							2010	Juttonii	es Assessme									
Department	Program	Outcome	Outcome Description	Measure Title	Measure Type/Method	Details/Description		Ideal Target		Acceptable Target Achievement	Ideal 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 I	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	90% of the program completers will feel well prepared to meet the standards.	Findings for Candidate Exit Surveys	Not Met	Approaching			X			X	
			Facilitate the development and implementation of a	Communication	Direct - Student	This assignment have candidates review their	A score of 3 on the	A Score of 4 on the						X			X	
			shared vision of learning and growth of all students. Facilitate the development and implementation of a	Assignment Digital Reflective	Artifact Direct - Portfolio	communication styles and how it facilitates their abilities as a leaders Candidates design a Digital Reflective Portfolio (individual		rubric elements.	Findings for Digital	Met	Exceeded							
			shared vision of learning and growth of all students.	Portfolio		website) to which to upload artifacts and	completers will attain scores of 3 or 4 on the program assessment rubric.	completers will attain scores of 3 or 4 on the program assessment rubric.	Reflective Portfolio					X			X	
		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.	complete the exit survey will have an aggregated average above 3 for those areas aligned to	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		X	X				X
			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	completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for	attain scores of 3 or 4 on the program assessment rubric as related to their DRP	Findings for Digital Reflective Portfolio	Met	Exceeded		X	X				X
			Develop a collaborative culture of teaching and learning	Mulitiple Measures	Direct - Student	This assignment ask candidates to present how multiple		Rubric Score of 4					X	X				X
		Outcome 3	informed by professional standards and focused on ctudent and professional on with Manage the organization to cultivate a safe and	Candidate Exit	Artifact Indirect - Survey	measures are used at their school sites to measure student achievement. Candidate survey completed at the end of the program.	85% of program	85% of program	Findings for Candidate Exit	Not Met	Approaching							
		-	productive learning and working environment. Manage the organization to cultivate a safe and	Surveys Digital Reflective	Direct - Portfolio	Candidates design a Digital Reflective Portfolio (individual	respond to the Exit Survey within EDA613	completers will respond to the Exit Survey within EDA613 100% of program	Surveys Findings for Digital	Mar.	Exceeded		X	X				X
			swaning and continuation to clutivate a size and productive learning and weeking environment.	Portfolio	Dacci - Pottono	cantainese steeps a Logisti reference Persons (many salas website) to which so upload artifacts and	completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for	completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP	Reflective Portfolio	and .	Exceded		X	X				X
			Manage the organization to cultivate a safe and neoductive 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					X	X				X
		Outcome 4	Collaborate with families and other stakeholders to address diverse student and community interests and	Candidate Exit Surveys	Indirect - Survey	Candidates complete an Exit Survey within EDA613, their final course in the program.	candidates will feel	95% of the candidates will feel	Findings for Candidate Exit Surveys	Not Met	Approaching		X		X			X
			mobilize community resources. 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	completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for					X		X			X
			Collaborate with families and other stakeholders to	Reflection on	Direct - Student	This assignment asks the candidates to reflect on the schoo		CPSEL 4. 95% of the points or					37		N7			37
		0	address diverse student and community interests and mobilize community resources	School Community	Artifact	community in which they work Candidates complete an Exit Survey within EDA613, their	on the assignment.	the assignment.					X		X			X
		Outcome 5	Model professionalism, ethics, integrity, justice, and equity for faculty and staff.	Candidate Exit Surveys	Indirect - Survey	Candidates complete an EXR Survey within EDA013, their final course in the program.	completers will respond to the Exit Survey within	100% of program completers will respond to the Exit Survey within EDA612								X		
			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	completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exil Interview for CPSEL 5.	i							X		
			Model professionalism, ethics, integrity, justice, and equity for faculty and staff.	Leadership Survey	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.		95% of the points or the assignment.	h							X		
		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.	respond to the Exit	100% of program completers will respond to the Exit Survey within					X	X	X		X	
			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	completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP Exit Interview for	100% of program completers will attain scores of 3 or 4 on the program assessment rubric as related to their DRP					X	X	X		X	
			Influence political, social, economic, legal and cultural contexts affecting education to improve education	Evidence of Progress on CPSEL	Direct - Student Artifact	Candidates demonstrate through artifacts their progress to met CPSEL 6.	85% of the points for the assignment.	95% of the points for the assignment.					X	X	X		X	
		Outcome I	nolicies and nunctioes 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 FY19.	80% of Candidates will score 90% or better on the signature assessmen	95% of Candidates will score 90% or better on the t signature assessments for	Findings for PLO 1, Direct 1	Exceeded	Approaching	X	X		X			X
			communicating a shared vision that includes school-wide goals for improving teaching and learning.		Direct - Student Artifact	Assignments in each course.	will score 90% or better as measured by average of the scores in the identified course Signature	by the average of the scores in the identified course Signature	Findings for PLO 1, Direct 2		Exceeded	X	X		X			X
			communicating a shared vision that includes school-wide goals for improving teaching and learning.			EDA 600 - Collected Candidates' Third Dispositions Form	will average "3" (As an educational administration candidate, I believe lexhibit this dispositional characteristic 80% - 94% of the time) or greater on question "6" on the candidate disposition in EDA 660	will average "4" (As an educational administration candidate, I believe le exhibit this dispositional characteristic 95% - 100% of the time) on Question 6 on the Final Disposition in EDA 600.			Moving Away	X	X		X			X
		Outcome 2	Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.		Direct - Student Artifact	Performance in EDA 653: as measured by candidate performance on Signature Assignment.	signature assessmen for EDA 653.	better on the signature assessments for EDA 653	Findings for PLO 2, Direct 1	Exceeded	Approaching	X	X	X		X	X	X
			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	95% of Candidates will score 90% or better as measured	Findings for PLO 2, Direct 2	Not Met	Moving Away	X	X	X		Х	X	X

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		Examine the role of the instructional losder in the context of the stewardship of effective instructional practices.	PLO 2, Indirect	Indirect - Survey	EDA 660 - Collected Candidates: Third Dispositions Form	will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or	will average "4" (As an educational administration I candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question "7" on the Final Disposition	Findings for PLO 2, Indirect	Not Met	Moving Away	X	X	X		X	X	X
	Outcome 3	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.	will score 90% or better on the signature assessment	95% of Candidates will score 90% or better on the t 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 costext 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.	better as measured by average of the scores in the identified course Signature	95% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature	Findings for PLO 3, Direct 2		Exceeded	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	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	60% of Candidates will average "4." (an educational 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
	Outcome 4	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.	will score 90% or better on the signature assessment for FDA 655	95% of Candidates will score 90% or better on the t signature assessments for ETA 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.		Direct - Student Artifact	Performance in courses: EDA 657 As measured by average of the scores on the Signature Assignment.	Performance in courses: 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 s scores in the identified course Signature Assignments.	Findings for PLO 4, Direct 2		Exceeded	Х		Х	Х		Х	Х
minary s Credential		based school growth plans.	PLO 4, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	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 660.	will average "4" (As an educational administration I candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on the average responses for I questions "14" and "16" on the Final Disposition in EDA 600.			Moving Away	X		X	X		X	X
	Outcome 5	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.	will score 90% or better on the signature assessment for EDA 656.	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 oystems for the provision of professional growth opportunities for school teachers, staff, and administrators.		Direct - Student Artifact	Performance in Signature Assignment for EDA 655 As measured by average of the scores on activity relating to this this CLO.	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 on the identified course Signature Assessments.	Findings for PLO 5, Direct 2		Exceeded	X	X	X	X		X	
		Crispe systems for the provision of professional growth opportunities for radeol teachers, staff, and administrators.		Indirect - Survey	EDA 600 - Collected Candidates' Their Dispositions Form	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	will average "4" (As an educational administration [candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question "15" on the Final Disposition a in EDA 600.	Findings for PLO 5, Indirect		Moving Away	X	X	X	X		X	
	Outcome 6	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	will score 90% or better on the signature assessment for EDA 657.	will score 90% or better on the signature assessments for	Findings for PLO 6, Direct 1		Exceeded	X	X	X		X		X
		systems to promote teaching and learning.	PLO 6, Direct 2	Direct - Student Artifact	Performance in courses: EDA 658 As measured by average of the scores on the Signature Assignment.	better as measured by average of the scores in the identified course Signature	in the identified course Signature Assignments.	Findings for PLO 6, Direct 2		Exceeded	X	X	X		X		X
		systems to promote teaching and learning.	PLO 6, Indirect		EDA 600 - Collected Caudidates' Third Dispositions Form	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	will average "4" (As an educational an educational administration [candidate, I believe I exhibit this dispositional characteristic 95% - 100% of the time) on question 4 on the Final Disposition in EDA 600.			Moving Away	X	X	X		X		X
	Outcome 7	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 Assessment.	will score 90% or better on the signature assessment for EDA 652.	will score 90% or better on the	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.	PLO 7, Direct 2	Direct - Student Artifact	Performance in courses: EDA 635 As measured by average of the scores of the Signature Assignment.	80% of Candidates will score 90% or better as measured by average of the	95% of Candidates will score 90% or	Findings for PLO 7, Direct 2	Exceeded	Exceeded		X	X	X	X		X

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				Analyze ways in which a school can engage their communities to premote the shared vision.				will merage "3" (As an education and 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	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.			Moving Away		X	X	X	X		X
			Outcome 1	Demonstrates knowledge of major developmental theories (personality, social, physical, emotional, and cognitive development) and chromological 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.	Assignment			80%	85%						X				
				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				
			Outcome 3	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 anoneciating the diversity of each student. Effectively applies positive consultative and collaborative	CED 611	Direct - Student Artifact	CED 611 Group Counseling Signature Assignment			Findings for CED 611	Met	Approaching			X				
Adm	inistration and School	CA Credential in Pupil Personnel Services Credential School Counseling	Outcome 6	relationships with school staff, parents, and community agencies in support of student academic, career, and personal/social success.		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	CED 614	Direct - Exam	CED 614 Legal & Ethical Practices Final Exam	80%	85%	Findings for CED 614	Exceeded	Exceeded	X		X		X		
			Outcome 8	statistics and test and survey construction, as well as the	CED 613	Direct - Student Artifact	CED 613 Pyscho-Educational Assessment Signature Assignment	80%	85%				X		X			X	
			Outcome 9	oroun and individual assessment Understands and utilizes computer technology relevant to the tasks and role of a school counselor.	CED607	Direct - Portfolio	Portfolio, signature assignments demonstrating tasks utilizing 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		Direct - Student Artifact	CED 605 Instructional Design Signature assignment	80%	85%	Findings for CED 605	Exceeded	Exceeded			X				
			Outcome 11	classmom intercentions strategies. 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	CED612	Direct - Student Artifact	CED612 Career & Academic counseling signature assignment	80%	85%	Findings for CED612	Met	Approaching			X				
			Outcome 13	behavior and learning. Demonstrate skills in developing and interpreting social science research and applying the findings to professional practice.		Direct - Student Artifact	CED 637 Action Research Final Project	80%	85%	Findings for CED637	Met	Approaching							
			Outcome I	Integrate bowledge and skill in the destrictation of the destriction of the elborism of the development of an intervention addressing the function of the behavior and the state of the state of the state of the state of the destriction addressing the function of the behavior that the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of state of state of state of state of state of state of state of state of state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state	Assignment	Artifact		will store 90% or better on the signature assignment for ABA 600 – responses to study guide questions in test format about Current status and future directions of school-based behavioral interventions article in School Psychology Review, 33, 3	will score 90% or better on the signature assignment for ABA 600.	Findings for ABA 600 Signature Assignment	Not Met	Moving Away	X				X		
				intervention addressing the function of the behavior	End-Of-Course Questionnaire			report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 600 end-of-course questionnaire.	report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 600 end-of-course questionnaire.	Student End-Of-Course Questionnaire		Moving Away	X				X		
				Integrate town-bedge and skill in the destribution of the function of the obsture and the development of an intervention addressing the function of the behavior the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of state of state of state of state of state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state state stat	Assignment	Artifact		will score 90% or better as measured by average of the scores in the identified course Signature Assignment for ABA 601 – Completion of assigned Behavioral Development Solutions (BDS) Modules.	will score 90% or better as measured by the average of the scores in the sidentified ABA 601 Signature assignments.	Findings for ABA 601 Signature Assignment	Exceeded	Moving Away	X				X		
				function of the behavior and the development of an intervention addressing the function of the behavior	End-Of-Course Questionnaire			report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 601 end-of-course questionnaire.	report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 601 end-of-course questionnaire.	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		will score 90% or better on the	Ideals 93% 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		

