enhance student learning. The 'Evaluating Differentiated Instruction Essay' will be used as the Signature Assignment.	70% of students will score 80% or better total 'essay' rubric points.	80% of students will score 90% or better on total 'essay' rubric points.	Findings for TED 440: Leadership and Assessment	Exceeded	Exceeded					X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 12	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.	TED 465 B: Student Teaching II	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performance at formative and summative periods. The assessment form data relevant to PLO 12 will be used.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 B: Student Teaching II	Met	Approaching			X				X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 13	Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	Program Exit Survey for PLO 13	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 13, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 13					X	X	X		X

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Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 13	Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 310: Development and Learning	Direct - Other	This course focuses on the cognitive, social, and emotional development of children from theoretical and practical perspectives. Candidates explore various learning theories and practices as well as their relationships to student learning and motivation. The Lesson Plan: Standards-Based Scaffolding Instruction will be used as the Signature Assignment.	70% of students will score 80% or better on total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 310: Development and Learning	Met	Approaching				X	X	X			X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 13	Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	TED 465 A: Student Teaching I	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods. The assessment form data relevant to the PLO 13 will be used.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 A: Student Teaching I	Met	Approaching				X	X	X			X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 14	Demonstrate professional standards and ethics.	Program Exit Survey for PLO 14	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 14, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 14								X	X			
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 14	Demonstrate professional standards and ethics.	TED 300: Fundamentals of Education	Direct - Other	In this course, teacher candidates examines the role and nature of schools in the United States through an exploration of a range of cultural, philosophical, historical, legal, political, and ethical perspectives. The 'teacher interview essay' will be used as the Signature Assignment.	70% of students will score 80% or better on total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 300: Fundamentals of Education	Met	Approaching							X	X		
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 14	Demonstrate professional standards and ethics.	TED 465 C: Student Teaching III	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their student teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and summative periods. The assessment form data relevant to PLO 14 will be used.	90% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	95% of students receive scores representing the two highest categories on the Clinical Practice Assessment form.	Findings for TED 465 C: Student Teaching III	Met	Approaching							X	X		
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 15	Utilize different teaching strategies to accomplish the teaching and learning goals	Program Exit Survey for PLO 15	Indirect - Survey	This survey will be completed prior to the students program exit. For PLO 15, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For the Likert Scale Questions: 80% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) 'Yes' 2) Provided answers to Why? or Why Not? questions.	Findings for Program Exit Survey for PLO 15									X	X		
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 15	Utilize different teaching strategies to accomplish the teaching and learning goals	TED 450: Methods of Teaching English	Direct - Other	This course prepares prospective English language arts teachers to be accomplished teachers in present day diverse middle or secondary school classrooms. Prospective teachers demonstrate knowledge, skills, and abilities associated with the major teaching methods used across the English language arts curriculum. The 'ELA Lesson Plan' will be used for the Signature Assignment.	80% of students earn 85% or better points on the 'lesson plan' rubric.	90% of students earn 85% or better points on the 'lesson plan' rubric.	Findings for TED 450: Methods of Teaching English	Exceeded	Exceeded							X	X		
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 1	Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations	MTH 418: Statistical Analysis	Direct - Exam	Students examine statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Students complete fundamental analysis of variance, various distributions and methods of regression, analysis and scaling. The Signature Assignment is the major exam.	70% of students will score 80% or better on the final exam for MTH 418.	80% of students will score 90% or better on the final exam for MTH 418.	Findings for MTH 418: Statistical Analysis						X				X		X
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 1	Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations	MTH 460: Problem Solving Strategies	Direct - Exam	Students foster an understanding that mathematics is a science of identifying, solving problems and generalizing. Students learn the main approaches to solving standard and challenge math problems.	70% of students will score 80% or better on the final exam for MTH460.	80% of students will score 90% or better on the final exam for MTH460.	Findings for MTH 460: Problem Solving Strategies						X				X		X
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 1	Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations	PLO 1: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 1, the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For PLO 1: Using the Likert scale, 30% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 1: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident 90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 1: Program Exit Survey						X				X		X
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 2	Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	MTH 417: Foundations of Geometry	Direct - Exam	Students learn the fundamental ideas and processes common to Euclidean and Non-Euclidean Geometries: projective, affine and metric geometry. Also, they examine the interplay between inductive and deductive reasoning and formal and informal proof. They will address uses in science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design). The Signature Assignment is the major exam.	70% of students will score 80% or better on exam #1 for MTH 417.	80% of students will score 90% or better on exam #1 for MTH 417.	Findings for MTH 417: Foundations of Geometry						X	X			X		
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 2	Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	MTH 418: Statistical Analysis	Direct - Exam	Students examine statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Students complete fundamental analysis of variance, various distributions and methods of regression, analysis and scaling. The Signature Assignment is the major exam.	70% of students will score 80% or better on the final exam for MTH 418.	80% of students will score 90% or better on the final exam for MTH 418.	Findings for MTH 418: Statistical Analysis						X	X			X		

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Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 2	Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	PLO 2: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit.  For PLO 2, the survey is composed two question areas: Likert and recommendation.  There are two Likert scale questions per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities.  There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For PLO 2: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 2: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 2: Program Exit Survey		X	X		X			
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 3	Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics	MTH 410: Technology in Math Education	Direct - Exam	Students receive an overview of the computer-based technology in the mathematics classroom. The students evaluate graphing calculators and computer software such as Maple, Scientific Workplace, Geometer's Sketchpad, MathTab, SPSS, and others to determine their value in illuminating mathematical concepts in the K12 curriculum. The final exam will be the Signature Assignment.	70% of students will score 80% or better on the final exam for MTH 410.	80% of students will score 90% or better on the final exam for MTH 410.	Findings for MTH 410: Technology in Math Education		X		X			X	
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 3	Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics	MTH 410: Technology in Math Education	Direct - Other	Students receive an overview of the computer-based technology in the mathematics classroom. The students evaluate graphing calculators and computer software such as Maple, Scientific Workplace, Geometer's Sketchpad, MathTab, SPSS, and others to determine their value in illuminating mathematical concepts in the K12 curriculum. The 'project' will be used as the Signature Assignment.	70% of students will score 80% or better on total 'Project' rubric points.	80% of students will score 90% or better on total 'Project' rubric points.	Findings for MTH 410: Technology in Math Education		X		X			X	
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 3	Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics	PLO 3: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit.  For PLO 3, the survey is composed two question areas: Likert and recommendation.  There are two Likert scale questions per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities.  There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For PLO 3: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 3: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 3: Program Exit Survey		X		X			X	
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 4	Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	MTH 416: Algebraic Structures	Direct - Exam	Students examine groups, rings, and fields, as well as applications of these systems. Students learn equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. They also, examine error correcting codes and issues of cryptography. Exam #1 will be used for the Signature Assignment.	70% of students will score 80% or better total on MTH 416 exam #1.	80% of students will score 90% or better total on MTH 416 exam #1.	Findings for MTH 416: Algebraic Structures				X				X
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 4	Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	MTH 416: Algebraic Structures	Direct - Exam	Students examine groups, rings, and fields, as well as applications of these systems. Students learn equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. They also, examine error correcting codes and issues of cryptography. Exam #2 will be used for the Signature Assignment.	70% of students will score 80% or better total on MTH 416 exam #2.	80% of students will score 90% or better total on MTH 416 exam #2.	Findings for MTH 416: Algebraic Structures				X				X
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 4	Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	PLO 4: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit.  For PLO 4, the survey is composed two question areas: Likert and recommendation.  There are two Likert scale questions per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities.  There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For PLO 4: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 4: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 4: Program Exit Survey				X			X	
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 5	Develop fundamental knowledge in geometry.	MTH 311: Topics from Geometry	Direct - Exam	Students survey the main concepts of Euclidean geometry with the emphasis on the axiomatic approach, constructions, logic of proof, and some ideas from non-Euclidean geometry including historical aspects. Additionally, they study the axioms of Euclidean Geometry, inference rule, some basic theorems of Euclidean Geometry, and rigorous proofs. The final exam will be used as the Signature Assignment.	70% of students will score 80% or better on the final exam for MTH 311.	80% of students will score 90% or better on the final exam for MTH 311.	Findings for MTH 311: Topics from Geometry				X				
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 5	Develop fundamental knowledge in geometry.	MTH 417: Foundations of Geometry	Direct - Exam	Students learn the fundamental ideas and processes common to Euclidean and Non-Euclidean Geometries: perspective, affine and metric geometry. Also, they examine the interplay between inductive and deductive reasoning and formal and informal proof. They will address uses in science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design). The Signature Assignment.	70% of students will score 80% or better on the final exam for MTH 417.	80% of students will score 90% or better on the final exam for MTH 417.	Findings for MTH 417: Foundations of Geometry				X				
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 5	Develop fundamental knowledge in geometry.	PLO 5: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program exit.  For PLO 5, the survey is composed two question areas: Likert and recommendation.  There are two Likert scale questions per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and abilities.  There are two recommendation questions per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	For PLO 5: Using the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  80% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	For PLO 5: Using the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  90% of the students will recommend the program to a friend AND provide reasons (why or why not) for their responses.	Findings for PLO 5: Program Exit Survey				X				
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 6	Model real world problems with a variety of algebraic and transcendental functions	MTH 221: Calculus I	Direct - Exam	Students examine differentiation and integration concepts of the natural logarithm, exponential and inverse trigonometric functions and applications to volumes of revolution, work and arc length. Covers improper integrals and highlights ideas and contributions of Newton, Huygens and Leibniz.	70% of students will score 80% or better on the final exam for MTH 221.	80% of students will score 90% or better on the final exam for MTH 221.	Findings for MTH 221: Calculus I				X				