		Integrate data-based decisions using behavioral analytic approaches to increase and decrease target behaviors	End-Of-Course Questionnaire	,	Student end-of-course questionnaire collected in the ABA 602 course	report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 602 end-of-course questionnaire.	report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 602 end-of-course questionnaire.	Student End-Of-Course Questionnaire			X	Х	Х	
		Integrate data-based decisions using behavioral analytic approaches to increase and decrease targer behaviors	ABA 603 Signature Assignment	Artifact	Completion of assigned Behavioral Development Solution (BDS) Modules	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.	will score 90% or better as measured by average of the scores in the identified ABA 603 Signature Assignment.	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	4.00, or greater, on the student perception of learning mean section of the ABA	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-04-Course Questionnaire			X	X	X	
	Outcome 3	behavioral assessments and interventions	ABA 606 Signature Assignment	Artifact	Competen of assigned Behavioral Development Solution (BISS) Models	better as measured by average of the scores in the identified course Signature Assignment for ABA 606— Completion of assigned Behavioral Development Solutions (BDS)	better as measured by average of the scores in the identified ABA 606 Signature Assignment.	Signature Assignment	Not Met	Moving Away		X	X	X
		behavioral assessments and interventions	End-Of-Course Questionnaire		Student end-of-course questionnaire collected in the ABA 606 course	4.00, or greater, on the student perception of learning mean section of the ABA 606 end-of-course questionnaire.	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	X
		Examine special education law and first 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 the 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.	score 90% or better t on the signature assessment SPD 616	Findings for SPD 616 Signature Assignment	Met	Moving Away		X	X	X
		behavioral assessments and interventions	SPD 616 Student End-Of-Course Questionnaire		Student end-of-course questionnaire collected in the SPD 616 course	4.00, or greater, on the student perception of learning mean section of the SPD	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	X
Applied		Engage in behavioral consultation in the school setting	Assignment	Artifact	Development of an action plan for extering and working in a new school setting	Candidates will sover of the term of the signature on the signature assignment for ABA 610 – development of an action plan for entering and working in a new school setting including maintaining with the school and interaction with IEP process if asked.	will soore 90% or of whe signature assignment of rABA 610 - development of a action plan for action plan for entering and working in a new school setting including including including relationships with the school and interaction with IEP process if asked.	Signature Assignment	Not Met	Moving Away	X	X		X
			End-Of-Course Questionnaire		Student end-of-course questionnaire collected in the ABA 610 course	report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 610 end-of-course questionnaire.	report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 610 end-of-course questionnaire.	Student End-Of-Course Questionnaire			X	X		X
		Engage in behavioral comultation in the school setting	ABA 612 Signature Assignment	Direct - Student Artifact	Development of a behavioral intervention plan (BIP)	Acceptable: 80% of Candidates will score 95% or better as measured by average of the score in the identified ABA 612 Signature Assignment – Students will develop a behavior intervention plan (IBIP) based on the data obtained during a problem analysis interview with and problem analysis interview with and problem analysis interview with a problem and problem analysis interview with a problem and problem analysis interview with a problem and problem analysis interview with a problem and problem analysis interview with a problem analysis interview with a problem and a problem analysis interview with a problem and a problem analysis interview with a problem analysis interview with a problem and a problem analysis interview with a problem and a problem a prob	better as measured by average of the scores in the identified ABA 612	Findings for ABA 612 Signature Assignment	Non Met	Moving Away	X	X		X

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Master of Science in Applied Behavioral Analysis

Million	1	Engage in behavioral consultation in the school setting	ABA 612 Student	Indirect - Survey	Student end-of-course questionnaire collected in the ABA	90% of students will	90% of students will	Findings for ABA 612	Ht		N/	W				3 7
Manufacture of the control of the					612 course	report a score of 4.00, or greater, on the student perception of learning mean section of the ABA 612 end-of-course	report a score of 4.25, or greater, on the student perception of learning mean section of the ABA 612 end-of-course	Student End-Of-Course			X	X				X
Property	Outcome 5	Functional Behavioral Assessment and Behavior	ABA 611 Signature Assignment	Artifact		will score 90% or the signature assessmen for ABA 611 - students will write a 6 - 8 page research paper on a topic within PBIS that includes research findings, practicum applications in a school setting including and future directions.	will soore 90% or better on the ABA 611 signature assignment.	Signature Assignment	Exceeded	Exceeded	X	X	X	X		X
Column of Colu		Functional Behavioral Assessment and Behavior	End-Of-Course	Indirect - Survey		4.00, or greater, on the student perception of learning mean section of the ABA 611 end-of-course	4.25, or greater, on the student perception of learning mean section of the ABA 611 end-of-course	Findings for ABA 611 Student End-Of-Course Questionnaire			X	X	X	X		X
Total control of the property of the state of		Functional Behavioral Assessment and Behavior	ABA 612 Signature Assignment	Direct - Student Artifact		will score 90% or better as measured by average of the scores in the identified ABA 612 Signature Assignment – Students will develop a behavior intervention plan (BIP) based on the data obtained during a problem analysis and problem analysis interview with a PK-12	will score 90% or better as measured by average of the scores in the identified ABA 612 Signature	Findings for ABA 612 Signature Assignment			X	X	X	X		X
Things to execute of chard-sides and in signal. Things to execute of chard-sides and		Functional Behavioral Assessment and Behavior Intervention Plan	End-Of-Course Questionnaire			the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	the student perception of learning mean section of the ABA 612 end-of-course questionnaire.				X	Х	Х	X		Х
was de adachedure, neumal and external The objection of the control of the contr	Outcome 6	on all stakeholders, internal and external	ABA 610 Signature Assignment			score 90% or better on the signature assignment for ABA 610 – development of an action plant for entering and working in a new school setting including maintaining relationships with the school and interaction with IEP process if asked.	better on the signature assignment for ABA 610 - development of an action plan for entering and working in a new school setting including maintaining maintaining relationships with the school and interaction with IEP process if asked.		Not Met	Moving Away		X	Х		X	X
Augment And Augmen		Investigate the concept of school culture and its impact on all stakeholders, internal and external		Indirect - Survey		4.00, or greater, on the student perception of learning mean section of the ABA 610 end-of-course	4.25, or greater, on the student perception of learning mean section of the ABA 610 end-of-course	Findings for ABA 610 Student End-Of-Course Questionnaire				X	X		X	X
Opensionnaire 4 40 or granter, on the student perception on the stude		on all stakeholders, internal and external	Assignment	Artifact		will score 90% or the better as measured by average of the scores in the sidentified ABA 612 Signature Assignment – Students will develop a behaviora intervention plan (BIP) based on the data obtained during a problem analysis interview with a PK-12 teacher.	will soore 90% or the better as measured by average of the scores in the scores in scores in score	Signature Assignment	Not Met	Moving Away						X
environment that destricts materiational receist for devices, and the administrative task of the principal and form of the			Questionnaire			4.00, or greater, on the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	4.25, or greater, on the student perception of learning mean section of the ABA 612 end-of-course questionnaire.	Questionnaire				X	X		X	X
Demonstrate an understanding of organizational SPURO Results Dierect - Student 100% of candidates 89% of candidates 150% of can		development, and the benefits of mobilizing human and iscal resources, restructuring, creating a school environment that identifies institutional needs for diversity and the administrative tasks of the principal and non-monitorial properties of the principal and potential properties of the principal and properties of the principal and principal and p	(Signature Assignment SPIRO Results	Direct - Student		100% of candidates	80% of candidates									
Acceptance, and the describes institutional control entire that identifies institutional control for discovery and the administrative tasks of the principal and and institutional and institutional control entire that is a simple to the control of the described in the control of the control		iscal resources, restructuring, creating a school cervironment that identifies institutional needs for diversity and the administrative tasks of the principal and size actionists. Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school	Assignment) EDA 658 School Community	Direct - Student	Signature Assignment: School Law Case Study	better on a 3 point rubric. 80% of students will successfully complete this signature assignment	above on the 3 point rubric. 100% of students will successfully complete this	Findings for EDA 658 School Community		Approaching						

			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	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	Reflection Paper (Signature Assignment)	Direct - Other	Key assessment measure of human and fiscal resources	will score 2.0 or	80% of candidates will score 2.5 or above on the 3 point	Findings for Reflection Paper (Signature Assignment)	Met	Approaching					
		Outcome 3	districts Understand, evaluate, and apply school district procedures for curriculum implementation and instructional improvement, based on assessment and appropriateness of multi-cultural classroom appropriateness.	Student Fieldwork Practicum	Direct - Student Artifact	Student administrative activities conducted at school site of their assignments that relates to social and political forces in school community relations and diversity	100% of students will score better that 2.0 on rubric	80% of students will t score better than 2.5 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 criviounnessis.	Summative Paper and Powerpoint Presentation	Direct - Other	Candidates will present a Symposium (Field-Based) Projec at the conclusion of the Program before a punel of sitting administrators and/or higher education faculty		will score 4 on the	Findings for Summative Paper and Powerpoint Presentation	Not Met	Approaching					
		Outcome 4	Understand, evuluate, 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 Budge Project	successfully complete school site budget project signature assignmen with "4" level rubric criteria	will successfully complete school site budget project at signature assignment with "4" level rubric criteria		Met	Approaching					
			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	will receive an "A"	Findings for EDA 657 Organizations and Systems Lendership	Met	Approaching					
				Portfolio Demonstration of Competence, Categories 3, 4 & 9 - EDA 633		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	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	Model Plan to	Direct - Portfolio	Reflection Paper: Model Plan to Increase Parent Involvement		will score 2.5 or	Findings for Reflection Paper: Model Plan to Increase Parent Involvement	Met	Exceeded					
Department of Educational Administration and School Counseling Psychology	Master of Science in Applied School Leadership with PAS credential	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 Competence 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	understanding and competence of total operation of personnel and school management	will demonstrate understanding and competence of total operation of personnel and	Findings for Demonstration Competence 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.	Develop and Implement School Leadership	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		80% of students will be pass with a rubric	Findings for Develop and Implement School Leadership Fieldwork	Met	Exceeded					
		Outcome 6		Educational	Direct - Portfolio	for a safe, efficient, and effective learning environment. Development of a portfolio and implantation of activities related to an educational leader who promotes the success of all students by collaborating with families and	out of 3.0. 100% of Students will pass with 2.0 out of 3.0 rubric.	pass with 2.5 out of	Activities Findings for Portfolio Activities Related to Educational Leadership	Exceeded	Exceeded					
			improve instructional programs and drive professional development of the staff' Make better decisions regarding the management of information technology within the organization, and how	Leadership Portfolio Demonstration of	Direct - Portfolio	community members, responding to diverse community interests and need, and mobilizing community resources. Candidates complete a fieldwork portfolio before exiting the program which is reviewed by a University and site	All candidates completing the	Same as above.	Findings for Portfolio Demonstration of	Exceeded	Approaching					
			information and educational technology can be used to improve instructional programs and drive professional development of the staff	Competence, Category 6		supervisor.	portfolio will be successfully reviewed by University and site		Competence, Category 6							
		Outcome 7	Build consensus among stake-holders, evaluate, analyze and develop new school programs and paradigms	Candidates will present a Symposium (Field- Based) Project at the conclusion of the	Direct - Portfolio	Candidates will present a Symposium (Field-Based) Projec at the conclusion of the Program before a Program level; Direct	will achieve a 2.0 ou	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 stake-holders, evaluate, analyze and develop new school programs and paradigms	Demonstration of Competence, Category 7		the program which is reviewed by a University and site supervisor.	All candidates completing the portfolio will be successfully reviewed by University and site	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	will score 2.0 or better on a 3 point rubric	will score 3.0 or better on 3 point rubric	Findings for Candidates will present a Symposium (Field- Based) Project at the conclusion of the Program before a		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		Development of portfolio of school activities related to an educational leader who promotes the success of all student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning	will achieve a rubric of 2.0 out of 3.0.	achieve a rubric of 2.0 out of 3.0.	Portfolio of Implementation of School Leader Activities		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	successfully complete Action Research Project according to action research project	will complete Action Research Project according to action research project rubric	Findings for EDA 637 Action Research Project	Exceeded	Approaching					
			political forces that impact effective school community relations with an emphasis on diversity.	ILD 625 Research Course	Artifact	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	all of eight of the above listed assignments according to the respective rubric measures for each	e will successfull 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	Portfolio of Implementation of	Direct - Portfolio	Development of a Portfolio and implementation of activitie related to educational leadership who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.	s 100% of students will achieve a 2.0 rubric out 3.0.	80% of students will achieve as 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	Candidates will present a Symposium (Field-	Direct - Other	All candidates to present an appropriate Project demonstrating lake inderstanding and knowledge of practical and real world school settings, supervised by a mentor in partnership with the University	will a a three proficience in the Presentation of Symposium (Field- Based) Projects: A Rubric for Planning and	will a a three proficience in the Presentation of Symposium (Field- Based) Projects: A Rubric for Planning and	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	PLO 1, Direct 1	Direct - Student Artifact	Performance in course: EDA 652	will score 90% or	Assessment 95% of Candidates will score 90% or	Findings for PLO 1, Direct 1	Exceeded	Approaching	X	X	X		X
			goals for improving teaching and learning.			As measured by candidate performance on the Signature Assignment.	signature assessmen for EDA 652.	better on the signature assessments for EDA 669								
			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.	will score 90% or better as measured	95% of Candidates will score 90% or better as measured by the average of the scores in the identified course Signature	Findings for PLO 1, Direct 2	Exceeded	Exceeded	X	X	X		X

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1			PLO 1, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	2018	Outcome	es Assessme	nt.	lu · ·						
	gor	mmunicating a shared vision that includes school-wide als for improving teaching and learning.				will average "3" (Ar an educational administration candidate, I believe exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "6" on the candidat disposition in EDA 600	s will average "4" (As an educational administration it candidate, I believe I exhibit this dispositional characteristic 95% - r 100% of the time) on Question 6 on the te Final Disposition in EDA 600.			Moving Away	X	X	X			X
Outc	ome 2 Ex	amine the role of the instructional leader in the context 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 assessmen for EDA 653.	will score 90% or better on the signature	Findings for PLO 2, Direct 1	Exceeded	Approaching	X	X	X			X
	Ex	amine the role of the instructional leader in the context 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	will score 90% or	Findings for PLO 2, Direct 2	Not Met	Moving Away	X	X	X			X
	of:	amine the role of the instructional leader in the context the stewardship of effective instructional practices.		Indirect - Survey	EDA 600 - Collected Candidates* Third Dispositions Form	will average "3" (As an educational administration candidate, I believe exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "7" on the candidat disposition in EDA 600	s will average "4" (As an educational administration 11 candidate, I believe I exhibit this dispositional characteristic 95% - r 100% of the time) on question "7" on the Final Disposition in EDA 600.	Findings for PLO 2, Indirect		Moving Away	X	X	X			X
Outc	of	amine the role of the instructional leader in the context curriculum development, implementation, and sessment.		Direct - Student Artifact	Performance in course EDA 684: as measured by candidate performance on the Signature Assignment.	80% of Candidates will score 90% or better on the signature assessmen for EDA 654.	will score 90% or better on the nt signature assessment for EDA 654.	Findings for PLO 3, Direct 1	Not Met	Moving Away	X	X	X		X	X
	of ass	amine the role of the instructional leader in the context curriculum development, implementation, and sessment.		Direct - Student Artifact	Performance in courses: EDA 655 EDA 656 EDA 656 As measured by average of the scores on the Signature Assignments. EDA 600 - Collected Candidates' Third Dispositions Form	80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature Assistance	will score 90% or better as measured by average of the scores in the identified course Signature	Findings for PLO 3, Direct 2		Exceeded	X	X	X		X	X
		name de no de the instructional leader in the context curriculum development, implementation, and essement.	PLO 3, Indirect	Indirect - Survey	133A 460 - Codected Candidates* Their Dispositions Form	will average "3" (As an educational administration candidate, I believe exhibit this dispositional characteristic 80% - 94% of the time) or greater on question "1" on the candidat	s will average "4." (As an educational 60% of Candidates will I average "4." (As an educational administration candidate, I believe I exhibit this	Findings for PLO 3, Indirect	Not Met	Moving Away	X	X	X		X	Х
Outc	ome 4 An	nalyze the collaborative, ongoing processes of data- sed 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 assessmen for EDA 655.	will score 90% or better on the nt signature	Findings for PLO 4, Direct 1	Exceeded		X	X	X		X	X
	An	nalyze the collaborative, ongoing processes of data- sed school growth plans.	PLO 4, Direct 2	Direct - Student Artifact	Performance in courses: EDA 657 As measured by average of the scores on the Signature Assignment.	Performance in courses: EDA 657 As measured by average of the score on the Signature Assignment.	FDA 655. 95% of Candidates will score 90% or better as measured by average of the esscores in the identified course Signature Assignments.	Findings for PLO 4, Direct 2	Exceeded	Exceeded	X	X	Х		Х	X
tional	An	subject the collaborative, sugning processes of data- sed school growth plans.	PLO 4, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' That Dispositions Form	will average "3" (As an educational administration candidate, I believe exhibit this dispositional characteristic 80% - 94% of the time) or greater on the average of response	s will average "4" (As an educational administration 1:1 candidate, I befeve I exhibit this dispositional - characteristic 95% - 1 100% of the time) on the average responses for sid questions "14" and "16" on the Final Disposition in EDA	Findings for PLO 4, Indirect	Not Met	Moving Away	X	X	X		X	X
Outc	gro	itiques systems for the provision of professional owth opportunities for school teachers, staff, and ministrators.	PLO 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 ED/ 656.	will score 90% or better on the signature	Findings for PLO 5, Direct 1	Exceeded	Exceeded	X	X	X		X	X
	gro	titiques systems for the provision of professional owth opportunities for school teachers, staff, and ministrators.	PLO 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.	will score 90% or better as measured by average of the scores in the identified course Signature	will score 90% or better on the identified course Signature Assessments.	Findings for PLO 5, Direct 2		Exceeded	X	X	X		X	X
	gre adı	owth opportunities for school teachers, staff, and ministrators.	PLO 5, Indirect	Indirect - Survey	EDA 600 - Collected Candidates' Third Dispositions Form	will average "3" (As an educational administration candidate, I believe exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "15" on the candidate disposition in EDA	s will average "4" (As an educational administration 11 candidate, I believe I exhibit this dispositional characteristic 95% - 1 100% of the time) on question "15" on the Final Disposition the in EDA 600.			Moving Away	X	X	X		X	X
Outc		samine the complex Interaction of all of a school's stems 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	will score 90% or better on the signature assessmen	will score 90% or better on the nt signature	Findings for PLO 6, Direct 1	Exceeded	Exceeded	X	X	X	X	X	X
	Ex	namine the complex Interaction of all of a school's stems to promote teaching and learning.	PLO 6, Direct 2	Direct - Student Artifact	Performance in courses: EDA 658 As measured by average of the scores on the Signature Assignment.	for EDA 657. 80% of Candidates will score 90% or better as measured by average of the scores in the identified course Signature	will score 90% or better of the scores	Findings for PLO 6, Direct 2	Exceeded	Exceeded	X	X	X	X	X	X

Department of Educational
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Counseling/Psychology

Master of Science in Educat
Administration with PAS
Credential

						2018	Outcome	s Assessme	nt	Tea e e							
		Examine the complex interaction of all of a school's systems to promote teaching and learning.	PLO 6, Indirect		EDA 600 - Collected Candidates' Third Dispositions Form	will average "3" (Ar an educational administration candidate, I believe exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "4" on the candidate disposition in EDA		Findings for PLO 6, Indirect	Not Met	Moving Away	X	X	X	X	X		X
	Outcome 7	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 Assessment.	e 80% of Candidates will score 90% or better on the signature assessmen 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.	PLO 7, Direct 2	Direct - Student Artifact	Performance in courses: EDA 655 As measured by average of the scores of the Signature Assignment.	will score 90% or better as measured	95% of Candidates	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.	PLO 7, Indirect		EDA 600 - Collected Candidates" That Dispositions Form	will average "3" (An an educational administration candidate, I believe exhibit this dispositional characteristic 80% - 94% of the time) or greater on the responses to question "11" on th candidate disposition in EDA	s will average "4" (As an educational administration I 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		Moving Away	X	X	X	X			X
	Outcome 8	Examine a topic related to educational leadership through the lens of a researcher.	PLO 8, Direct 1	Direct - Student Artifact	Passing score percentage of Action Research project in EDA 637	will successfully complete the Action	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.	PLO 8, Direct 2	Direct - Student Artifact	Passing grade for final project in ILD 625	will successfully complete the final	will successfully complete the final	Findings for PLO 8, Direct 2	Not Met	Moving Away	X	X			X	X	X
		Examine a topic related to educational leadership through the less of a researcher.			EDA 600 - Collected Candidates' That Dispositions Form	1 90% of Candidates will average "3" (At an educational administration candidate, I believe 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 s will average "4" (As an educational administration I candidate, I believe I exhabit this dispositional characteristic 95% - 100% of the time) on question "11" on the Final Disposition te 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 life-long 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 with eCompanion Online data will be gathered by OIRA	80% of the candidates get 84% or higher on the	85% of the candidates get 84% or higher on the						X				
			Assessment of Professional Competencies- Intern Evaluation	Direct - Other	Data collected via USP evaluation, electronically uploaded.	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 life-long human development and the impact of these stages on school behavior and learning.		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.		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: CED602: 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.	or eam 80% or higher	eam 85% or higher				X		X	X			X
		Examine and effectively address social and diversity concerns and crises of individuals and groups of students.	Competencies- Intern Evaluation Form	Direct - Other	electronically with formsite form.	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
		Examine and effectively address social and diversity concerns and crises of individuals and groups of students.	C. Indirect: Exit Survey	Indirect - Survey	practice seminar indicating whether the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by	agree.	85% of the candidates strongly or very strongly agree.				X		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	Direct - Other	Data collected by Internship Coordinator at each region. Saved as hard copy, manual data entry. Or data collected electronically with formsite 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.	strong or very strongly agree abou	85% of the candidates indicate strong or very strongly agree about developing ed competencies related to the PLO.				X		X			X	X
-	Outcome 4	Conduct needs assessments and use data to plan, develop, and implement and evaluate comprehensive guidance programs. Apply individual counseling skills and techniques to help	Assignment-	Direct - Student Artifact Direct - Other	Administer signature assignment: CED606 Proactive Program Assignment. Samples will be sent to and saved in Blackboard for course lead review of data. Data collected by Internship Coordinator at each region.	candidates get 80%					X	v	X	•	***	X	X
	***************************************	diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	Professional Competencies- Intern Evaluation Form		Saved as hard copy, manual data entry. Or data collected electronically with formsite forms.	candidates get 3 or higher based on the 4 point scale.	candidates get 3.5 or higher based on the 4 point scale.					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. Apply individual counseling skills and techniques to help	Assignment rubric	Direct - Portfolio	Administer signature assignment, Classroom data will be collected with SAD form. Samples will be sent to and save by course lead. Candidates agree or strongly agree that the Educational	d candidates get 84% or higher on the	85% of the candidates get 84% or higher on the					X	X	X	X		
	Outcome 5	diverse students cope with personal and interpersonal problems appreciating the diversity of each student. Apply group counseling skills and techniques to help		Direct - Other	Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers on the exit survey. Data collected by Internship Coordinator at each region.	candidates.	candidates 95% of the					X	X	X	X		
	Outcome 5	diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	Assessment of Professional Competencies- Intern Evaluation Form		Saved as hard copy, manual data entry. Or data collected electronically with formsite forms.	candidates get 3 or higher based on the 4 point scale.	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.	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 curvey.	candidates select strongly agree or	85% of the candidates select strongly agree or agree					X	X	X	X		X
		diverse students cope with personal and interpersonal problems appreciating the diversity of each student.	CED611 Final	Direct - Exam	Administer CED611 Final exam. Classroom data will be collected via Blackboard submission. Samples will be sent to and saved by course lead.	candidates get 84% or higher on the						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 formsite forms.	candidates get 3 or higher based on the	95% of the candidates get 3.5 or higher based on the 4 point scale.					X	X	X	X		X