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Department of Teacher Education	Graduate Certificate in Teaching Mathematics	Outcome 1	Analyze current principles, state and national standards, trends and issues in teaching Mathematics in grades K-9.	MAT 635 Mathematics curriculum analysis - Signature assignment	Direct - Student Artifact	Search, read, and reflect on one research-based article from NCTM journals (Journal for Research in Mathematics Education) on principles of mathematical curriculum, teaching, learning, assessment, technology, or equity. Write a 5 page essay on the issues and challenges in teaching and learning mathematics in an APA style, excluding the title page, abstract page, and reference page, discussing your subsequent thoughts and the potential impact upon your own teaching and learning of mathematics.	86.2% of students earn 85% or better on this assignment.	86.2% of students earn 90% or better on this assignment.	Findings for MAT 635 Mathematics curriculum analysis - Signature assignment	Met	Approaching	X	X	X	X	X	X	
			Analyze current principles, state and national standards, trends and issues in teaching Mathematics in grades K-9.	MAT 636 Issues and challenges of teaching mathematics in number theory	Direct - Student Artifact	Search and read two research articles (number theory and algebra, one for each) from NCTM journals: Teaching Children Mathematics (elementary level), Mathematics Teaching in Middle School, or Mathematics Teacher (high school level). Write a 4 page essay to succinctly state: 1) summary of the article with challenges of teaching and learning algebra and number theory, 2) discussion the teaching and learning strategy addressed in the article, 3) indication of which Common Core Mathematical Practice Standard (MP) applies to the teaching and learning strategy, and 4) implications for classroom practice. Please follow the APA style.	88.89% of students earn 85% or better on this assignment.	88.89% students earn 90% or better on this assignment.	Findings for MAT 636 Issues and challenges of teaching mathematics in number theory	Met	Approaching	X	X	X	X	X	X	
			Analyze current principles, state and national standards, trends and issues in teaching Mathematics in grades K-9.	Student Exit Survey	Indirect - Survey	Exit survey: employer survey will be analyzed in order to evaluate satisfaction of students and employees with students' skills in solving problems and students' reasoning skills.				Findings for Student Exit Survey			X	X	X	X	X	X
		Outcome 2	Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.	MAT 636 Mathematics lesson design innovation	Direct - Student Artifact	Read Instructional Strategies from CCSSM framework and source materials and use MSA approach to create a lesson in teaching number theory OR algebra that includes a brief description of unit plan based on CCSSM standard(s), CCSSM standard of the lesson, objectives, activity to start the lesson, teaching strategies learning activities aligned with MP standard(s), how you believe that students learned.	98.4% of students earn 85% or better on this assignment.	96.8% of students earn 90% or better on this assignment.	Findings for MAT 636 Mathematics lesson design innovation	Met	Approaching	X		X			X	
			Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.	MAT 637 Assessment of Student learning	Direct - Student Artifact	You are holding a workshop to provide training for a group of teachers (elementary, middle, or high school) on how to teach geometry or measurement. Your assignment is to create a power point (13 slides), include the goals of your workshop, issues of teaching geometry or measurement, demonstration of strategies in teaching geometry or measurement, specific examples of teaching geometry or measurement with content and mathematical practice standards, hands-on activities for trainees, implementation of CCSSM on teaching and learning geometry or measurement, conclusion of the training, and resources of teaching geometry or measurement, possible references.	90.3% of students earn 85% or better on this assignment.	90.3% of students earn 90% or better on this assignment.	Findings for MAT 637 Assessment of Student learning	Met	Approaching	X		X			X	
			Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.	Student Exit Survey	Indirect - Survey	Exit survey: employer survey will be analyzed in order to evaluate satisfaction of students and employees with students' skills in solving problems and students' reasoning skills.				Findings for Student Exit Survey			X		X		X	
		Outcome 3	Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.	MAT 635 California Standards Tests Analysis	Direct - Student Artifact	You are teaching linear function: $y = ax + b$ . Use the Depth of Knowledge (DOK) chart to create questions which you believe are good to assess student mathematics knowledge in each level? Have them think about what product you want your students to have at each level? Use the chart provided.	90.8% of students earn 85% or better on this assignment.	89.2% students earn 90% or better on this assignment.	Findings for MAT 635 California Standards Tests Analysis	Met	Approaching	X	X	X	X	X	X	X
			Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.	MAT 638 Lesson analysis	Direct - Student Artifact	For this assignment, you will observe a school mathematics teacher who is teaching statistics or probability. Determine the extent to which assessment is embedded in instruction based on four claims, detailing the kinds of questions and tasks used during instruction. Additionally, interview the teacher on his/her beliefs regarding assessment. In this assignment you will need to complete form (using the form under doc sharing - Teaching Observation).	94.4% of students earn 85% or better on this assignment.	94.4% of students earn 90% or better on this assignment.	Findings for MAT 638 Lesson analysis	Met	Approaching	X	X	X	X	X	X	X
			Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.	Student Exit Survey	Indirect - Survey	Exit survey: employer survey will be analyzed in order to evaluate satisfaction of students and employees with students' skills in solving problems and students' reasoning skills.				Findings for Student Exit Survey			X	X	X	X	X	X
Department of Teacher Education	Graduate Certificate in US Education in a Global Context	Outcome 1	Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.	Application Survey: TPE DOMAIN 1	Indirect - Survey	The Application Survey: TPE DOMAIN 1 constitutes an indirect measure where candidates and graduates will use a 4-Point Rubric to assess their confidence in applying the TPE competencies in a K12 classroom. Scores will be recorded into Blackboard in the following designated courses: ITEL 600, 518, 528, 551B, 651B. Survey Data will be compiled and analyzed in order to better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.	Acceptable Target: Not satisfied: 25% & below Somewhat Satisfied: 26 - 49% Satisfied: 50-79% Very Satisfied: 80-100%	Ideal Target: Ideal Target: 100% Not Satisfied: 15% Somewhat Satisfied: 16% - 38% Satisfied: 39% - 69% Very Satisfied: 70% - 100%	Findings for Application Survey - TPE DOMAIN 1			X	X	X	X			
			Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.	CaITPA 2.0 Cycle 1	Direct - Other	Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a one-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.  The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentials Office.	Acceptable Target: Not Met: 79% & below Met: 80-89% Exceeded: 90-100%	Ideal Target: Moving Away: 89% & below Approaching: 90-95% Exceeded: 96% - 100%	Findings for CaITPA 2.0 Cycle 1			X	X	X	X	X		
			Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.	CaITPA 2.0 Cycle 2	Direct - Other	Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a multiple-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.  The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentials Office.	Acceptable Target: Not Met: 79% & below Met: 80-89% Exceeded: 90-100%	Ideal Target: Moving Away: 89% & below Approaching: 90-95% Exceeded: 96% - 100%	Findings for CaITPA 2.0 Cycle 2			X	X	X	X	X		
			Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	The Foundations Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 1. Integrate knowledge and abilities in engaging and supporting all PK-12 learners, including those with diverse learning needs. For PLO 1 (TPE DOMAIN 1), there are four Signature Assignments as follows:  ITL 600 Inspired Teacher Collaborative Sig. Assignment ITL 602 Infographic on Teacher-Child's Sig. Assignment ITL 604 Assessing Proficiency Levels for English Language Learners (ELLs) Sig. Assignment ITL 608 Learning Map Design Sig. Assignment  These Foundation Courses are composed of Multiple and Single subject candidates. The assignments use four performance level rubrics across all courses (Level 1: Does not meet/Level 2: Marginally Meets/Level 3: Meets and Level 4: Exceeds). The percentage of earned points constitutes the unit of analysis.	Acceptable Target: For these Signature Assignments (2X) students scoring 90% or more of possible points)  Approaching 74.9% & below students Met 75-84.9% Students Exceeding 85% & above students	Ideal Target: For these Signature Assignments (2X) students who scored 90% or more of possible points)  Moving Away 85-87.9% students Met 88-89.9% students Exceeding 90-100% students	Findings for ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Exceeded		X	X	X	X	X		