						2010 (Juccome	S ASSESSING								
		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.	CED601	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	candidates get 84%	85% of the candidates get 84% or higher on the assessment.				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/social 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.	candidates select	85% of the candidates select strongly agree or agree.				X	X	X	X		X
	Outcome 7	Incorporate education and school counseling codes, legal and ethical standards and professional practices to	Assessment of Professional Competencies- Intern Evaluation	Direct - Other	Data collected by Internship Coordinator at each region. Data collected electronically with formsite form.	candidates get 3 or higher based on the	95% of the candidates get 3.5 or higher based on the 4 point scale.			X	X	X	X	X		
		Incorporate education and school counseling codes, legal and ethical standards and professional practices to specific counseling situations.	CED614 Final exam	Direct - Exam	Administer CED614 final. Onsite data will be collected in eCompanion. Samples will be sent to and saved by course lead. Online data will be gathered by Tablaue.	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		
		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		
	Outcome 8	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	Direct - Other	Data collected by Internship Coordinator at each region. Data collected electronically Tablaue.	candidates get 3 or higher based on the	95% of the candidates get 3.5 or higher based on the 4 point scale.			X		X	X	X		
		Integrate descriptive statistics, test and survey construction, uses of standardized and non-standardized group and individual assessment in counseling related	CED613 Final exam	Direct - Exam	Administer signature assignment, CED613 final exam. Onsite data will be collected by instructo. Online data will be gathered by Tablaue.	candidates get 84% or higher on the	85% of the candidates get 84% or higher on the			X		X	X	X		
		duties. 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		
	Outcome 9	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 1:12 school. This requires the candidates to use web searches, word processing, data analysis, charting or graphing, and presentation programs. NO ATE EVE A SECSEMENT #27- Constant Accessment.	80% complete course satisfactorily.	80% get 84% complete course satisfactorily.			X		X				
cational			Assessment of Professional Competencies- Intern Evaluation	Direct - Other	Competencies outlined in the School Counseling Graduate Handbook. Data collected via formsite during clinical practice. NCATE KEY ASSESSMENT #4: Clinical Practice	candidates get 3 or higher based on the 4 point scale.	4 point scale.			X		X				
		Utilize computer technology relevant to the tasks and role of a school counselor.	Survey	Indirect - Survey	Assessment 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.	candidates strongly agree or agree that they developed competencies to address satisfactorily competencies related	85% of the candidates strongly agree or agree that they developed competencies to address satisfactorily competencies related to this PLO.			X		X				
	Outcome 10	intervention strategies into counseling practice	Guidance Unit- CED605	Direct - Student Artifact	Candidates develop a guidance unit with two lesson plans. Data collected by formsite form. CTC/NCATE KEY Assessment #3: Ability to plan instruction.	candidates get 3 or higher based on the 4 point scale.	4 point scale.				X	X	X			X
			B. Summative: Assessment of Professional Competencies- Intern Evaluation	Direct - Other	Data collected electronically with formsite 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
		Integrate learning theory, curriculum designs for diverse classrooms and the development of classroom intervention strategies into counseling practice	B. Summative: Praxis (counseling & guidance)	Indirect - Other	Administer Praxis Assessment (New ETS assessment). November, 2012, Professional School Counselor: Delivery of Services) at end of program. Data will be collected by Credentish and disaggregated to include "Delivery of Services". NCATE Key Assessment #1: National Test.	candidates score between the average performance range of 31 -37 for	85% of the candidates score between the average performance range of 31 - 37 for "Delivery of Services"				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 rathed to the PLO as indicated by answers on the exit survey.	candidates declare strong agree or agree that the program supported their competency	85% of the candidates declare strong agree or agree that the program supported their competency development regarding this PLO.				X	X	X			X
	Outcome 11	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: WritePlacer Writing Assessment	Direct - Exam	WritePlacer 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 Placer Exam in CED607 measuring	candidates get 84%	85% of the candidates get 84% or higher on the assessment.			X	X	X	X	Х	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	smedunate, housel notifies delile. Administer CEDBOT Foundationis Quiz- covering the historical development of educational conuscling, ethical and professional behavior, and leadership qualities and professional behavior, and leadership qualities are considered as will be in cCompanion while Online data collected with course software. Data will be gathered by OIRA.	candidates get 84%	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. CTC/NCATE Key Assessment #1: National Test - (State	100% of the candidates score at pass 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 Dispositions rating scale during final clineal practice	Direct - Other	Liananama. Internship site supervisors evaluate their intern on the NU Professional Disposition Form. Collected from formsite. NCATE Key Assessment #6: Other (during clinical practice CED618 or CED619)	either acceptable or	<90% of the candidates rated as either acceptable or on target.			X	X	X	X	X	X	X
		Demonstrate chical and professional behavior in practice and professional dentity as a school consorber integrating the medical continuous and the profession and all advantages are practice.	C. Indirect: Exit Survey	Indirect - Survey	Candidates agree or strongly agree that the Educational Connecting Spires and our confession groups in helped them develop complexions related to the PLO as indicated by amovem on the cult survey.	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			X	X	X	X	X	X	X
	Outcome 12	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. Onsité data will be collected with eCompanion and harvested by OIRA Online data will be gathered by tablase CTC/NCATE Key Assessment #2: measure of content		85% of the candidates get 84%					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	Direct - Other	Inowledge Data collected electronically. CTC/NCATE Key assessment #4: 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				

epartment of Educational dministration and School ounseling/Psychology

School Counseling with PSSC

	1		Integrate major career development theories, and the impact of career development on student behavior and	C. Indirect: Exit Survey	Indirect - Survey	Candidates evaluate the Educational Counseling degree and/or credential program helped them develop competencies related to the PLO as indicated by answers	70% of the candidates strongly	85% of the					X			
			impact of career development on student behavior and learning and academic success.	Survey		and/or credential program neeped them develop competencies related to the PLO as indicated by answers on the exit survey.	program supported their competency in	agree or agree the program supported their competency in this area.					21			
				A. Action Research Project CED637	Direct - Student Artifact	Candidates are required to conceptualize, design, conduct, analyze, discuss and present an action research project. This requires the application of social science research in professional practice by the use fibrary searches, word processing, data analysis, charting or graphing, and presentation programs. VA TET Transition Robot # 2: Project Computation		<10% Unsatisfactory grade			X	X	X	X	X	X
			Develop and interpret social science research and applying the findings to professional practice.	B. Summative: Praxis (total score)	Indirect - Other	Collect Praxis Assessment (Professional School Counselor 3042: total score) at end of program. Data will be collected by Credentials. CTC/NCATE Key Assessment #1: National Test (State Licensure)	pass minimum of 147 out of 200 total score.	90% of the candidates score above the 160 score			X	X	X	X	X	X
			Develop and interpret social science research and applying the findings to professional practice.	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
Department of Educational Administration and School Counseline/Psychology	Master of Science in Higher Education Administration	Review	Five Year Program Review	Five Year Program Review	Five Year Program Review											
		PLO 1 Data-Based Decision Malign and Accountability	Demonstrates knowledge of varied nethods of succession and date of descending distringths and meeds, developing effective services and meeds developing effective services and meeds developing effective services and services and developing effective services and experimental developing effective services assessment, data collection strategies, and exhaulter response to services and programs.	ETS Praxis Exam for School Psychology	Direct - Exam	ITS Praxis Exam for School Psychology is tules at the ead for the opportunity of the opportunity of 140 moltph (bodic questions) broken into FOLR: etcaposies 1) Psychological Practices, Practices that Prames All Aspects of Service Below 2.7 practices that Prames All Aspects of Service Below 2.7 practices and Prames All Aspects of Service Below 2.7 practices and 140 mountains of School Psychological Service Below 2.7 practices and 140 mountains of School Psychological Service Below 2.7 practices and 140 mountains of School Psychological Service Below 2.7 practices 2.7 pr	70% on the 'data' based decision making' section of they are they are they are they are they are they are	A score of 147 on the Praxis is an ideal target	Fadings for ETS Praxis Exam for School Psychology	Exceeded Exceeded		X			X	
			Demonstrates knowledge of writed methods of sociement and data collection methods for identifying strengths and meets, developing effective services and programs, and measuring progress and outcomes; demonstrates kids to use psychological and deuterioral assessment, data collection strategies, and technology recourses and apply regulate to design, implement, and evaluate expense to services and programs.	NCSP Case Study Format	Direct - Student Artifact	(22) Comprehensive case study that utilizes the MCSP Chimonally Certified School Psychologist) format, requiring problem dentification, measurement, intervenion, monitoring, follow-up, and evidence of comprehensive conhiberation throughout. Candidates are retired on a 1-4 scale for each item (insufficient, adequate, proficient, and compilary). Relation to required 6-8 NCATE assessments: Exit from clinical practice (seasoment 85; "candidate impact on	An average rating of at least 3 over the 4 entegories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format			X			X	
			Demonstrates knowledge of varied methods of assessment and data collection methods for identifying methods for identifying programs, and measuring propers and outcomes; demonstrates skills to use psychological and educational assessment, data officient sattegies, and etchnology resources and apply results to design, implement, and evaluate response to services and programs.	Site Supervisor Evuluation 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 Psycholony PLO's and candidates are	An average rating of 3 over the multiple items which specifically address this learning outcome (under "data based decision making").		Findings for Site Supervisor Evaluation of Intern			X			X	
		PLO 2 Consultation and Collaboration	Demonstrates base-being of writed earthesh of communities confidence, and communities or applicable is individual, furnifies, groups, and systems applicable is individual, furnifies, groups, and systems and used to promote effective implementation should be supported to the communities within or countly collaborate, and communities within or countly collaborate, and evaluation of services and programs.	ETS Praxis Exam for School Psychology	Direct - Exam	ITS Practi Team for School Psychology is taken at the order for programs. Incomised of all madages before questions broken in FOUR categories 1) Professional Practices, of the Practices that Practices and Practic	"consultation and collaboration" section of the Praxis A score of 140 on the Praxis is an		Fadings for ETS Praxis Exam for School Psychology	Exceeded Exceeded						X
			Demonstrates know fodge of wreds methods of consultation, collisionation, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services demonstrates skills to consult, collaborate, and communicate with other during design, implementation, and evaluation of services and programs.	School Psychology Portfolio	Direct - Postfolio	Portfolio to demonstrate outcomes related to "interventions to develop academic sidds." 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). Relution to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	at least 3 in each of two categories on "domain two" (consultation and collaboration) of the portfolio rubric, which include "evidence of knowledge" and "evidence of		Findings for School Psychology Portfolio							X
			Demonstrates knowledge of virued methods of consultation, collisporation, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services demonstrates skills to consult, colliborate, and communicate with offeren during design, implementation, and evaluation of services and programs.	Site Supervisor Evaluation of Intern	Indirect - Other		An average rating of 3 over the multiple items which specifically address this learning outcome (under "consultation and collaboration").		Findings for Site Supervisor Evaluation of Intern							X

DE CO. 2 Textos continues	Demonstrates knowledge of biological, cultural, and	ETS Praxis Exam	Nines Person	ETS Praxis Exam for School Psychology is taken at the end	200/	A6167	Findings for ETS Praxis	Exceeded Exceeded			1		
	social influences on academic skills; human learning,	for School Psychology	Indirect - Other	of the pouguan. It consists of 14 multiple choice questions below in the 10 Me august 19 Proteins and DAR caption 11 Profession Practices. Practices that Premark All Aspects of Service Deliver, 27 Practices that Premark All Aspects of Service Deliver, 27 Services Delivery and Evaluation of School Ryshader, 14 Services Delivery that Services Delivery that Control Services and 41 Foundations of School Psychological Service Delivery that contains of the Solitowing This control entergetics; 10 June Branch Decision Mallong and Intervention and Americanian Support to Develop Academic Scilic, 41 Interventions and Mental Health Services to Develop Social and Life Sikils, 52 Schools Wide Practices to Promote Learning of Preventive and Regional Services, 19 Francis School Collections and Program Evaluation; 101 Legal, Ethical, and Professional Practice. Particular Services and Program Evaluation; 101 Legal, Ethical, and Professional Practice. Particular Services and Program Evaluation; 101 Legal, Ethical, and Professional Practice.	Interventions and Instructional Support to Develop Academic Skills section of the Praxis	the Praxis is an ideal target	Exam for School Psychology Findings for Site Supervisor		X	X		X	
	social influences on academic skills, human kaming, 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.	Evaluation of Intern		1200 hour internabip. This is an exceptionally comprehensive couldness, as it addresses all NASP Standards-School Psychology PLO's, and candidates are evaluated on multiple items/sease within each of these can average of 10 items for each). Candidates are rated on a 1-4 seale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment £4, "chincal practice).	3 over the multiple items (standard 3) which specifically address this learning outcome		Evaluation of Intern		X	X		X	
	Demonstrates knowledge of biological, enhund, and social influences on academic skills, human learning, conginity, and developmental processer, and evidence based curriculum and instructional strategic demonstrates skills to use assessment and data collection methods and sin applicant and evaluate services that support cognitive and academic skills.	School Psychology Portfolio	Direct - Postfolio	Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated in the PED 699 and 690 course (School Psychology Internship). Candidates are rated on a 1-4 scale for each item (assufficient, adequate, proficient, and exemplary).	at least 3 in each of two categories on		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 the side, in ed-vidence-bended strategies to promote social—enotional functioning and mental health; demonstrates skilds to use assessment and date softerion methods and so implement and evaluate services that support socialization, learning, and mental health.	Format	Direct - Student Artifact	problem identification, assessment, intervention monitoring follow-up, and evidence of comprehensive colluboration 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 8; "candidate impact on	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	
	Demonstrates knowledge of biological cultural, development, and social influences on behavior and mortal health, behavioral and emotional impacts on terming and the falls are developed byte and emotional properties of the properties of the falls are developed byte discourage and the falls are developed byte discourage and the falls are developed byte discourage and the fall of the fall of the falls are developed byte discourage and the fall of th	ETS Praxis Exam for School Psychology	Direct - Exam	Practices that Permeate All Aspects of Service Deliver; 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	Interventions and Mental Health Services to Develop Social and Life Skill section of the Praxis A score of 140 on	target	Findings for ETS Praxis Exam for School Psychology	Exceeded Exceeded				X	
	Demonstrates learneding of this liquid. (whited, developmental, and coil influences on behavior and mental health, behavior and mental health, behavior and and emotional impacts on the carriage and the side, and evidence-bend strategies to promote social-contoined functioning and mental health, promote social-contoined functioning and mental health and the side of	School Psychology Portfolio	Direct - Portfolio	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).	at least 3 in each of		Findings for School Psychology Portfolio					X	
	Demonstrates know dedge of the highests, cultural, developmental, and cool influences on behavior and mental health; behavior and emental health; behavior and emental health; behavior and emental health; behavior and emericant and the straight of the straight and the straight of the st	Evaluation of Intern	Indirect - Other	1200 hour internalsp. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards School Psychology FLON; and candidates are evaluated on multiple items/erase within each of these (an average of 10 items for each). Candidates are rated on a 1-4 scale for each term (multificient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment 84, "failinal practice	outcome (domain 4 on the rubric, "mental health services to develop life skills").		Findings for Site Supervisor Evaluation of Intern					Х	
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 cardemic 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	(pre-internship). Relation to required 6-8 NCATE Assessments: Before Clinical Practice (assessment #3, "candidate ability to plan instruction")	The candidates will have a mean rating of 3.0 (proficient).		Findings for Before Clinical Practice: Practicum Supervisor (Pre-Internship) Evaluation		X			X	
	structure, organization, and theory; general and special	ETS Praxis Exam for School Psychology	Direct - Exam	ITS Prais Exam for School Psychology is tales at the ead for five program. Incomiss of 140 multiple looking experients between into FURE categories; 1) Professional Practices, the control of the program is consisted of the professional Practices. The professional Practices and Schools (Student-Level Services; 3) Systems-Level Schools (Student-Level) Scho	70% on the School wide Practices to Promote Learning 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	Finding for ITS Paxis Exam for School Psychology	Exceeded Exceeded	X			Х	

							es Assessme	Πt					
	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 slikt to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	NCSP Case Study Format	Direct - Student Artifact	(Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention,	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			X	
	Demonstrates knowledge of school and systems structure, organization, and theory; general and special coluzion; technology resources, and evidence-based school practices that promote candemic outcomes, learning, social development, and mental health; domenstrates kills 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	Portfolio to demonstrate outcomes related to "interventions to develop academic skills." The Portfolio will be evaluated	at least 3 in each of two categories		Findings for School Psychology Portfolio		X			X	
	Demonstrates learn-belog of echool 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; domonstrates 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	Find the superior evaluation of intern at the end of the 1200 hour internals. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Pytology PtO., and candidates are evaluated on multiple items/areas within each of these (an evarage of 10 items for each). Candidates are rareled on a 14-scale for each item (insufficient, adequate, proficient, and exemplars). Relation to required 6.8 NACAT assessments: Exit from Cimical Practice (assessment 8.4, "editor) practice.	An average rating of 3 over the multiple items which specifically address this learning		Findings for Site Supervisor Evaluation of Intern		Х			X	
PLO 6 Peventation and Responsive Services	Demonstrates haverledge of principles and research related to resilicence and fishes are lateralized and exclusive and most hazable. Services in sub-ols and communities to support medicated percentions, and or destance based tomages for services that exclusive learning, meant although exclusive and adaptive of physical web-leving interpolation productive and adaptive of physical web-leving interpolation and adaptive exceptions, and recovery.	Psychology	Direct - Exam	IST Paxis Exam for School Psychology is tales at the earl for the poigns. To comiss of 140 multiple being experience broken into FOLR categories. I) Psychosological Paxis to Psychological Paxis to Psychological Paxis and Psychological Paxis and Psychological Psycholog	70% on the Preventive and Response Services section of the Praxis section of the Praxis A score of 140 on the Praxis is an acceptable target		Fadings for ITS Prais Exam for School Psychology	Exceeded Exceeded				X	
	Demonstrates knowledge of principles and research related to residence and fix factors in forming and mental health, services in schools and communities to support multireard prevention, and evidence-beard strategies for effective crisis response; demonstrates skills to promote services that enhance learning, mental health, salety, and factors and to implement effective crisis preparation, response, and recovery.	School Psychology Portfolio	Direct - Portfolio	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	at least 3 in each of two categories		Findings for School Psychology Portfolio					X	
	Demonstrates knowledge of principles and research related to resilience and fix factors in ferming and mental health, services in schools and communities to support multirend prevention, and evidence-beard strategies for effective crisis response, demonstrates skills to promote services that enhance learning, mental backly, safety, and factors and to implement effective crisis preparation, response, and recovery.		Indirect - Other	Final site supervisor evaluation of intern at the end of the L300 hour internally. This is an exceptionally comprehensive evaluation, as it addresses all NASP SEARMAND SEARMA	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		for School	Direct - Exam	Practices that Permeate All Aspects of Service Deliver; 2)	School Collaboration Services section of the Praxis A score of 140 on	A score of 147 on the Praxis is an ideal target	Fadings for ITS Praxis Exam for School Psychology	Exceeded Succeded				X	X
	Demonstrates knowkedge of principles and research related to fainily system, strength, needs, and culture; evidence-based strategies to support fainily influences on children's learning, socilizations, 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	NCSP Case Study Format	Direct - Student Artifact	problem identification, assessment, intervention,	An average rating of at least 3 over the 4 entegories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Format					X	Х
	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 partnen-plus plarencions with community agencies for enhancement of academic and social-behavioral outcomes for children's contromes for children's contromes for children's controversity for the control of control of schools of control of schools of control control control of control of control of c	Evaluation of Intern	Indirect - Other	1200 hour internabip. This is an exceptionally comprehensive countries, and individuals on, it in districts call PASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/erase within each of these can 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 £4, "clinical practice).	outcome		Findings for Site Supervisor Evaluation of Intern					Х	Х
Development and	Demonstrates knowledge of individual differences, adhletis, dashibites, and before fearer characteristics; principles and fresearch related to disoverly factors for extensive fearer for the control of	NCSP Case Study Form	Direct - Student Artifact	monitoring, follow-up, and evidence of comprehensive collaboration throughout. Candidates are rated on a 1-4	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.		Findings for NCSP Case Study Form				X		

	Demonstrates knowledge of individual differences, abilites, disabilites, and other direct extrametristics; principles and research related to thereby factor for culture, context, and individual and not differences and evidence-based strategies to otherice services and addre- posteral influences related to directly, demonstrates potential influences related to directly, demonstrates of the context of the context of the context of the other directly demonstrates and the context of the con- text of the context of the context of the con- text of the context of the context of the con- text of the context of the context of the con- text of the con- text of the con- text of the context of the con- text of th			lour Intermilip included in the School Psychology Proficio to demonstrate outcomes related by "intervenions to develop anademic skills." The Proficio will be evaluate to develop anademic skills." The Proficio will be evaluated by Psychology Candidates are rande on 1 4 least for each atem (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	at least 3 in each of two categories related to "diversity in development and learning" of the portfolio rubric, which include "evidence of knowledge" and "evidence of competency."		Findings for School Psychology Portfolio			X			
	Demonstrates knowledge of inflividual differences, abilities, disabilities, and other derese characteristics, principles and research refuels to disenvity factors for a culture, context, and individual and not differences and evidence-based strategies to chance services and address potential influences valued to demonstrate skills to protein professional services that pressure address to protein professional services that pressure with direct extractivities, columns, and backgroundis and across multiple contexts, with excognitions that an understanding and respect of acrossis and development and lumning and advocacy for social particle are foundations of oil quested of acrossis and development and lumning and advocacy for social particle are foundations of all quested of across collections.	Site Supervisor Evaluation of Intern	Indirect - Other	1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP	An average rating of 3 over the multiple items which specifically address this learning outcome		Findings for Site Supervisor Evaluation of Intern			X			
PLO 9 Reser Program Ev	what of Denometrates knowledge of research design, statistics, under the control of the control	Action Research or Thesis Project	Direct - Student Artifact	1200 hour internship. To complete the course, they must have proficient 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	A rating of at least 3 on the first submissions (before instructor assists in revisions) to the instructor of Chapters 1-5 of the project.							X	X
	Demonstrates knowledge of research design, statistics, measurement, weld after collection and analysis of the control of the	ETS Praxis Exam for School Psychology	Direct - Exam	Practices that Permente All Aspects of Service Debrer; 2) Decret and buffers deveroes for Chalter Teamline, and Decret and buffers deveroes for Chalter Teamline, and Decret and buffers deveroes for Chalter Teamline, and Services, and 19 Foundations of School Psychological Services, and 19 Foundations of School Psychological Service Debrowph accounts from Editory and Thomas of Chalter Cha	Research and Program Evaluation section of the Praxis A score of 140 on the Praxis is an	A score of 147 on the Praxis is an ideal target	Exam for School Psychology	Exceeded Exceeded				X	X
	Demonstrates knowledge of research design, statistics, measurement, writed data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; demonstrates skills to evaluate and apply research as a foundation for service delivery and, at collaboration with others, use various techniques and technically greaveners for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, ander systems levels.	Evaluation of Intern	Indirect - Other	1200 hour internation. This is an exceptionally comprehensive containtion, as it addresses all NASP Standards/School Psychology PLOs, and candidates are evaluated on multiple items items within each of these (an average of 10 learn for each). Candidates are rated on a 14- scale for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from	An average rating of 3 over the multiple items which specifically address this learning outcome (domain 9 in attached rubric).		Findings for Site Supervisor Evaluation of Intern					X	X
PLO 10 12 Ethicat Professional	gal, de of indood psychology multiple service models and de offer finear reductive processional storage of the other profice as school psychologists, demonstrates skills to profice sometime constitute with efficials, legal, and proficesionals standards, engage in exponence exhail and proficesionals and apply proficesional work chancer tension needed for effective practice as school psychologists, including respect for human deversity and social justice, communication skills, effective interpresental skills, responsibility, adaptability, maintone, dependability, and schoolegy skills.	ETS Praxis Exam for School Psychology	Direct - Exam	Direct and Indirect Services for Children Families, and Schools (Studens-Level Services); 3) Systems-Level Services; and 4) Foundations of School Psychological Service Delivery that consist of the following TEN content	70% on the section of the Praxis, which is titled Legal, is titled Legal, Ethical, and Professional Practice section A score of 140 on the Praxis is an acceptable target	A score of 147 on the Praxis is an ideal target	Findings for ETS Praxis Exam for School Psychology	Exceeded Exceeded		X	X		X
	Demonstrates knowledge of the history and foundations of richolo psychology, mulpile service models and methods, ethnical, legal and professional standards and methods, ethnical, legal and professional standards and practice as school psychologisty, demonstrates slike to provide services consistent with ethnical, legal, and professional standards, engage are reproserve charil and professional standards, engage in exposure ethnical and professionals, and apply professional work characteristics needed for effective practice a school psychologists, medicaling respect for human diversity and social justice, responsibility, and appliably, mitariove, dependability, and technology skills.	Contrasting of Calcul	Indirect - Other	program is completed following PED 690. At the time they	items a 4 (satisfied) or better					x	X		X
	Demonstrate havebedge of the hintery and foundation of school psychology multiple review models and methods, chical, legal, and professional standards and nother factors related to professional desiry and effective practice as school psychologist, demonstrates skibs of psychologist, demonstrates skibs of psychologist, demonstrates skibs of psychologist, and psychologist, psycho	Professional Dispositions	Direct - Other	The "Professional Dispositions" consist of 5 tens that task characteristics related to professional process. For the School Psychology program, endidates will be rated on these items by consistent our after beginning cent of first ours counce, PED 60th), and middle (end of PED 678). Considerates are related to the procession of the consistence of the co	assigned an average rating of 10 or better.					х	х		X