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Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.	ITL METHODS COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	<p>The Methods courses Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 1. Integrate knowledge and abilities in engaging and supporting all PK12 learners, including those with diverse learning needs for MULTIPLE AND SINGLE SUBJECT credentials.</p> <p>For PLO 1 (TPE DOMAIN 1), there are five Signature Assignments as follows:</p> <p>MULTIPLE SUBJECT METHODS</p> <p>ITL 512 Learning Map 2: Teaching Sig Assignm ITL 514 Ied Assessment, Analysis and Planning Prg Sig Assignm ITL 516 Project-Based Learning Map Sig Assignm ITL 518 STEM Project-Based Learning Map Sig Assignm ITL 530 Classroom Management Project Sig Assignm</p> <p>These Methods Courses are composed of Multiple subject candidates ONLY.</p> <p>SINGLE SUBJECT METHODS</p> <p>ITL 520 Learning Map: Planning Sig Assignm ITL 522 Discipline-Based Unit of Study: Teaching Sig Assignm ITL 526 Practice Teaching: Pre-Assessment Sig Assignm ITL 528 4A Field Experience Sig Assignm</p>	<p>Acceptable Target: For these Signature Assignments: (N% students scoring 90% or more of possible points)</p> <p>Approaching 74.9% &amp; below students Met 75.44.9% Students Exceeding 85% &amp; above students</p>	<p>Ideal Target: For these Signature Assignments: (N% students who scored 90% or more of possible points)</p> <p>Moving Away 85- 87.9% students Met 88-89.9% students Exceeding 90-100% students</p>	Findings for ITL METHODS COURSES SIGNATURE ASSIGNMENTS		X	X	X			X
Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.	Teaching Performance Assessment and Evaluation	Direct - Other	<p>Details-Description: This form assesses and evaluates student teachers (ITL 550A/550B) and interns' (ITL 650A/650B) teaching performances during their clinical practice. The form is organized around TPE DOMAINS 1-6 competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs One - Six.</p> <p>The TPAE is a digitized eform submitted into SOAR by the candidates/University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP, Content Expert Support, and PK12 Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods.</p> <p>Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard called a TPE Domain. Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels:</p> <ul style="list-style-type: none"> <li>- Does not meet standards (score of 1)</li> <li>- Beginning Level (score of 2)</li> <li>- Acceptable Level (score of 3)</li> <li>- Above Level (score of 4)</li> </ul>	<p>Acceptable Target: FORMATIVE/ End Point. The 'mean' scores are:</p> <p>Not Met: 1-2 representing Does not Meet and Beginning, respectively. Met: 3 representing Acceptable Level teaching performance. Exceeded: 4 representing Above Level teaching performance.</p>	<p>Ideal Target: SUMMATIVE/ End Point. The 'mean' scores are:</p> <p>Moving Away: 1-2 representing Does not Meet and Beginning, respectively. Met: 3 representing Acceptable Level teaching performance. Exceeded: 4 representing Above Level of teaching performance 1</p>	Findings for Teaching Performance Assessment and Evaluation		X	X	X			X
Outcome 2 Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.	Application Survey: TPE DOMAIN 2	Indirect - Survey	<p>The Application Survey: TPE DOMAIN 2 constitutes an indirect measure where candidates and graduates will use a 4-Point Rubric to assess their confidence in applying the TPE competencies in a K12 classroom. Scores will be recorded into Blackboard in the following designated courses: ITL 600, 518, 528, 551B, 651B.</p> <p>Survey Data will be compiled and analyzed in order to better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.</p>	<p>Acceptable Target: Not satisfied: 25% &amp; below Satisfactory Satisfied: 26 - 49% Satisfied : 50-79% Very Satisfied: 80- 100%</p>	<p>Ideal Target : Not Satisfied: 15% &amp; below Satisfactory Satisfied: 16% - 38% Satisfied : 39% - 69% Very Satisfied : 70% - 100%</p>	Findings for Application Survey: TPE DOMAIN 2		X	X	X			X
Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.	CalTPA 2.0 Cycle 1	Direct - Other	<p>Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a one-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidates identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.</p> <p>The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentialing Office.</p>	<p>Acceptable Target: Not Met: 79% &amp; below Met: 80-89% Exceeded: 90 - 100%</p>	<p>Ideal Target : Ideal Target : Moving Away: 89% &amp; below Approaching: 90- 95% Exceeded: 96% - 100%</p>	Findings for CalTPA 2.0 Cycle 1		X	X	X			X
Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.	CalTPA 2.0 Cycle 2	Direct - Other	<p>Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a multiple-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidates identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.</p> <p>The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentialing Office.</p>	<p>Acceptable Target: Not Met: 79% &amp; below Met: 80-89% Exceeded: 90 - 100%</p>	<p>Ideal Target : Moving Away: 89% &amp; below Approaching: 90- 95% Exceeded: 96% - 100%</p>	Findings for CalTPA 2.0 Cycle 2		X	X	X			X
Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.	Clinical Practice - Teaching Performance Assessment and Evaluation	Direct - Other	<p>Details-Description: This form assesses and evaluates student teachers (ITL 550A/550B) and interns' (ITL 650A/650B) teaching performances during their clinical practice. The form is organized around TPE DOMAINS 1-6 competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs One - Six.</p> <p>The TPAE is a digitized eform submitted into SOAR by the candidates/University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP, Content Expert Support, and PK12 Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods.</p> <p>Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard called a TPE Domain. Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels:</p> <ul style="list-style-type: none"> <li>- Does not meet standards (score of 1)</li> <li>- Beginning Level (score of 2)</li> <li>- Acceptable Level (score of 3)</li> <li>- Above Level (score of 4)</li> </ul> <p>The findings are calculated based on the culminated 'mean'</p>	<p>Acceptable Target: FORMATIVE/ End Point. The 'mean' scores are:</p> <p>Not Met: 1-2 representing Does not Meet and Beginning, respectively. Met: 3 representing Acceptable Level teaching performance. Exceeded: 4 representing Above Level teaching performance.</p>	<p>Ideal Target: SUMMATIVE/ End Point. The 'mean' scores are:</p> <p>Moving Away: 1-2 representing Does not Meet and Beginning, respectively. Met: 3 representing Acceptable Level teaching performance. Exceeded: 4 representing Above Level of teaching performance.</p>	Findings for Clinical Practice - Teaching Performance Assessment and Evaluation		X	X	X			X

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	Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	The Foundations Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 2: Integrate knowledge and abilities in creating and maintaining effective learning environments for all PK12 learners, including those with diverse learning needs.  For PLO 2 (TPE DOMAIN 2), there are two Signature Assignments as follows: ITL 604 Assessing Proficiency Levels for English Language Learners (ELLs) Sig Assignm ITL 608 Learning Map Design Sig Assignm  These Foundations Courses are composed of Multiple and Single subject candidates. The assignments use four performance level rubrics across all courses (Level 1: Does not meet/ Level 2: Minimally Meets/Level 3: Meets and Level 4: Exceeds). The percentage of earned points constitutes the unit of analysis.	Acceptable Target: For these Signature Assignments: (X% students scoring 90% or more of possible points)  Approaching 74.9% & below students Met 75.84.9% Students Exceeding 85% & above students	Ideal Target: For these Signature Assignments: (X% students scoring 90% or more of possible points)  Moving Away 85- 87.9% students Met 88.89.9% students Exceeding 90-100% students	Findings for ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Exceeded				X	X	X			X
	Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.	ITL METHODS COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	The Methods courses Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 2: Integrate knowledge and abilities in creating and maintaining effective learning environments for all PK12 learners, including those with diverse learning needs for MULTIPLE AND SINGLE SUBJECT credentials.  For PLO 2 (TPE DOMAIN 2), there are two Signature Assignments as follows: ITL 512 Learning Map 2: Teaching Sig Assignm ITL 530 Classroom Management Project Sig Assignm  These Methods Courses are composed of Multiple subject candidates ONLY.  SINGLE SUBJECT METHODS  ITL 522 Discipline-Based Unit of Study Teaching Sig Assignm ITL 530 Classroom Management Project Sig Assignm  These Methods Courses are composed of Single subject candidates ONLY.  These assignments use four performance level rubrics across all courses (Level 1: Does not meet/ Level 2: Minimally Meets/Level 3: Meets and Level 4: Exceeds).	Acceptable Target: For these Signature Assignments: (X% students scoring 90% or more of possible points)  Approaching 74.9% & below students Met 75.84.9% Students Exceeding 85% & above students	Ideal Target: For these Signature Assignments: (X% students who scored 90% or more of possible points)  Moving Away 85- 87.9% students Met 88.89.9% students Exceeding 90-100% students	Findings for ITL METHODS COURSES SIGNATURE ASSIGNMENTS					X	X	X			X
Outcome 3	Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.	Application Survey : TPE DOMAIN 3	Indirect - Survey	The Application Survey: TPE DOMAIN 2 constitutes an indirect measure where candidates and graduates will use a 4-Point Rubric to assess their confidence in applying the TPE competencies in a K12 classroom. Scores will be recorded into datafile based on the following designated courses: ITL 600, 518, 528, 531H, 651H  Survey Data will be compiled and analyzed in order to better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.	Acceptable Target: Not satisfied: 25% & below Somewhat Satisfied: 26 - 49% Satisfied : 50-79% Very Satisfied: 80- 100%	Ideal Target : Not Satisfied : 15% & below Somewhat Satisfied: 16% - 20% Satisfied : 39% - 69% Very Satisfied : 70% - 100%	Findings for Application Survey : TPE DOMAIN 3					X	X	X			X
	Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.	CaITPA 2.0 Cycle 1	Direct - Other	Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a one-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.  The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentials Office.	Acceptable Target: Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Ideal Target : Ideal Target: Moving Away: 89% & below Approaching: 90- 95% Exceeded: 96% - 100%	Findings for CaITPA 2.0 Cycle 1					X	X	X			X
	Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.	CaITPA 2.0 Cycle 2	Direct - Other	Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a multiple-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.  The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentials Office.	Acceptable Target: Not Met: 79% & below Met: 80-89% Exceeded: 90- 100%	Ideal Target : Ideal Target: Moving Away: 89% & below Approaching: 90- 95% Exceeded: 96% - 100%	Findings for CaITPA 2.0 Cycle 2					X	X	X			X
	Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	The Foundations Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 3: Integrate knowledge and abilities in making subject matter comprehensible for all PK12 learners, including those with diverse learning needs.  For PLO 2 (TPE DOMAIN 2), there are three Signature Assignments as follows: ITL 604 Assessing Proficiency Levels for English Language Learners (ELLs) Sig Assignm ITL 606 Case Study Analysis Sig Assignm ITL 608 Learning Map Design Sig Assignm  These Foundations Courses are composed of Multiple and Single subject candidates. The assignments use four performance level rubrics across all courses (Level 1: Does not meet/ Level 2: Minimally Meets/Level 3: Meets and Level 4: Exceeds). The percentage of earned points constitutes the unit of analysis.	Acceptable Target: For these Signature Assignments: (X% students scoring 90% or more of possible points)  Approaching 74.9% & below students Met 75.84.9% Students Exceeding 85% & above students	Ideal Target: For these Signature Assignments: (X% students who scored 90% or more of possible points)  Moving Away 85- 87.9% students Met 88.89.9% students Exceeding 90-100% students	Findings for ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Exceeded				X	X	X			X
	Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.	ITL METHODS COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	The Methods courses Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 3: Integrate knowledge and abilities in making subject matter comprehensible for all PK12 learners, including those with diverse learning needs for MULTIPLE AND SINGLE SUBJECT credentials.  For PLO 3 (TPE DOMAIN 3), there are five Signature Assignments for Multiple-Subject Methods as follows: MULITPLE SUBJECT METHODS ITL 510 Read Aloud Sig Assignme ITL 512 Learning Map 2: Teaching Sig Assignm ITL 514 Ind Assessment, Analysis and Planning Pje Sig Assignm ITL 516 Project-Based Learning Map Sig Assignm ITL 518 STEM Project-Based Learning Map Sig Assignm  These Methods Courses are composed of Multiple subject candidates ONLY.  For PLO 3 (TPE DOMAIN 3), there are four Signature Assignments for Single-Subject Methods as follows:  SINGLE SUBJECT METHODS  ITL 520 Learning Map: Planning Sig Assignm ITL 522 Discipline-Based Unit of Study Teaching Sig Assignm ITL 526 Practice Teaching: Pre-Assessment Sig Assignm	Acceptable Target: For these Signature Assignments: (X% students scoring 90% or more of possible points)  Approaching 74.9% & below students Met 75.84.9% Students Exceeding 85% & above students	Ideal Target: For these Signature Assignments: (X% students who scored 90% or more of possible points)  Moving Away 85- 87.9% students Met 88.89.9% students Exceeding 90-100% students	Findings for ITL METHODS COURSES SIGNATURE ASSIGNMENTS					X	X	X			X