tment of Educational istration and School eling/Psychology	Master of Science in School Psychology with PPS		Demonstrates knowledge of the knowy and foundations of school psychology mellips excise models and anothoric relicuit kept and professional standards and methods relicuit kept and professional standards and confessional distrates professional distrates and excise the second standards and relicuit to the second standard and professional standards, regging in responsive chard and professional standards, regging in responsive chard and professional standards regging in responsive chard and professional standards regging in regional standards and social particular standards and standards and social particular standards and stand	i	Indirect - Other	comprehensive evaluation, as it addresses all NASP Standards School Polytology PLO, and condidates are served to the control production of the condidates are served to the condition and served to the condition of the condition	on the attached rubric).		Findings for Site Supervisor Evaluation of Intern			X	X		X
		Outcome I	Evaluate various methods of assessment in order to make data-based decisions.	Site Supervisor Evaluation of Intern	Indirect - Other	Final site supervisor evaluation of inten at the end of the L30 hoor internally. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Poyloology PLO. And considera are evaluated on multiple items were within each of these (as well-better the evaluation of these (as well-better the evaluation of	outcome (under			X	X	X	X	X	X
				for School Psychology	Direct - Exam	ITS Paris Exam for School Psychology is tales at the end of the program. Somis of 140 mulphs (society experison of the program. Society experison of the program. Society experison of the program of the	based decision making" section of the Praxis A score of 140 on the Praxis is an	A score of 147 on the Praxis is an ideal target		X	X	Х	X	X	X
			Evaluate various methods of assessment in order to make data-based decisions.	NCSP Case Study Format	Direct - Student Artifact	(Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive colliborations throughout. Candidates are tred on a 14 cacle for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6.8 NCATE assessments: Exit from clinical practice (assessment 85, "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
		Outcome 2	Analyse consultantives (althorative antinonships with analyses and antinonships and analyses of an antinonships and analyses and outsimizing agencies in support of radiots success.	ETS Praxis Exam for School Psychology	Direct - Exam	IST Parais Exam for School Psychology is tales at the end for program. In consist of 140 multiple Society experients between and ICMS categories 1) PhotoGonatal Practices between the National Practices and Practices and Practices. In Practices and Practices and Schools (Soudoni-Level Services, 5) Systems-Level Services, 61 Systems-Level Services, 62 Systems-Level Services, 63 Systems-Level Services, 63 Systems-Level Services, 64 Systems-Level Services, 65 Systems-Level Servic	section of the Praxis A score of 140 on	A score of 147 on the Praxis is an ideal target		X	X	X	X	X	X
			Analyse communities confidence and an accommunity agencies in support of student success. And community agencies in support of student success.	School Psychology Portfolio	Direct - Portfolio	Course work and/or work products from the required LTOs board internally included in the School Psychology Portfolio to demonstrate outcomes related to "interventions due develop academic wide." The Pertfolio on the School Psychology Candidana eer and/o and 14 sec for each arm (termificiant, adequate, policient, and complete). Relation to required School Technologies (Relation to required School Technologies). Relation to required School Technologies (and practice (assessment #2 for "content")	at least 3 in each of two categories on			X	X	X	X	X	X
			Analyze consustative/collaborative relationships with school staff, persons, and community agencies is support of student success.	Site Supervisor Evaluation of Intern	Indirect - Other	1200 hour internabip. This is an exceptionally comprehensive coulation, as it addresses all MASP Standards/School Psychology PLO's, and candidates are evaluated on multiple ferma/inca within each of these (an average of 01 feam 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	An average rating of 3 over the multiple items which specifically address this learning outcome (under "consultation and collaboration").			X	X	X	X	X	X
		Outcome 3	Examine societal influences on scalemic and social behavior.	ETS Praxis Exam for School Psychology	Direct - Exam	Clinical Paratice (assessment 4.5, "chincial practice ITS Paratic Earno Secolado Psychology is users at the end of the program. It consists of 140 multiple choice questions and 100 Categories 1) Professional Paratices, Production and 100 Categories 1) Professional Paratices. Direct and Indiance Services in Services and Paratices, and Services Categories 1) Categories 100 Categories 1) Categories 100 Categor	70% on the "research-based behavioral and mental health practices" section of the Praxis is an acceptable target	A score of 147 on the Praxis is an ideal targer		X	X	X	X	X	X

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		NCSP Case Study Format		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	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 - Postfolio	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	at least 3 in each of two categories on			X	X		X	X	X	X
	Examine societal influences on academic and social behavior.	Site Supervisor Evaluation of Intern	Indirect - Other	1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple items/areas within each of these or an average of 10 items for each). Candidates are rated on a 1-4 scale for each item (insufficient, adequate, proficient, and exemplary).	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		Х	Х	X	Х
Outcome 4	student outcomes.	Practice: Practicum Supervisor (Pre- Internship) Evaluation	Indirect - Other	Candidates are rated on a 1-4 scale (1) Insufficient; 2) Adoquate, 3) Proficient, and 4) Exemplary on 18 tems related to their performance in their 450 hour Practicum (gre-internship). Relation to required 6-8 NCATE Assessments: Before Clinical Practice (assessment #3, "candidate ability to plan	The candidates will have a mean ratingo 3.0 (proficient)	E		X	X		X	X	X	X
	Analyze how systemic school approaches can affect student outcomes.	NCSP Case Study Format		(Nationally Certified School Psychologist) format; requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive collaborations throughout. Candidates are tred on a 14 casels for each item (insufficient, adequate, proficient, and exemplary). Relation to required 6.8 NCATE assessments: Exit from clinical practice (assessment #5, "candidate impact on	categories, which have 23 separately rated skill sets, overall.			X	X		X	X	X	X
	student outcomes.	School Psychology Portfolio	Direct - Portfolio	Internality). Candidates are rated on a 1-4 scale for each term (smafflerin, adount, 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 Schoo wide Practices to "domain five Schoo wide Practices to 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	average of 10 tems 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				X	X		Х	Х	X	X
Outcome 5		for School Psychology	Direct - Exam	Schools (Student-Level Services); 3) Systems-Level Services, and 4) Foundations of School Psychological services, and 4) Foundations of School Psychological services, and 4) Foundation of School Psychological services; 4) Services (Schools Services); 1) Data-Based Decision Making and Automation; 1) Interventions and Instructional Support to Develop Services (Services); 1) Services (Services) Services (Services); 2) Schools Wide Practices to Promote Learning, 6) Percentive and Regenetic Services, 7) Family Schools (Oldeborgion Services to Develop Services to Develop Services to Develop Services (Services); 2) Psychological Services (Services); 2) Psychological Services (Services); 3) Psychological Services (Services); 4) Psychological Services (Services); 4) Psychological Services (Services); 4) Services (Servic	"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	X	X	X
		Portfolio		hour Internship included in the School Psychology Phorfisio to demonstrate outsomer student of "intervenions to develop academic skills." The Pertfolio will be evaluated to the PED 809 and 600 courses (School Psychology) Internship). Candidates are rated on a 1-4 scale for each commission of the PED 809 and course (School Psychology) Relation to required 6-8 NCATE Assessments: Before clinical practice (assessment #2 for "content")	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	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	comprehensive evaluation, as it addresses all NASP	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	X
				Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment #4, *clinical practice										

Outcome 6	Examine strategies related to family systems that support student success.	ETS Paxis Exam for School Psychology	Direct - Exam		"consultation and collaboration" section of the Praxis A score of 140 on the Praxis is an	A score of 147 on the Praxis is an ideal target		X	X		X	X	X	X
	Examine strategies whated to family systems that support student success.	NCSP Case Study Format	Direct - Student Artifact	(Nationally Certified School Psychologist) format, requiring problem identification, assessment, intervention, monitoring, follow-up, and evidence of comprehensive	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	1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, 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	An average rating of 3 over the multiple items which specifically address this learning outcome ("domain 8 in attached rubric).			X	X		Х	Х	Х	Х
Outcome 7	Evaluate strategies that mitigate individual differences, shifting, disabilities, disa	NCSP Case Study Format	Direct - Student Artifact	(Nationally Certified School Psychologist) format, requiring	An average rating of at least 3 over the 4 categories, which have 23 separately rated skill sets, overall.			X	X		Х	Х	Х	Х
	Evaluate strategies that mitigate individual differences, abilities, disabilities and other divence characteristics in order to enhance services for students.	School Psychology Portfolio	Direct - Portfolio	Portfolio to demonstrate outcomes related to "interventions to develop academic skills." 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	at least 3 on			X	X		X	X	X	X
	Evaluate strategies that mitigate individual differences, abilities, dishibilities of other diverse characteristics in order to enhance services for students.	Site Supervisor Evaluation of Intern	Indirect - Other	Find six supervisor evaluation of intern at the end of the 120 hour internals. This is an exceptionally comprehensive evaluation, as it addresses all NASS annalands/School pybology HCO, and condidates are evaluated on multiple items increas within each of those is moving of 10 thems for each Condidates are reade on a 14- ural for each item (mostificient, adequate, proficent, and exception). Relation to required 6.8 NATE assessments: Exit from Cinical Particle consensed 24, "editoral practice	outcome (domain 5			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	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	A rating of at least 3 on the first submissions (before instructor assists in revisions) to the instructor of Chapters 1-5 of the project.				X	Х		Х	Х	Х
	Compare and contrast current research methodologies used in school psychology and evints fields.	ETS Praxis Exam for School Psychology	Direct - Exam	Direct and Indirect Services for Children Families, and Schoole (Student, Level Services; 3) Systems. Level Services; and 4) Foundations of School Psychological Service Delvey that coasis of the following TEN content categories: 1) Data-Based Decision Making and Accoumbility; 7) Consultation and Colliboration; 3) Interventions and Instructional Support to Develop Academic Schie, 4) Interventions and Mental Health Services to Develop Social and Life Skills; 5) School, Michigan Services to Develop Social and Life Skills; 5) School, Michigan Services to Develop Social and Life Skills; 5) School, Michigan Services to Develop Social and Life Skills; 5) School, Michigan School School School School School School Schief School Michigan School School School School Schief School	combined sections of the Praxis, which are titled "research- based neademic practices" and "research-based behavioral and mental health practices."	A score of 147 on the Praxis is an ideal target			X	X		X	X	X
	Compare and contrast current research methodologies used in school psychology and related fields.	Site Supervisor Evaluation of Intern	Indirect - Other	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 fraces within each of the an average of 10 items for each). Candidates are rated on a 1.4-s cale for each item (insufficient, adequate, proficient, and exemplary).	3 over the multiple items which specifically address this learning outcome (Formerly				X	X		Х	Х	Х
Outcome 9	Conduct reasonsh unting relevant design, statistics, measurements, data analysis, and group an evaluation methods to improve student outcomes.	Action Research or Thesis Project	Direct - Student Artifact	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	A rating of at least 3 on the first submissions (before instructor assists in revisions) to the instructor of Chapters 1-5 of the project.				Х	Х		Х	X	Х