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Department of Teacher Education	Master of Education Inspired Teaching and Learning with PMSSTC and Intern Option (CA)	Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.	Teaching Performance Assessment and Evaluation	Direct - Other	<p>Details Description: This form assesses and evaluates student teachers (ITL, SNA/SSN) and interns (ITL, 650A/650B) teaching performances during their clinical practice. The form is organized around TPE DOMAINS 1 - 6 competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs One - Six.</p> <p>The IPAL is a digitized eform submitted into SOAR by the candidate's University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP, Content Expert Support, and PK12 Site Support Provider. The IPAL eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods.</p> <p>Candidates (student teachers and interns/multiple and single subjects BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard (called a TPE Domain). Each PLO/TPE Domain is composed of 5-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels:</p> <ul style="list-style-type: none"> <li>- Does not meet standards (score of 1)</li> <li>- Beginning Level (score of 2)</li> <li>- Acceptable Level (score of 3)</li> <li>- Above Level (score of 4)</li> </ul> <p>The findings are calculated based on the culminated 'mean'.</p>	<p>Acceptable Target: Acceptable Target: FORMATIVE / Mid-Point. The 'mean' scores are:</p> <p>Not Met: 1-2 representing Does Not Meet and Beginning, respectively. Met: 3 representing Acceptable Level teaching performance. Exceeded: 4 representing Above Level teaching performance.</p>	<p>Ideal Target: Ideal Target: SUMMATIVE / End-Point. The 'mean' scores are:</p> <p>Moving Away: 1-2 representing Does not Meet and Beginning, respectively. Met: 3 representing Acceptable Level teaching performance. Exceeded: 4 representing Above Level of teaching performance.</p>	Findings for Teaching Performance Assessment and Evaluation				X	X	X			X
		Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.	Application Survey: TPE DOMAIN 4	Indirect - Survey	<p>The findings are calculated based on the culminated 'mean'.</p> <p>The Application Survey: TPE DOMAIN 4 constitutes an indirect measure where candidates and graduates will use a 4-Point Rubric to assess their confidence in applying the TPE competencies in a K12 classroom. Scores will be recorded into Blackboard in the following designated courses: ITL 600, 518, 528, 551B, 651B.</p> <p>Survey Data will be compiled and analyzed in order to better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.</p>	<p>Acceptable Target: Not satisfied: 25% &amp; below Somewhat Satisfied: 26 - 49% Satisfied : 50-79% Very Satisfied: 80-100%</p>	<p>Ideal Target : Not Satisfied: 15% &amp; below Somewhat Satisfied: 16% - 38% Satisfied : 39% - 69% Very Satisfied : 70% - 100%</p>	Findings for Application Survey: TPE DOMAIN 4				X	X	X			X
		Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.	CaITPA 2.0 Cycle 1	Direct - Other	<p>Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a one-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.</p> <p>The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentialing Office.</p>	<p>Acceptable Target: Acceptable Target: Acceptable Target: Not Met: 79% &amp; below Met: 80-89% Exceeded: 90-100%</p>	<p>Ideal Target : Ideal Target: Moving Away: 89% &amp; below Approaching: 90-95% Met: 80-89% Exceeded: 90% - 100%</p>	Findings for CaITPA 2.0 Cycle 1				X	X	X			X
		Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.	CaITPA 2.0 Cycle 2	Direct - Other	<p>Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a multiple-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.</p> <p>The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentialing Office.</p>	<p>Acceptable Target: Not Met: 79% &amp; below Met: 80-89% Exceeded: 90-100%</p>	<p>Ideal Target : Moving Away: 89% &amp; below Approaching: 90-95% Met: 80-89% Exceeded: 90% - 100%</p>	Findings for CaITPA 2.0 Cycle 2				X	X	X			X
		Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	<p>The Foundations Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 4. Integrate knowledge and abilities in designing and planning learning experiences for all PK12 learners, including those with diverse learning needs.</p> <p>For PLO 4 (TPE DOMAIN 4), there are four Signature Assignments as follows: ITL 602 Infographic on Teacher Beliefs Sig Assignment ITL 604 Assessing Proficiency Levels for English Language Learners (ELL) Sig Assignment ITL 606 Case Study Analysis Sig Assignment ITL 608 Learning Map Design Sig Assignment</p> <p>These Foundation Courses are composed of Multiple and Single subject candidates. The assignments use four performance level rubrics across all courses (Level 1: Does not meet/ Level 2: Minimally Meets/ Level 3: Meets and Level 4: Exceeds). The percentage of earned points constitutes the unit of analysis.</p>	<p>Acceptable Target: For these Signature Assignments: (X% students scoring 90% or more of possible points) Approaching 74.9% &amp; below students Met 75-84.9% Students Exceeding 85% &amp; above students</p>	<p>Ideal Target : For these Signature Assignments: (X% students who scored 90% or more of possible points) Moving Away 85-87.9% students Met 88-89.9% students Exceeding 90-100% students</p>	Findings for ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Exceeded			X	X	X			X
		Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.	ITL METHODS COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	<p>The Methods courses Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 4. Integrate knowledge and abilities in designing and planning learning experiences for all PK12 learners, including those with diverse learning needs for MULTIPLE AND SINGLE SUBJECT credentials.</p> <p>For PLO 4 (TPE DOMAIN 4), there are six Signature Assignments for Multiple-Subject Methods as follows: MULTIPLE SUBJECT METHODS ITL 510 Read Aloud Sig Assignment ITL 512 Learning Map 2: Teaching Sig Assignment ITL 514 Ind Assessment, Analysis and Planning Pjw Sig Assignment ITL 516 Project-Based Learning Map Sig Assignment ITL 518 STEM Project-Based Learning Map Sig Assignment ITL 530 Classroom Management Project Sig Assignment</p> <p>These Methods Courses are composed of Multiple subject candidates ONLY.</p> <p>For PLO 4 (TPE DOMAIN 4), there are five Signature Assignments for Single-Subject Methods as follows: SINGLE SUBJECT METHODS ITL 530 Learning Map: Planning Sig Assignment ITL 522 Discipline-Based List of Study Teaching Sig</p>	<p>Acceptable Target: For these Signature Assignments: (X% students scoring 90% or more of possible points) Approaching 74.9% &amp; below students Met 75-84.9% Students Exceeding 85% &amp; above students</p>	<p>Ideal Target : For these Signature Assignments: (X% students who scored 90% or more of possible points) Moving Away 85-87.9% students Met 88-89.9% students Exceeding 90-100% students</p>	Findings for ITL METHODS COURSES SIGNATURE ASSIGNMENTS				X	X	X			X

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	Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.	Teaching Performance Assessment and Evaluation	Direct - Other	<p>Details Description - This form assesses and evaluates student teachers (ITL 505A/505B) and interns (ITL 650A/650B) teaching performances during their clinical practice. The form is organized around TPE DOMAINS 1-6 (competencies identified by the California Commission on Teacher Credentialing). Each of the six TPE Domains correlates to PLOs One - Six.</p> <p>The IPAL is a digitized eform submitted into SOAR by the candidate's University Support Provider (USP). The eform represents ONI assessment score collaboratively determined by the USP, Content Expert Support, and PK12 Site Support Provider. The IPAL eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods.</p> <p>Candidates (student teachers and interns/multiple and single subject BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard (called a TPE Domain). Each PLO/TPE Domain is composed of 2-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels:</p> <ul style="list-style-type: none"> <li>- Does not meet standards (score of 1)</li> <li>- Beginning Level (score of 2)</li> <li>- Acceptable Level (score of 3)</li> <li>- Above Level (score of 4)</li> </ul>	<p>Acceptable Target: Acceptable Target: FORMATIVE / Mid-Point. The 'mean' scores are:</p> <p>Not Met: 1-2 representing Does Not Meet and Beginning, respectively.</p> <p>Met: 3 representing Acceptable Level teaching performance.</p> <p>Exceeded: 4 representing Above Level teaching performance.</p>	<p>Ideal Target: SUMMATIVE / End-Point. The 'mean' scores are:</p> <p>Moving Away: 1-2 representing Does not Meet and Beginning, respectively.</p> <p>Met: 3 representing Acceptable Level teaching performance.</p> <p>Exceeded: 4 representing Above Level of teaching performance.</p>	Findings for Teaching Performance Assessment and Evaluation				X	X	X			X
Outcome 5	Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.	Application Survey: TPE DOMAINS 5	Indirect - Survey	<p>The findings are calculated based on the culminated 'mean' The Application Survey. TPE DOMAIN 5 constitutes an indirect measure where candidates and graduates will use a 4-Point Rubric to assess their confidence in applying the TPE competencies in a K12 classroom. Scores will be recorded into Blackboard in the following designated courses: ITL 600, 518, 528, 551B, 651B.</p> <p>Survey Data will be compiled and analyzed in order to better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.</p>	<p>Acceptable Target: Not satisfied: 25% &amp; below</p> <p>Somewhat Satisfied: 26 - 49%</p> <p>Satisfied : 50-79%</p> <p>Very Satisfied: 80-100%</p>	<p>Ideal Target : Not Satisfied: 15% &amp; below</p> <p>Somewhat Satisfied: 16% - 38%</p> <p>Satisfied : 39% - 69%</p> <p>Very Satisfied : 70% - 100%</p>	Findings for Application Survey: TPE DOMAIN 5				X	X	X			X
Outcome 5	Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.	CaITPA 2.0 Cycle 1	Direct - Other	<p>Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a one-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.</p> <p>The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentialing Office.</p>	<p>Acceptable Target: Not Met: 79% &amp; below</p> <p>Met: 80-89%</p> <p>Exceeded: 90-100%</p>	<p>Ideal Target : Moving Away: 89% &amp; below</p> <p>Approaching: 90-95%</p> <p>Exceeded: 96% - 100%</p>	Findings for CaITPA 2.0 Cycle 1				X	X	X			X
Outcome 5	Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.	CaITPA 2.0 Cycle 2	Direct - Other	<p>Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a multiple-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.</p> <p>The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentialing Office.</p>	<p>Acceptable Target: Not Met: 79% &amp; below</p> <p>Met: 80-89%</p> <p>Exceeded: 90-100%</p>	<p>Ideal Target : Moving Away: 89% &amp; below</p> <p>Approaching: 90-95%</p> <p>Exceeded: 96% - 100%</p>	Findings for CaITPA 2.0 Cycle 2				X	X	X			X
	Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	<p>The Foundations Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 5: Integrate knowledge and abilities in assessing all PK12 learners, including those with diverse learning needs.</p> <p>For PLO 5 (TPE DOMAIN 5), there are three Signature Assignments as follows:</p> <ul style="list-style-type: none"> <li>ITL 604 Assessing Proficiency Levels for English Language Learners (ELLs) Sig Assignm</li> <li>ITL 606 Case Study Analysis Sig Assignm</li> <li>ITL 608 Learning Map Design Sig Assignm</li> </ul> <p>These Foundation Courses are composed of Multiple and Single subject candidates. The assignments use four performance level rubrics across all courses (Level 1: Does not meet/ Level 2: Minimally Meets/Level 3: Meets and Level 4: Exceeds). The percentage of earned points constitutes the unit of analysis.</p>	<p>Acceptable Target: For these Signature Assignments: (X%) students scoring 90% or more of possible points)</p> <p>Approaching: 74.9% &amp; below students</p> <p>Met: 75-84.9% Students</p> <p>Exceeding 85% &amp; above students</p>	<p>Ideal Target : For these Signature Assignments: (X%) students who scored 90% or more of possible points)</p> <p>Moving Away 85-87.9% students</p> <p>Met 88-89.9% students</p> <p>Exceeding 90-100% students</p>	Findings for ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Exceeded			X	X	X			X
	Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.	ITL METHODS COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	<p>The Methods courses Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 5: Integrate knowledge and abilities in assessing all PK12 learners, including those with diverse learning needs for MULTIPLE AND SINGLE SUBJECT credentials.</p> <p>For PLO 5 (TPE DOMAIN 5), there are four Signature Assignments for Multiple-Subject Methods as follows:</p> <p>MULTIPLE SUBJECT METHODS</p> <ul style="list-style-type: none"> <li>ITL 512 Learning Map 2: Teaching Sig Assignm</li> <li>ITL 514 Lead Assessment, Analysis and Planning Pjvs Sig Assignm</li> <li>ITL 516 Project-Based Learning Map Sig Assignm</li> <li>ITL 518 STEM Project-Based Learning Map Sig Assignm</li> </ul> <p>These Methods Courses are composed of Multiple subject candidates ONLY.</p> <p>For PLO 5 (TPE DOMAIN 5), there are three Signature Assignments for Single Subject Methods as follows:</p> <p>SINGLE SUBJECT METHODS</p> <ul style="list-style-type: none"> <li>ITL 522 Discipline-Based Unit of Study-Teaching Sig Assignm</li> <li>ITL 526 Practice Teaching: Pre-Assessment Sig Assignm</li> <li>ITL 528 4A Field Experience Sig Assignm</li> </ul>	<p>Acceptable Target: For these Signature Assignments: (X%) students scoring 90% or more of possible points)</p> <p>Approaching: 74.9% &amp; below students</p> <p>Met: 75-84.9% Students</p> <p>Exceeding 85% &amp; above students</p>	<p>Ideal Target : For these Signature Assignments: (X%) students who scored 90% or more of possible points)</p> <p>Moving Away 85-87.9% students</p> <p>Met 88-89.9% students</p> <p>Exceeding 90-100% students</p>	Findings for ITL METHODS COURSES SIGNATURE ASSIGNMENTS				X	X	X			X



	Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.	Teaching Performance Assessment and Evaluation	Direct - Other	<p>Details-Description : This form assesses and evaluates student teachers (ITL 550A/550B) and interns (ITL 650A/650B) teaching performance on their clinical practice. The form is organized around TPE DOMAINS 1-6 competencies identified by the California Commission on Teacher Credentialing. Each of the six TPE Domains correlates to PLOs One - Six.</p> <p>The TPAI is a digitized eform submitted into SOAR by the candidate's University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP, Content Expert Support, and PK12 Site Support Providers. The TPAI eform is administered twice during the clinical experience: Formative (mid-point) and Summative (end-point) periods.</p> <p>Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of the six PLOs. Each PLO represents a specific, state-identified Teaching Performance Expectation standard (called a TPE Domain). Each PLO/TPE Domain is composed of 3-12 specific TPE competency statements, and for each statement the three member supervisory team uses a 4-point rubric representing descriptive teaching performance levels:</p> <ul style="list-style-type: none"> <li>- Does not meet standards (score of 1)</li> <li>- Beginning Level (score of 2)</li> <li>- Acceptable Level (score of 3)</li> <li>- Above Level (score of 4)</li> </ul> <p>The findings are calculated based on the culminated 'mean'</p>	<p>Acceptable Target : Ideal Target : Acceptable Target : Acceptable Target : FORMATIVE / Mid-Point. The 'mean' scores are: Ideal Target : Ideal Target : SUMMATIVE / End-Point. The 'mean' scores are: SUMMATIVE / End-Point. The 'mean' scores are: Moving Away: 1-2 representing Does not Meet and Beginning, respectively. Met: 3 representing teaching performance. Exceeded: 4 representing Above Level teaching performance.</p> <p>Not Met: 1-2 representing Does Not Meet and Beginning, respectively. Met: 3 representing teaching performance. Exceeded: 4 representing Above Level teaching performance.</p>	<p>Findings for Teaching Performance Assessment and Evaluation</p>	X	X	X	X
Outcome 6	Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.	Application Survey: TPE DOMAIN 6	Indirect - Survey	<p>The Application Survey: TPE DOMAIN 6 constitutes an indirect measure where candidates and graduates will use a 4 Point Rubric to assess their confidence in applying the TPE competencies in a K12 classroom. Scores will be recorded into Blackboard in the following designated courses: ITL 600, 518, 528, 551B, 651B.</p> <p>Survey Data will be compiled and analyzed in order to better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.</p>	<p>Acceptable Target : Ideal Target : Not Satisfied : 25% &amp; below Somewhat Satisfied: 26-49% Satisfied : 50-79% Very Satisfied: 80-100%</p>	<p>Findings for Application Survey - TPE DOMAIN 6</p>	X			X
	Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.	CalTPA 2.0 Cycle 1	Direct - Other	<p>Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a one-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy.</p> <p>Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.</p> <p>The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentialing Office.</p>	<p>Acceptable Target : Ideal Target : Not Met: 79% &amp; below Met: 80-89% Exceeded: 90-100%</p>	<p>Findings for CalTPA 2.0 Cycle 1</p>	X			X
	Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.	CalTPA 2.0 Cycle 2	Direct - Other	<p>Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for a multiple-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject-matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students plus three focused students.</p> <p>The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentialing Office.</p>	<p>Acceptable Target : Ideal Target : Not Met: 79% &amp; below Met: 80-89% Exceeded: 90-100%</p>	<p>Findings for CalTPA 2.0 Cycle 2</p>	X			X
	Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	<p>The Foundations Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 6: Integrate knowledge and abilities in being a legal, ethical and professional educator for all PK12 learners, including those with diverse learning needs.</p> <p>For PLO 6 (TPE DOMAIN 6), there are three Signature Assignments as follows: ITL 600 Integrated Teacher Collaborative Sig. Assignm ITL 602 Integrative on Teacher Beliefs Sig Assignm ITL 608 Learning Map Design Sig Assignm</p> <p>These Foundation Courses are composed of Multiple and Single subject candidates. The assignments use four performance level rubrics across all courses (Level 1: Does not meet/ Level 2: Mainly Meets/Level 3: Meets and Level 4: Exceeds). The percentage of earned points constitutes the unit of analysis.</p>	<p>Acceptable Target : Ideal Target : For these Signature Assignments: (0% students scoring 90% or more of possible points) Approaching 74.9% &amp; below students Met 75-84.9% Students Exceeding 85% &amp; above students</p>	<p>Findings for ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS</p> <p>Exceeded</p>	X			X
	Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.	ITL METHODS COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	<p>The Methods courses Signature Assignments are identified assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 6: Integrate knowledge and abilities in being a legal, ethical and professional educator for all PK12 learners, including those with diverse learning needs for MULTIPLE AND SINGLE SUBJECT credentials.</p> <p>For PLO 6 (TPE DOMAIN 6), there are two Signature Assignments as follows: MULTIPLE SUBJECT METHODS ITL 516 Project-Based Learning Map Sig Assignm ITL 518 STEM Project-Based Learning Map Sig Assignm</p> <p>These Methods Courses are composed of Multiple subject candidates ONLY.</p> <p>SINGLE SUBJECT METHODS ITL 526 Practice Teaching: Pre-Assessment Sig Assignm ITL 528 4A Field Experience Sig Assignm</p> <p>These Methods Courses are composed of Single subject candidates ONLY.</p> <p>These assignments use four performance level rubrics across all courses (Level 1: Does not meet/ Level 2: Mainly Meets/ Level 3: Meets and Level 4: Exceeds). The percentage of earned points constitutes the unit of</p>	<p>Acceptable Target : Ideal Target : For these Signature Assignments: (0% students scoring 90% or more of possible points) Approaching 74.9% &amp; below students Met 75-84.9% Students Exceeding 85% &amp; above students</p>	<p>Findings for ITL METHODS COURSES SIGNATURE ASSIGNMENTS</p>	X			X