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		measurement, data analysis, and program evaluation methods to improve student outcomes.	for School Psychology		Diect and Indirect Services for Childred Families, and Schools (Studend Lead's Services), 3) Systems Lead's Schools (Studend Lead's Services), 310 Systems Lead's Services, 414 Froundations of School Hydrological Conference of Services, 414 Froundations of School Hydrological Conference, 314 Control Lead's Conference of Services, 414 Control Lead's Conference of Services, 314 Control Lead's Conference of Services, 314 Control Lead's Conference of Services, 314 Control Lead's Conference of Services, 310 Control Procedured and Conference of Services, 310 Control Procedured and Conference of Services, 310 Control Procedured Professional Process: 410 Control Lead's Conference of Services, 310 Control Procedured Professional Process: 411 Securice county, 31 Completed (Control Lead's Services), 310 Control Lead's Services,	combined sections of the Praxis, which are titled "research hased academic practices" and "research-based behavioral and mental health practices." 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
		Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.	Site Supervisor Evaluation of Intern	Indirect - Other	1200 hour internship. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, 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	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 chical, legal, and professional standards accessing in suggest in south forcition 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	Candidates will rate at least 80% of the items a 4 (satisfied) or better					X	X		X	X	X	X
		Interpret the obical legal, and perfectional standards necessary to engage in sound decision making.	ETS Praxis Exam for School Psychology	Direct - Exam	Practices that Permeate All Aspects of Service Deliver, 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	70% on the section of the Praxit, which is titled "Legal, is titled "Legal, Ethical, Professional Practice." A score of 140 on the Praxit is an acceptable target	A score of 147 on the Praxis is an ideal target				X	X		X	X	X	X
		Interpret the orbital logist, and perfectional standards necessary to engage in sound decision making.	Professional Dispositions	Direct - Other	The "Thorisoniand Dispositions" counts of 5 fears that the Management and Indian Conference Stood Physiology program, candidates will be rated and the stem buy wourse instruction at the beginning these times by ourse instruction at the beginning these times by the stem buy the	The candidate is assigned an average rating of 10 or better.					X	X		X	X	X	X
		necessary to engage in sound decision making.	Evaluation of Intern	Indirect - Other	1200 hour internable. This is an exceptionally comprehensive evaluation, as it addresses all NASP Standards/School Psychology PLO's, and candidates are evaluated on multiple tensivareas within each of these (an average of 10 items for each). Candidates are rated on a 1-4 sease los reach time (mufficient, adequate, proficient, and exemplary). Relation to required 6-8 NCATE assessments: Exit from Clinical Practice (assessment £4, "chincal practice (assessment £4, "chincal practice).	on the attached rubric).					X	X		X	X	X	X
		Design a roiss intervention plan that includes responses that address both individual and school-wide emergency concerns.	Portfolio		Poetfolio to demonstrate outcomes related to "nietre-entions of outcomes para desirable produced and the columned in the PED 808 and 600 courses (School Psychology Internality). Candidates are rated on a 1-sec lacife reach item (nonficient, adequate, proficient, and exemplays). Action for each item (nonficient, adequate, proficient, and exemplays). Action to required to SA VCAT Assessments: Before clinical practice (assessment #2 for "content")	at least 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					
		Dosign a raiss intercenten plan that includes responses that address both individual and school-wide emergency concerns.			evaluated on multiple žemes/areas within each of these (an anaverage of 10 licens 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)	items which specifically address this learning outcome (domain 7 in attached rubric)						X					
il icensure	Outcome 1	Demonstrate knowledge of typical and atypical development and charac-teristics of students with disabilities and other special needs Demonstrate knowledge of typical and atypical	SPD 404 Assignment 1 SPD 404	Direct - Other	one page paper demonstrating understanding of cognitive, social, and moral developmental theories Case study	will score 85% or better on rubric.	will score 85% or better on rubric 90% of the students	Findings for SPD 404 Assignment 1 Findings for SPD 404	Exceeded Met	Exceeded Approaching			X				
al icensure		development and charac-teristics of students with disabilities and other special needs Demonstrate knowledge of typical and atypical	Assignment 4 / Signature Assignment: Case Study SPD 438 Week One			will score 85% or better on the rubric	will score 85% or better on rubric	Assignment 4 / Signature Assignment: Case Study Findings for SPD 438 Week		Exceeded			X				
nl icensure		Demonstrate knowledge of typical and atypical development and charac-teristics of students with disabilities and other special needs	Student Reflection		student renection on what neishe seamed about the week one topic	score 85% or better	score 85% or better on rubric	One Student Reflection					X				

	Bachelor of Arts in Special Education with Nevada Licensure	Outcome 2	Design the environment, teaching and learning strategies including fairness, equity and access to meet the needs of diverse student learning.	SPD 422 Signature Assignment: Student Case Study	Direct - Student Artifact	report, and complete an IEP for the student. The	80% of the students will score 85% or better on the rubric.	will score 85% or	Signature Assignment:	Exceeded	Exceeded	X				X		
	Bachelor of Arts in Special Education with Nevada Licensure		Design the environment, teaching and learning strategies including fairness, equity and access to meet the needs of diverse student learning.	SPD 422 Unit 2 Student Reflection	Indirect - Other	This is a written reflection scored with a corresponding rubric.	80% of the students will score 85% or better on the rubric.	will score 85% or	Findings for SPD 422 Unit 2 Student Reflection	Exceeded	Exceeded	X				X		
	Bachelor of Arts in Special Education with Nevada Licensure		Design the environment, teaching and learning strategies including fairness, equity and access to meet the needs of diverse student learning.	SPD 432 Signature Assignment: Faculty Presentation	Direct - Other	The students create a presentation that covers one of the 13 disabilities. The presentation should include instructional accommodations and assistive technologies, and characteristics of the disability. The presentation is assessed with the corresponding rubric.	score 85% or better on rubric.	90% of students will score 85% or better on rubric	Findings for SPD 432 Signature Assignment: Faculty Presentation	Exceeded	Exceeded	X				X		
	Bachelor of Arts in Special Education with Nevada Licensure	Outcome 3	Apply best practice standards, learning theories, methodologies, technology, and assessments across content areas to manage, monitor, and engage student		Direct - Student Artifact	The students will select one of three struggling readers and respond to a complex set of questions about the student. Assignment is graded with the corresponding rubric.	80% of the students will score 85% or better on the rubric.	90% of the students will score 85% or better on the rubric.	Findings for SPD 428 Signature Assignment	Not Met	Approaching			X	X	X	X	X
Department of Special Education	Bachelor of Arts in Special Education with Nevada Licensure		content areas to manage, monitor, and engage student		Direct - Student Artifact	The students design a unit of instruction for math or writing to include students with M/M disabilities. The unit integrates technology and a curriculum based measure. This assignment is graded with the corresponding rubric.	80% of the students will score 85% or better on the rubric.	90% of the students will score 85% or better on the rubric.	Findings for SPD 436 Signature Assignment: Comprehensive Unit of Instruction	Exceeded	Exceeded			X	X	X	X	X
	Bachelor of Arts in Special Education with Nevada Licensure		Apply best practice standards, learning theories, methodologies, technology, and assessments across content areas to manage, monitor, and engage student	SPD 438 Unit One: Student Reflection	Indirect - Other	This is the students' reflection on what they learned about the week one topic.	80% of the students will score 85% or better on the rubric.	will score 85% or	Findings for SPD 438 Unit One: Student Reflection	Exceeded	Exceeded			X	X	X	X	X
	Bachelor of Arts in Special Education with Nevada Licensure	Outcome 4	JUST THE PROPERTY OF THE PROPE		Indirect - Other	The students interview a general education teacher, with the focus being how students with disabilities are supported in general education. This assignment is graded with the commenceding making.	80% of the students will score 85% or better on the rubric.	90% of the students will score 85% or better on the rubric.	Findings for SPD 416 Field Experience	Exceeded	Exceeded	X	X	X				X
	Bachelor of Arts in Special Education with Nevada Licensure		and systematic reflection of one's own teaching practice to target student learning.	Experience Assignment: Classroom Observation;	Direct - Student Artifact		will score 85% or	will score 85% or	Findings for SPD 430 Field Experience Assignment: Classroom Observation; Teacher Interviews	Not Met	Approaching	X	X	X				X
	Bachelor of Arts in Special Education with Nevada Licensure		Use technology, collaboration with other professionals, and systematic reflection of one's own teaching practice to target student learning.	Assignment: Evaluating	Direct - Student Artifact	proposal identifies apps designed to improve teacher effectiveness and improve student learning. This	80% of the students will score 85% or better on the rubric.	will score 85% or	Findings for SPD 430 Signature Assignment: Evaluating Technology	Exceeded	Exceeded	X	X	X				X
	Bachelor of Arts in Special Education with Nevada Licensure		Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those	Technology SPD 416 Professional Development Plan	Direct - Student Artifact	plan/presentation for parents or teachers. This assignment is	80% of the students will score 85% or better on the rubric.	will score 85% or	Professional Development	Not Met	Approaching				X			X
	Bachelor of Arts in Special Education with Nevada Licensure		Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the professional education community.	SPD 416 Signature Assignment: Case Study Review	Direct - Student Artifact	The students conduct a review of a court case pertaining to special education. This assignment is graded with the corresponding rubric.	80% of the students will score 85% or better on the rubric.	90% of the students will score 85% or better on the rubric.	Findings for SPD 416 Signature Assignment: Case Study Review	Not Met	Approaching				X			X
	Bachelor of Arts in Special Education with Nevada Licensure		Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the professional education community.	SPD 438 Week One Student Reflection	Indirect - Other	The students write a reflection on what they learned about the week one topic.	80% of the students will score 85% or better on the rubric.	will score 85% or	Findings for SPD 438 Week One Student Reflection	Exceeded	Exceeded				X			X
Department of Special Education	CA Credential in Clear Education Specialist Teaching Credential	Outcome I	Demonstrate use of a variety of advanced evidence-based instructional instructional strategies to engage and support all students.	Exit Survey - Student Satisfaction	Indirect - Survey		will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in	will report Agree/Strongly Agree on the survey	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X	X	X
			strategies to capage and support all students.	Assessment and Instructional Plans for Target EL. Student	Direct - Student Artifact	development for this student is nother Language arts or Muthematics. The Pirms of releas on the importance of students family and culture backgrounds and life students for the control of	score 24/30 points or better on the Acceptable Target range.	score 24/30 points or better on the Acceptable Target range.	Assessment and Internet and Internet and Internet and Item for Target II. Student	Exceeded	Exceeded	X	X	X	X	X	X	X
			strategies to engage and support all students.	SPD 661 - Inquiry Project: Video(Observation #2 FACT B-3, B-4	Direct - Student Artifact	designed for the EL student in your Inquiry Project. This is the second Plan, Teach, Reflect and Apply (PTRA) cycle.	85% of students will score 12/15 points or better on the Acceptable Target range.	95% of students will score 12/15 points on better on the Acceptable Target range.	Findings for SPD 661 In Inquip Project: Video/Observation #2 FACT B-3, B-4	Exceeded	Exceeded	X	X	X	X	X	X	X
		Outcome 2	Develop and maintain effective equitable and inclusive learning environments appropriate for the supports for all students.	Student Satisfaction	Indirect - Survey	will be posted until the survey has been submitted.	will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 2.	will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 2.	Student Satisfaction			X	X	X	X	X	X	X
			learning environments appropriate for the supports for all	SPD 661 - Classroom Management Plan	Direct - Student Artifact	implementing in your program. Include a description of how you are addressing the physical, cognitive, emotional	88% 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 661 - Claseroom Management Plan	Exceeded	Approaching	X	X	X	X	X	X	X

		Responsive Positive Behavior Support Plan	Direct - Student Artifact	Support Plan for your Inquiry Project student with behavior challenges. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	r score 12/15 points of better on the Acceptable Target a range.	r score 12/15 points or better on the Acceptable Target range.	Plan	Exceeded	Exceeded	X	X	X	X	X	X	X
Outcome 3	Demonstrate know ledge and organization of subject matter, exademic content standards and curriculum fiameworks to ensure all students understanding.	Exit Survey - Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Statisfication Survey. There is no grade (NO) for exopplicing the survey, however, it is a requirement to crit the program. No grade for this course will be posted until the survey has been submitted.	Agree/Strongly Agree on the survey	Agree/Strongly	Findings for Exit Survey - Student Satisfaction			X	X	X	X	X		X
	Demonstrate knowledge and organization of subject matter, eachemic matter, as calentic 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 lession designed for the Extudent in hquist Project. This is the second Plan, Teach, Reflect and Apply (PTRA) cycle and uses the FACT of stairt 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.	score 12/15 points o better on the - Acceptable Target range.	r score 12/15 points or better on the Acceptable Target range.	C.s	Exceeded	Exceeded	X	X	X	X	X		X
	Demonstrate bowledge and organization of subject matter, cardeniis 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 targoed salantie from languity Project, ether the student with a Behavioral Issue or the student of choice using the same lesson plan former (EAC or desirce format using the same lesson plan former (EAC or desirce format of the contract of	better on the Acceptable Target range.	1 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
Outcome 4	Plan and develop instructional goods, dater instructional plans and materials to meet the assessed learning needs of all students.	Exit Survey - f Student Satisfaction	Indirect - Survey	The Exit Survey is a Student Statisfication Survey. There is no grade (NO) for exopplicing the survey, however, it is a requirement to crit the program. No grade for this course will be posted until the survey has been submitted.	will report Agree on the survey Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 4.	will report Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 4	Student Satisfaction			X	X	X	X	X	X	X
	Plan and develop instructional goals, adopt instructional plans and materials to meet the assessed learning needs of all andeator.	Assessment and Instructional Plans for Target EL Student	Direct - Student Artifact	sequence of leasons that address an area of inapage development for his trade in either language area or development for his trade in either language are or development for his trade in the language area of students family and columbra backgrounds and life experiences in development for the language and the ord figs 3 leasons that also address appropriate goods level of figs 3 leasons that also address appropriate goods level language and proficiency beets in English as well as the student's columbra of the NUFACT User's Crudets to design language and proficiency beets in English as well as the student's culture, level of acculturation, and prior seasoning, healths drown you will integrate the user of successions, because they was well sufficient to and when your instructional plan with the student's parents. The assignment and required forms will be provided to cade candidate. Grading tribetes are used to assess all assignments.	score 24/30 points of better on the Acceptable Target range.	r score 24/30 points on better on the Acceptable Target range.	El. Student	Exceeded	Exceeded	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 Statisfication Survey. There is no gade (NO) for completing the survey, bowers, it is a requirement to exit the program. No grade for this course will be possed until the survey has been submitted.	Agree/Strongly Agree on the survey	Agree/Strongly	Findings for Exit Survey - Student Satisfaction				X	X	X	X	X	X
	Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.	SPD 660 Initiate Inquiry Project	Direct - Student Artifact	Initiate Inquiry Project JACT From C-4 Assignment Oxadinien: The Inquiry Project is a key demonst in candidate professional growth and development through the induction process. This project is initiated in 597 666, the induction process. This project is initiated in 597 666, is 859 661, and cultimates is 859 664. It requires that its 859 661, and cultimates is 859 666, it requires that there focus suddent with disabilities are destined by the candidate (with whom they will be working from the but the control of the control of the control of the candidate (with whom they will be working from the but focus or does Jack. The Control of the suddent mate the destined than bring adsolubly, in addition From Student at 18 460 and LT, From Student 12 840 from the control of the control of the proposal.	score 3.5/5 points or better on the Acceptable Target range to earn credit.	score 4/5 points or better on the Ideal	Findings for SPD 660 Initiate Inquiry Project	Exceeded	Exceeded		X	X	X	X	X	X
	Use necessary data to develop and monitor goals, plan, differentiate and modify instruction for all students.	SPD 661 - Assessment and Assessment 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 on	better on the	95% of students will score 24/8 points or idea of the control of t	Instructional Plans for Target	Exceeded	Exceeded		X	X	X	X	X	X