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	Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.	Student Teaching Assessment Form-- InTASC Standard 1	Direct - Other	InTASC Standard 1 is evaluated during student teaching. There are three competencies assessed.	80% of students earn 85% or better on the Standard 1's points.	90% of students earn 85% or better on the Standard 1's points.	Findings for Student Teaching Assessment Form: InTASC Standard 1	Exceeded	Exceeded			X	X				
Outcome 2	Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.	Program Exit Survey	Indirect - Survey		For this PLO--Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO--Two Likert scale questions w/ Likert scale questions 90% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X	X				
	Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.	Sign Assign TED 602	Direct - Student Artifact	Essay and Teacher Interview Candidates interview a (California) teacher in a selected area (special education or general education, K-6 or G12) and obtain information about the school's SARC (school report card) report. Candidates interview the (California) teachers on a number of areas, including: a) impact of NCLB on their teaching, b) the practice of inclusion in the classroom, c) the role diversity plays in teaching, and d) the meaning of 'culturally responsive teaching'. The assignment asks the candidates to integrate their interview information, concepts from their reading assignments along with personal perspectives to form their essay analysis describing the impact on their teaching philosophies and practices.	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Sign Assign TED 602	Met	Exceeded			X	X				
	Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.	Student Teaching InTASC Standard 2 Learning Differences	Direct - Other	This InTASC standard measures 6 competencies.	80% of students earn 85% or better on the Standard 2's points.	90% of students earn 85% or better on the Standard 2's points.	Findings for Student Teaching InTASC Standard 2 Learning Differences	Met	Exceeded			X	X				
	Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.	TED 616A	Direct - Student Artifact		80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total 'paper' rubric points.	Findings for TED 616A					X	X				
Outcome 3	Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.	Program Exit Survey	Indirect - Survey		For this PLO--Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO--Two Likert scale questions w/ Likert scale questions 90% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X		X	X		
	Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.	Sign Assign TED 606	Direct - Student Artifact	Classroom Observation and Paper Candidates select a school reflecting the overall demographics of a California classroom, including race/ethnicity (Ed Data ) and diverse socio-economic status of the school. During the observation, observe the diversity in the classroom and address the following in your paper: •Overview of the ethnic diversity in the classroom; •Describe how the teacher addresses the diverse needs of the students, including curriculum, activities, and interactions with the students; and •Describe how students interact, collaborate, and have discussions in a diverse classroom setting. •Describe student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities. The paper includes: a. 5-7 pages plus references, APA format, and a reference page b. Description of the classroom diversity, including data if possible above: •Number of students with special needs; •How the diverse needs are met in the classroom •Student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities; and •Application of knowledge about the understanding, appreciation, respect and acceptance for student diversity, individual identity as well as culturally responsive instruction and critique of your own beliefs.	80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Sign Assign TED 606	Exceeded	Exceeded			X		X	X		
	Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.	Sign Assign TED 626	Direct - Student Artifact		80% of students earn 85% or better on the assignment	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Sign Assign TED 626	Exceeded	Exceeded			X		X	X		
	Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.	Student Teaching InTASC standard 3	Direct - Other	InTASC standard 3 measures 6 competencies.	80% of students earn 85% or better on the Standard 3's points.	90% of students earn 85% or better on the Standard 3's points.	Findings for Student Teaching InTASC standard 3	Exceeded	Exceeded			X		X	X		
Outcome 4	Integrate the disciplines' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.	Program Exit Survey	Indirect - Survey		For this PLO--Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO--Two Likert scale questions w/ Likert scale questions 90% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey					X					X

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Department of Teacher Education	Master of Education with Nevada Elementary License	Integrate the discipline's central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.	Sign. Assign. TED 602	Direct - Student Artifact	Essay and Teacher Interview Candidates interview a (California) teacher in a selected area (special education or general education, K-6 or GT/12) and obtain information about the school's SARC (school report card) report. Candidates interview the (California) teachers on a number of areas, including a) impact of NCLB on their teaching, b) the practice of inclusion in the classroom, c) the role diversity plays in teaching, and d) the meaning of "culturally responsive teaching". The assignment asks the candidates to integrate their interview information, concepts from their reading assignments along with personal perspectives to form their essay analysis describing the impact on their teaching philosophies and practices.	80% of students will score 85% or better on total 'paper' rubric points.	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Sign. Assign. TED 602					X				X			
		Integrate the discipline's central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.	Sign. Assign. TED 616B	Direct - Student Artifact			80% of students will score 85% or better on total 'paper' rubric points.	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Sign. Assign. TED 616B	Exceeded	Exceeded			X				X		
		Integrate the discipline's central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.	Student Teaching InTASC standard 4	Direct - Other	This InTASC standard 4 measures 9 competencies		80% of students earn 85% or better on the Standard 4's points.	90% of students earn 85% or better on the Standard 4's points.	Findings for Student Teaching InTASC standard 4	Met	Exceeded			X					X	
		Outcome 5		Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Program Exit Survey	Indirect - Survey				Findings for Program Exit Survey			X	X					X	
				Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Sign. Assign. TED 606	Direct - Student Artifact	Classroom Observation and Paper Candidates select a school reflecting the overall demographics of a California classroom, including race/ethnicity (Ed Data ) and diverse socio-economic status of the school. During the observation, observe the diversity in the classroom and address the following in your paper: •Overview of the ethnic diversity in the classroom; •Describe how the teacher addresses the diverse needs of the students, including curriculum, activities, and interactions with the students; and •Describe how students interact, collaborate, and have discussions in a diverse classroom setting. •Describe student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities. The paper includes: a. 5-7 pages plus references, APA format, and a reference page b. Description of the classroom diversity, including data if possible about: •Number of students with special needs; •How the diverse needs are met in the classroom •Student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities; and •Application of knowledge about the understanding, appreciation, respect and acceptance for student diversity, individual identity as well as culturally responsive instruction and critique of your own beliefs.	80% of students earn 85% or better on the assignment	90% of students earn 85% or better on the assignment.	Findings for Sign. Assign. TED 606	Exceeded	Exceeded		X	X					X
				Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Sign. Assign. TED 616A	Direct - Student Artifact				Findings for Sign. Assign. TED 616A	Met	Exceeded			X	X				X
				Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Student Teaching InTASC standard 5	Direct - Other	InTasc standard 5 measures 8 competencies	80% of students earn 85% or better on the Standard 5's points.	90% of students earn 85% or better on the Standard 5's points.	Findings for Student Teaching InTASC standard 5	Exceeded	Exceeded			X	X				X
		Outcome 6		Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher in instructional planning.	Program Exit Survey	Indirect - Survey				Findings for Program Exit Survey					X					X
		Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher in instructional planning.	Sign. Assign. TED 606	Direct - Student Artifact	Classroom Observation and Paper Candidates select a school reflecting the overall demographics of a California classroom, including race/ethnicity (Ed Data ) and diverse socio-economic status of the school. During the observation, observe the diversity in the classroom and address the following in your paper: •Overview of the ethnic diversity in the classroom; •Describe how the teacher addresses the diverse needs of the students, including curriculum, activities, and interactions with the students; and •Describe how students interact, collaborate, and have discussions in a diverse classroom setting. •Describe student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities. The paper includes: a. 5-7 pages plus references, APA format, and a reference page b. Description of the classroom diversity, including data if possible about: •Number of students with special needs; •How the diverse needs are met in the classroom •Student engagement in activities of verbal language acquisition only, in verbal-textual language acquisition activities, and in textual language acquisition only activities; and •Application of knowledge about the understanding, appreciation, respect and acceptance for student diversity, individual identity as well as culturally responsive instruction and critique of your own beliefs.	70% of students will score 80% or better on total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for Sign. Assign. TED 606	Exceeded	Exceeded			X					X		

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	Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher in instructional planning.	Sign. Assign. TED605A	Direct - Student Artifact		70% of students will score 80% or better on total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for Sign. Assign. TED605A	Exceeded	Exceeded				X			X
	Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher in instructional planning.	Student Teaching InTASC standard 6	Direct - Other	InTASC standard 6 measures 11 competencies	80% of students can 85% or better on the Standard 6's points.	90% of students can 85% or better on the Standard 6's points.	Findings for Student Teaching InTASC standard 6	Exceeded	Exceeded				X			X
Outcome 7	Integrate knowledge of learners and the community context in planning instruction that supports every student in meeting rigorous learning goals of content areas.	Program Exit Survey	Indirect - Survey		For this PLO--Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO--Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey						X			X
	Integrate knowledge of learners and the community context in planning instruction that supports every student in meeting rigorous learning goals of content areas.	Sign. Assign. SPD 604	Direct - Student Artifact	Case Study Candidates select the case study appropriate their content area and respond to five prompts with detailed answers and clear rationales. A. Given the information from the case study identify the following for the student: strengths, needs, interests, and preferred way of learning. B. Given the data provided about this student which of the family of models of teaching and / or theorist would you primarily draw on for help? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. C. Given the data provided about this student and doing your instructional planning, think of the various teaching methodologies that would be most effective. Which would you select? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. D. Identify and write one learning objective that would be relevant and essential for the student. Why did you select this objective? (This does not need to be written as a behavioral learning objective.) E. Given the learning objective you identified, what type of measurement(s) would you employ to determine if your objective was met? F. How and why would you communicate w/ the parents) or student(s)?	70% of students will score 80% or better on total 'project' rubric points.	80% of students will score 90% or better on total 'project' rubric points.	Findings for Sign. Assign. SPD 604	Exceeded	Exceeded				X			X
	Integrate knowledge of learners and the community context in planning instruction that supports every student in meeting rigorous learning goals of content areas.	Student Teaching InTASC standard 7	Direct - Other	InTASC standard 7 measures 6 competencies	80% of students can 85% or better on the Standard 7's points.	90% of students can 85% or better on the Standard 7's points.	Findings for Student Teaching InTASC standard 7	Exceeded	Exceeded				X			X
Outcome 8	Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.	Program Exit Survey	Indirect - Survey		For this PLO--Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO--Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey						X			X
	Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.	Sign. Assign. TED 602	Direct - Student Artifact	Essay and Teacher Interview Candidates interview a (California) teacher in a selected area (special education or general education, K-6 or G7-12) and obtain information about the school's SARC (school report card) report. Candidates interview the (California) teachers on a number of areas, including: a) impact of NCLB on their teaching, b) the practice of inclusion in the classroom, c) the role diversity plays in teaching, and d) the meaning of 'culturally responsive teaching'. The assignment asks the candidates to integrate their interview information, concepts from their reading assignments along with personal perspectives to form their essay analysis describing the impact on their teaching philosophies and practices. Field Experience and Teacher Interview Candidates interview a self-selected teacher in general or special education (grade and content area) to investigate a number of issues, including Maslow's Hierarchy of Needs. There reflective prompts centered on the importance of basic needs being met and their relationships to being successful in K-12 schools.	70% of students will score 80% or better on total 'Lesson Plan' rubric points.	80% of students will score 90% or better on total 'Lesson Plan' rubric points.	Findings for Sign. Assign. TED 602	Exceeded	Exceeded				X			X
	Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.	Sign. Assign. TED 610C	Direct - Student Artifact		70% of students will score 80% or better on total 'Lesson Plan' rubric points.	80% of students will score 90% or better on total 'Lesson Plan' rubric points.	Findings for Sign. Assign. TED 610C						X			X
	Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.	Student Teaching InTASC standard 8	Direct - Other	InTASC standard 8 measures 9 competencies	80% of students can 85% or better on the Standard 8's points.	90% of students can 85% or better on the Standard 8's points.	Findings for Student Teaching InTASC standard 8	Exceeded	Exceeded				X			X
Outcome 9	Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, and the community.	Program Exit Survey	Indirect - Survey		For this PLO--Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes (2) Why? or Why not?	For this PLO--Two Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied or Very Satisfied (2) Confident or Very Confident  Two 'recommendation' questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey						X	X		X

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				Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, and the community.	Sign. Assign SPD 664	Direct - Student Artifact	Case Study Candidates select the case study appropriate to their content areas and respond to five prompts with detailed answers and clear rationales. A. Given the information from the case study identify the following for the student: strengths, needs, interests, and preferred way of learning. B. Given the data provided about this student which of the family of models of teaching and / or theories would you primarily draw on for help? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. C. Given the data provided about this student and doing your instructional planning, think of the various teaching methodologies that would be most effective. Which would you select? Why? Support your ideas with citations from your text, from Circles of Learning, and from other materials you have read. D. Identify and write one learning objective that would be relevant and essential for the student. Why did you select this objective? (This does not need to be written as a behavioral learning objective.) E. Given the learning objective you identified, what type of measurement(s) would you employ to determine if your objective was met? F. How and why would you communicate w/ the parent(s) or guardian(s)?	70% of students will score 80% or better total 'Essay' rubric points.	80% of students will score 90% or better on total 'Essay' rubric points.	Findings for Sign. Assign SPD 664	Exceeded	Exceeded				X	X		X
				Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, and the community.	Sign. Assign TED 649	Direct - Student Artifact		70% of students will score 80% or better total 'Essay' rubric points.	80% of students will score 90% or better on total 'Essay' rubric points.	Findings for Sign. Assign TED 649	Exceeded	Exceeded				X	X		X
				Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, and the community.	Student Teaching InTASC standard 9	Direct - Other	InTASC standard 9 measures 5 competencies	80% of students can 85% or better on the Standard 9's points.	90% of students can 85% or better on the Standard 9's points.	Findings for Student Teaching InTASC standard 9	Exceeded	Exceeded				X	X		X
				Outcome 11 Evaluate the application of educational research, evidence-based practices, and academic writing with a focus on elementary education.	No Measure specified											X	X		X
				Outcome 1 Apply educational research, evidence-based practice and academic writing in secondary education.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Exit Survey						X	X		X
				Apply educational research, evidence-based practice and academic writing in secondary education.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Other	TED 640 A or B. Evaluation completed by the supervisor during student teaching. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	Since all candidates must successfully complete student teaching to receive the degree, 100% is both acceptable and ideal.	Since all candidates must successfully complete student teaching to receive the degree, 100% is both acceptable and ideal.	Findings for TED 640 Supervisory Evaluation of Student Teaching	Met	Approaching				X	X		X
				Outcome 2 Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Exit Survey						X	X		
				Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Other	TED 640 A or B. Evaluation of demonstrated application of language styles and diversity completed by Student teaching Supervisor during student teaching. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	90% of candidates meet standards.	95% of candidates exceed standards.	Findings for TED 640 Supervisory Evaluation of Student Teaching	Met	Approaching				X	X		
				Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.	TED 640 Teaching Lesson Plan	Direct - Student Artifact	TED 640 A/B Assignment. Candidates complete teaching lesson plans during student teaching. The plans are turned in to their supervisor who provides feedback. The supervisor collects and archives the entire lesson plan.	Acceptable: 90% of candidates meet standards.	95% of candidates exceed standards.	Findings for TED 640 Teaching Lesson Plan	Met	Approaching				X	X		
				Outcome 3 Apply Teacher Performance Expectations and subject specific pedagogical competencies.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Exit Survey						X	X	X	X
				Apply Teacher Performance Expectations and subject specific pedagogical competencies.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Other	Student teaching supervisors evaluate student teachers specific content knowledge and pedagogy on the evaluation form. Evaluations are done during TED 640 A/ B. Candidate evaluations are stored in Singularity.	100% of candidates pass student teaching.	100% of candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching	Met	Approaching				X	X	X	X
				Apply Teacher Performance Expectations and subject specific pedagogical competencies.	TED 640 Classroom Management Plan	Direct - Student Artifact	The focus of TED 640 is the Student Teaching Seminar. In practical applications of classroom management strategies. Candidates will submit a classroom management plan for their student teaching placement class. This is an on ground independent study course. Therefore the instructor has the student put the assignment in the ePortfolio.	Acceptable: 90% pass assignment.	100% pass assignment.	Findings for TED 640 Classroom Management Plan	Exceeded	Exceeded				X	X	X	X
				Outcome 4 Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.	Candidate Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the InTASC standards.	Findings for Candidate Survey						X			X
				Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.	SPD 608 Case Study Analysis	Direct - Student Artifact	Assignment for SPD 608: Case Study (32 points) Candidates will apply information learned through their text, websites and discussions to a given case study and design accommodations and/or modifications for a student with an exceptionalty. Signature Assignment for Nevada candidates will be extracted from the eCollege drop boxes. Candidate evaluations are stored in Singularity.	90% pass assignment.	95% pass assignment.	Findings for SPD 608 Case Study Analysis	Exceeded	Approaching				X			X
				Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.	TED 640 Supervisory Evaluations of Student Teaching	Direct - Other	Student teaching supervisors evaluate candidate's ability to meet the needs of all students on the evaluation form. Evaluations are done during TED 640 A/ B. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	Acceptable: 100% of candidates pass student teaching.	Ideal: 100% of candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching	Exceeded	Exceeded				X			X

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	Outcome 5	Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the INTASC standards.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the INTASC standards.	Findings for Candidate Exit Survey		X					X			X			
	Outcome 5	Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.	TED 690 Capstone	Direct - Student Artifact	TED 690 Final Project: The final project will be a three chapter capstone project with a reference section at the end, double spaced using 12 point font, and prepared in APA format. Length of the paper will be approximately 20 pages. The final product will contain: A title page An abstract A table of Contents Chapter 1, an overview of the project with appropriate headings as outlined in the worksheet Chapter 2, a well organized review of literature of the topic with appropriate headings Chapter 3, a plan for carrying out an application of the literature review (please see project worksheet in resources section and the list of applications above for options and suggested formats) A reference section that should list about 20 references written in APA format. (Do not include references of works not cited within the text of your	Acceptable Target: 90% of candidates will meet target.	Ideal: 95% of candidates will meet target.	Findings for TED 690 Capstone	Met	Approaching	X					X			X		
	Outcome 6	Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.	Candidate Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the INTASC standards.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the INTASC standards.	Findings for Candidate Survey		X	X	X	X	X	X	X	X	X	X	X	
		Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.	TED 632 A Student Profile/ Differentiation	Direct - Student Artifact	Student profile and differentiation assignment is created in TED 632. Signature Assignment for Nevada candidates will be extracted from Blackboard. Candidate course schedules will be used to determine when the data is available. This assignment utilizes a grading rubric.	Acceptable: 90% of candidates pass assignment.	Ideal: 95% pass rate.	Findings for TED 632 A Student Profile/ Differentiation		X	X	X	X	X	X	X	X	X	X	X	
		Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Student Artifact	Student teaching supervisors evaluate candidate's ability to connect knowledge of students, content knowledge and appropriate standards. Evaluations is done during TED 640 A/ B. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	Acceptable: 100% of candidates pass student teaching.	Ideal: 100% of candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching	Exceeded	Exceeded	X	X	X	X	X	X	X	X	X	X	
	Outcome 7	Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.	Candidate Exit Survey	Indirect - Survey	Survey conducted after student teaching to determine candidates' satisfaction in the teacher preparation program.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2 to 2.5 on how well the program prepared the candidate for the implementation of the INTASC standards.	Yes, the program made the candidate familiar with the INTASC standards.  An average of 2.5 to 3 on how well the program prepared the candidate for the implementation of the INTASC standards.	Findings for Candidate Exit Survey		X	X	X	X	X	X	X	X	X	X	X	
		Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.	TED 633 Teach and Reflect	Direct - Student Artifact	Candidates are asked to complete a Teach and Reflect assignment that asks them to reflect about assessments and their connection to academic goals.	Acceptable: 90% of candidates pass assignment.	Ideal: 95% pass rate.	Findings for TED 633 Teach and Reflect		X	X	X	X	X	X	X	X	X	X	X	
		Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.	TED 640 Supervisory Evaluation of Student Teaching	Direct - Other	Student teaching supervisors evaluate candidate's ability to create appropriate assessment tools for students. Evaluations is done during TED 640 A/ B. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.	Acceptable: 100% of candidates pass student teaching.	Ideal: 100% of candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching	Exceeded	Exceeded	X	X	X	X	X	X	X	X	X	X	
Department of Teacher Education	Outcome 1	Examine the theories and research related to effective reading and language arts instruction.	ARL 645- Curriculum Project on Fluency	Direct - Student Artifact	The project will center around the central topic of fluency. Candidates will define fluency, research how to determine whether a child is fluent, write three complete lesson plans and present a rationale for the instructional activities.	85% of candidates will score 24/30 or better.	95% of candidates will score 29/30 or better.	Findings for ARL 645- Curriculum Project on Fluency	Exceeded	Approaching					X	X			X	X	
		Examine the theories and research related to effective reading and language arts instruction.	ARL 646-Final Exam	Direct - Exam	Candidates compose a Summary and Reflection of approximately 800-1,000 words about Chapter 38 about Reading as Motivated Meaning-Construction Process. The Summary should highlight the main ideas, and the Reflection should make a personal comment on one or two of the significant aspects of the reading.	85% of candidates will score 10/10.	95% of candidates will score 10/10.	Findings for ARL 646-Final Exam	Not Met	Moving Away					X	X			X	X	
		Examine the theories and research related to effective reading and language arts instruction.	Reading Specification/Reading & Literacy Added Authorization Exit Survey	Indirect - Survey	A survey is conducted each year of recent graduates of the ARL Reading Specification/Reading & Literacy Added Authorization to determine the value of the courses, whether graduates believed the program outcomes were achieved, and whether graduates believe they are prepared for their present teaching position.	80% or above of respondents will agree or strongly agree on the survey items.	90% of respondents will agree or strongly agree on the survey items.	Findings for Reading Specification/Reading & Literacy Added Authorization Exit Survey							X	X			X	X	
	Outcome 2	Analyze current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.	ARL 645 Field Experience Lesson Plan for Teaching a Fluency Lesson	Direct - Student Artifact	Write a lesson plan on fluency in which you present an activity that would help students achieve fluency. Use the Official National University Lesson Plan Template to write your lesson, being sure to provide a rationale for each step.	85% of students will score 24/30 or better.	85% of students will score 29/30 or better.	Findings for ARL 645 Field Experience Lesson Plan for Teaching a Fluency Lesson	Exceeded	Moving Away						X					
		Analyze current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.	ARL647B Paper: Reflection on Implementing Culture of Literacy	Direct - Student Artifact	Candidates will read and briefly report on how they implement a culture of literacy in their tutoring sessions, classroom, school, family and community.	85% of candidates will score 4-5.	85% of candidates will score 5-5.	Findings for ARL647B Paper: Reflection on Implementing Culture of Literacy	Exceeded	Exceeded						X					
		Analyze current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.	Reading Specification/Reading & Literacy Added Authorization Exit Survey	Indirect - Survey	A survey is conducted each year of recent graduates of the ARL Reading Specification/Reading & Literacy Added Authorization to determine the value of the courses, whether graduates believed the program outcomes were achieved, and whether graduates believe they are prepared for their present teaching position.	80% of respondents will agree or strongly agree on the survey items.	90% of respondents will agree or strongly agree on the survey items.	Findings for Reading Specification/Reading & Literacy Added Authorization Exit Survey								X					
	Outcome 3	Analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction.	ARL 647A Disaggregated Data Assignment	Direct - Student Artifact	Candidates will prepare a comparison of English Learners and Native English Learners and High SES and Low SES students' reading assessment data.	85% of candidates will score 12/15 or better.	95% of candidates will score 12/15 or better.	Findings for ARL 647A Disaggregated Data Assignment	Exceeded	Approaching	X				X					X	
		Analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction.	ARL 647B Field Study Proposal	Direct - Student Artifact	Candidates will write a clear, concise proposal detailing their topic's needs, the planned research-based literacy intervention, and the effective evaluation methods.	85% of candidates will score 25/30 or better.	90% of candidates will score 25/30 or better.	Findings for ARL 647B Field Study Proposal	Exceeded	Approaching	X				X					X	
		Analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction.	Reading Specification/Reading & Literacy Added Authorization Exit Survey	Indirect - Survey	A survey is conducted each year of recent graduates of the ARL Reading Specification/Reading & Literacy Added Authorization to determine the value of the courses, whether graduates believed the program outcomes were achieved, and whether graduates believe they are prepared for their present teaching position.	80% of respondents will agree or strongly agree on the survey items.	90% of respondents will agree or strongly agree on the survey items.	Findings for Reading Specification/Reading & Literacy Added Authorization Exit Survey			X				X					X	
Outcome 4	Design appropriate assessment, instruction, and differentiation in the field.	ARL 647A Case Study of Assessing Student's Reading Performance	Direct - Student Artifact	Candidates will assess a student's reading performance on a leveled oral reading passage. Based on the student's reading performance, candidates will describe appropriate instructional strategies and explain why these strategies would be effective according to grade-level standards. The paper should also include whether or not the results warrant further assessment.	85% of candidates will score 12/15.	95% of candidates will score 12/15.	Findings for ARL 647A Case Study of Assessing Student's Reading Performance	Not Met	Moving Away	X				X					X	X	

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	Design appropriate assessment, instruction, and differentiation in the field.	ARL 647B Video and Analysis of Candidates Teaching Literacy Lessons to Whole Class	Direct - Student Artifact	Candidates will prepare a video of a 30-minute literacy lesson demonstrating candidates' abilities to provide literacy instruction in a whole-class setting. An analysis of 12 reflection questions about their video will be completed.	85% of candidates will score 4/6 or better.	95% of candidates will score 5/6 or better.	Findings for ARL 647B Video and Analysis of Candidates Teaching Literacy Lessons to Whole Class	Exceeded	Exceeded	X		X		X	X
	Design appropriate assessment, instruction, and differentiation in the field.	Reading Specialization/Reading & Literacy Added Authorization Exit Survey	Indirect - Survey	A survey is conducted each year of recent graduates of the ARL Reading Specialization/Reading & Literacy Added Authorization to determine the value of the courses, whether graduates believed the program outcomes were achieved, and whether graduates believe they are prepared for their present teaching position.	80% of respondents will agree or strongly agree on the survey items.	90% of respondents will agree or strongly agree on the survey items.	Findings for Reading Specialization/Reading & Literacy Added Authorization Exit Survey			X		X		X	X
Outcome 5	Evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students literacy development.	ARL 646 Curriculum Project on Comprehension	Direct - Student Artifact	Candidates will write 3-5 pages about the most important new insight gained from reading Chapters 17-20 in the course text. The paper should explain the insight, tell why it seemed new and important, and how it contrasts with previous ideas. Candidates are required to discuss the value and plan for implementing this new insight in their teaching.	85% of candidates will score 16/20 or better.	95% of candidates will score 16/20 or better.	Findings for ARL 646 Curriculum Project on Comprehension	Exceeded	Exceeded	X	X	X	X	X	X
	Evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students literacy development.	ARL 647B Video and Analysis of Candidates Teaching Literacy Lessons to their Tutor.	Direct - Student Artifact	Candidates will prepare a video of a 30-minute literacy tutoring session using their tutor's intervention strategy. An analysis of 12 reflection questions about their video will be completed.	85% of candidates will score 4/6 or better.	95% of candidates will score 5/6 or better.	Findings for ARL 647B Video and Analysis of Candidates Teaching Literacy Lessons to their Tutor.	Exceeded	Approaching	X	X	X	X	X	X
	Evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students literacy development.	Reading Specialization/Reading & Literacy Added Authorization Exit Survey	Indirect - Survey	A survey is conducted each year of recent graduates of the ARL Reading Specialization/Reading & Literacy Added Authorization to determine the value of the courses, whether graduates believed the program outcomes were achieved, and whether graduates believe they are prepared for their present teaching position.	80% of respondents will agree or strongly agree on the survey items.	90% of respondents will agree or strongly agree on the survey items.	Findings for Reading Specialization/Reading & Literacy Added Authorization Exit Survey			X	X	X	X	X	X
Outcome 1	Create a vision of learning that is shared and supported by the school community.	Candidates will create a vision of learning that is shared and supported by the school community.	Direct - Student Artifact	Performance in courses: EDA 67N As measured by candidate performance on the Vision of Leadership Signature Assignment	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 67N.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 67N.	Findings for Candidates will create a vision of learning that is shared and supported by the school community.	Exceeded	Exceeded						
	Create a vision of learning that is shared and supported by the school community.	Candidates will create a vision of learning that is shared and supported by the school community.	Direct - Student Artifact	Performance in courses: EDA 67N As measured by average of the scores on the Vision of Leadership assignment in EDA 67N and the Principal Action Plan Final Project in EDA 67N.	Acceptable: 80% of Candidates will score 90% or better as measured by the average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better as measured by the average of the scores in the identified course Signature Assignments	Findings for Candidates will create a vision of learning that is shared and supported by the school community.	Exceeded	Exceeded						
	Create a vision of learning that is shared and supported by the school community.	Candidates will create a vision of learning that is shared and supported by the school community.	Indirect - Survey	EDA 67N - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 6 of the student disposition in EDA 67N.	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 6 of the student disposition in EDA 67N.	Findings for Candidates will create a vision of learning that is shared and supported by the school community.	Exceeded	Exceeded						
Outcome 2	Develop a school culture conducive to student learning and staff professional growth.	Candidates will develop a school culture conducive to student learning and staff professional growth.	Indirect - Survey	EDA 67N - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 7 of the student disposition in EDA 67N.	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 7 of the student disposition in EDA 67N.	Findings for Candidates will develop a school culture conducive to student learning and staff professional growth.	Exceeded	Exceeded						
	Develop a school culture conducive to student learning and staff professional growth.	Candidates will develop a school culture conducive to student learning and staff professional growth.	Direct - Exam	Performance in EDA 67N: As measured by candidate performance on the Principal Action Plan Final Project.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 67N.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 67N.	Findings for Candidates will develop a school culture conducive to student learning and staff professional growth.	Exceeded	Exceeded						
	Develop a school culture conducive to student learning and staff professional growth.	Candidates will develop a school culture conducive to student learning and staff professional growth.	Direct - Student Artifact	Performance in courses: EDA 67N As measured by average of the scores on the Budget Development project in EDA 67N and the Community Resources/Assets Mapping Plan in EDA 67N.	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Findings for Candidates will develop a school culture conducive to student learning and staff professional growth.	Exceeded	Exceeded						
Outcome 3	Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Direct - Student Artifact	Performance in course EDA 67N: As measured by candidate performance on the Budget Development Project and the Community Resources/Assets Mapping Plan in EDA 67N.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 67N.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 67N.	Findings for Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Exceeded	Exceeded						
	Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Direct - Exam	Performance in courses: EDA 67N As measured by average of the scores on The Educational Law Case Study in EDA 67N and the Principal Action Plan Final Project in EDA 67N.	Acceptable: 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Ideal: 95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assignments	Findings for Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Exceeded	Approaching						
	Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Indirect - Survey	EDA 67N - Collected Candidate exit Surveys	Acceptable Target: 90% of Candidates will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question 1 of the student disposition in EDA 67N.	Ideal Target: 60% of Candidates will average "4" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 1 of the student disposition in EDA 67N.	Findings for Candidates will analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.	Exceeded	Exceeded						
Outcome 4	Design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.	Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests	Direct - Student Artifact	Performance in course EDA 67C: As measured by candidate performance on the Public Relations Plan.	Acceptable: 80% of Candidates will score 90% or better on the signature assessment for EDA 67C.	Ideal: 95% of Candidates will score 90% or better on the signature assessments for EDA 67C.	Findings for Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests	Exceeded	Approaching						



Stanford College of Education
2018 Outcomes Assessment

Table with 14 columns: Department of Teacher Education, Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option (Nevada Only), Outcome, Description, Assessment Method, Performance Measure, Acceptable Target, Ideal Target, Findings for Candidates, Status, and Action Plan. It details various assessment activities for different educational leadership outcomes, including collaborative design, professional ethics, cultural context analysis, and leadership evaluation.