				Form C-8: Parts 1 & 2	Direct - Student Artifact	The Summative Assessment of the Inquiry Project has two marks Part L'Complete (PACT Form Ce. 8, Part 1 and will include attached copies of the summative assessment theorem by candidate and the scoring guide. Part-2 Fore three flowas students, complete (PACT Form C. 8 Part 2) with responses for each of the three students. Complete (PACT Form C. 8 Part 2). Form C. 8 Parts 1, 8.2 with attachments will be submitted. The assignment and required forms will be provided to each candidate. Canding rubrics are used to assess all assignments.	Acceptable Target range.	95% will score at 16/20 points or better on the Acceptable Target range.	Findings for SPD 664 Inquiry Project Summative Assessment FACT Form C- 8: Parts 1 & 2	Exceeded	Exceeded		X	X	X	X	X	X
Department of Special Education	CA Credential in Clear Education Specialist Teaching Credential	Outcome 6	Reflect on your teaching practice with DSP, using current conductors based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.	Exit Survey - Student Satisfaction	Indirect - Survey	requirement to exit the program. No grade for this course will be posted until the survey has been submitted.	Agree on the survey that the CLEAR ES Program helped them develop the competencies described in	95% of respondents will report Agree/Strongly Agree on the survey that the CLEAR ES Program helped them develop the competencies described in OUTCOME 6.	Findings for Exit Survey - Student Satisfaction	Met	Exceeded	X	X	X	X	X	X	X
Department of Special Education	CA Credential in Clear Education Specialist Teaching Credential	Outcome 6	Reflect on your teaching practice with DFP, using current volume based research lags insee, collaboration with families and other professionabs in the context of current teaching assignment.	SPD 664 - Inquiry Project with Summarive Assessment FACT Form C-8: Parts 1 & 2	Direct - Student Artifact	The Summative Assessment of the Inquiry Project has two stars. Part-Longhey (FACT Form Ce. Sp. 11 and will include straked copies of the summative assessment shows by sandistand and the couring guide. Durk-15we three the contract of the c	16/20 points or better on the Acceptable Target range	95% will score at 17/20 points or better on the Ideal Target range	Findings for SPD 664 . Inquisy Project with Summative Assessment FACT Form G-8: Parts 1 & 2	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Special Education	CA Credential in Clear Education Specialist Teaching Credential	Outcome 6	Reflect on your teaching practice with DSP, using current evidence based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.		Direct - Student Artifact	The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.	points or better on the Acceptable Target range.	95% will score at 7/8 points or better on the Ideal Target range.	Findings for SPD 664 - Monthly Communication Record	Exceeded	Exceeded	X	X	X	X	X	X	X
Department of Special Education	CA Credential in Clear Education Specialist Teaching Cordential	Outcome 6	Reflect on your teaching practice with DSP, using current evidence based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.	SPD 664 - Reflection Log/Competency Log - CSTPs	Direct - Student Artifact	during the program and compacte renections in SPI) 604. The assignment and required forms will be provided to each candidate. Grading rubrics are used to assess all assignments.		range.	Reflection Log/Competency Log - CSTPs	Met	Approaching	Х	Х	X	X	X	Х	X
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome I	Demonstrates knowledge of the velopermitted and tearriest characteristics, and reference-based practices associated with young children (both to Pre Kr) with developmental delays, and all estageous of disabilities.	Developmental Matrix	Devet - Student Artifact	For this assignment, candidates will be completing a Developmental Marie demonstrating law ordege of the principles of child development and learning that informs principles of child development and learning that informs a constraint of the conflict of t	85% of students with some some 18/15 points or better on the Acceptable Target range.	95% of students will some some 1815 points on the better on the Acceptable Target range.	Fedding for Developmental Marrie	Exceeded	Exceeded							
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome I	Demonstrates baseded or development and burning interactives and excellent and extended with young children (bein to Pec X) with developmental delays, and all categories of disabilities.		Direct - Student Artifact	assignation and tase the form to an electromose. An expension of the control of t	range.	range.	Fadings for Developmental Observation	Exceeded	Exceeded							
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome I	Demonstrates knowledge of developmental and learning Americarities, and evidence based practice associated with young children children best practices associated with young children (hinth to Pte K) with developmental delays, and all categories of disabilities.	Exit Survey	Indirect - Survey	no grade (NG) for completing the survey: however it is a	that the ECSE AA program helped them to develop the competencies described in	95% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies described in OUTCOME 1.	Findings for Exit Survey	Exceeded	Exceeded							
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome 2	Demonstrate knowledge of funily systems, the impact of child with disablistics on the funily, engages in simply-centered practices and pastmerships in all components of easy intervention and obscurion for infants and young children with disabilities.	Exit Survey	Indirect - Survey	The first Sweep's is Student Staffaction Survey. There is no grade (NO) for completing the survey, benever, it is a requirement to exit the program. No grade for this course will be possed until the survey has been submitted.	will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the	95% of respondents will report Agree Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies described in OUTCOME 2.	Findings for Exit Survey	Exceeded	Exceeded							

Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome 2	Demonstrates knowledge of family systems, the impact of child with chalkfulled on the family, engages in family-centered practices and particularly as all Gongocomes of children with dischalfulled and the family of the control of the children with dischalfulled and the family of the children with dischalfulled and th	Parent Interview	Direct - Student Artifact	The purpose of this assignment is to provide candidates, with an opportunity on hear a face-to-face interview with an opportunity on hear a face-to-face interview with an opportunity on hear a face-to-face interview and a parent or primary caregiver in the "purering" of a child remarkable of the provided of the provi	score 17/20 points of better on the Acceptable Target range.	99% of students will a score 17:20 points or better on the Acceptable Target range.	Findings for Purent Interview	Exceeded	Approaching				
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome 2	Demonstrates knowledge of family systems, the impact of child with disabilities on the family, engages in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities.	Principles	Direct - Student Artifact	Candidates will be provided an article on Six Patteneship Principles. Candidates will select three of the six partnerships principles and describe a possible issue for each of the three selected principles. The candidate will the provide and discuss examples of an action that would lead to distrust and an action that would lead to trust and ethical practice with a partner of a child with a disability AND mother education professional or service provider.	score 10/12 points of better on the Acceptable Target range.	r score 10/12 points or better on the Acceptable Target range.	Principles		Approaching				
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome 3	approaches that inform the development and implementation of oridence-based, developmentally appropriate, family supported interventions and reflect the impact of culture (including ELI), specific disabilities on learning, and the role of the interdisciplinary team.	Exit Survey	Indirect - Survey	The Exit Survey is a Student Statisfication Survey. There is no grade (NO) for employing the survey/sower, it is a requirement to crit the program. No grade for this course will be posted until the survey has been submitted.	will report Agree Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies described in OUTCOME 3.	will report Agree on the survey that the ECSE AA program helped them to develop the competencies described in OUTCOME 3.		Exceeded	Exceeded				
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome 3	Demonstrates skill in formal and informal ancesment groupscache that inform the edvelopment and safety approaches that in facility to the edvelopment and safety appropriate for the safety and the safety approaches and sa	Formal and Informa Assessment	l Direct - Student Artifact	Formal Assessment Tool Candidates will administer a unividendum; norm referenced devolupment alsoessment to one child feel britt to pre-kindergates) with an unividendum; norm entirenced devolupment with an unividendum; norm entirenced to affective file. Perceively, Kanfman JK-SEA/SI, Briganes (CIBA-KI, Hongare CHBA-KI, Hongare	score 26/30 points of better on the Acceptable Target range.	95% of students will record 50% points on better on the Acceptable Target range.	Findings for Formal and Informal Assessment	Mer	Approaching				
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome 3	Demonstrate skill in formal and informal suscessed approaches that indoes development and amplementation of reidence-based, developmentally appropriate, family approach there entires an advertise appropriate, family approach there entires and releast the impact of culture (neckning ELL), specific disabilities on knowing and the role of the stortforphasy team.	Instructional Planning and Implementation - Multiple Lesson Plans	Direct - Student Artifact	Candidates will create three lesson plans, the instructors of provide the National University Special Discional Lesson Plan format. Using the results of assessments in Assignment 22 Germal and Informal Assessments), candidates will adopt the three lesson plans for the child has peer pool, where molycericy(c) (2 trategies for tracking, and (3) suggested modifications and/or adaptations (cuts an environment, articles, materials, assistance, etc.) and processipal no evaluate the child articles of the accordance of the processing of the control of the pro- tection and has continued as a second of the control of the Plan of may be determined using the Instructional Planning and Implementations Dates.	score 16/19 points of better on the Acceptable Target range.	r score 16/19 points or better on the Acceptable Target range.	Planning and Implementation - Multiple Lesson Plans	Exceeded	Exceeded				
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome 4	Document observations from birth to prekindergateria and -adoph field experiences in early childred extenge with an eligible field representation of directive backgrounds and young children who have a range of abilities inducing in shome service delivery, and inclusive DAP center based preschool-prekindergatten programs.	ıl	Indirect - Survey	The Exit Survey is a Student Statisfacious Survey. There is on gade (NO) for employing the survey/sowers, it is a requirement to cut the program. No grade for this course will be posted until the survey has been submitted.	will report Agree/Strongly Agree on the survey	95% of respondents will report Agree/Strongly Agree on the survey that the ECSE AA program helped them to develop the competencies described in OUTCOME 4.	Findings for Exit Survey	Exceeded	Exceeded				
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorizzation	Outcome 4	Document observations from brits to prekindergates as mis- depth field experiences and spit diffused control and edge field experiences and spit diffused control and families and children of discree backgrounds and young the control of the control of the control of the control spit discrete and the control of the control of the control preschool/prekindergates programs.	Field Experience	Direct - Student Artifact	Candidates will maintain an attendance log as well as a daily journal to refer on experiences, demonstrate their ability to critically examine and elieferefact on their own actualing partice, and malcolescenie appropriate and actual partice, and malcolescenie appropriate and actual partice, and malcolescenie appropriate and actual partice, and	score 26/30 points of better on the Acceptable Target range.	better on the Acceptable Target range.	Service Field Experience	Exceeded	Exceeded				
Department of Special Education	CA Credential in Early Childhood Special Education Add-On Authorization	Outcome 4	Documer observations from birth to prekadegustera me in-depth field experiences in andy althous desires in andy althous desires in any delibrous desires in a depth field experience in a delibrous desires in a delibrous delibrous delibrous houses are many of altificials including a biometric delibrous, and inclume DAV centre based preschool/prekindergratte programs.	Experience	Direct - Student Artifact	Candidates will describe the Prochool model (webspream), description, ecological, and behavioral) as well as the approach model in the site to most observation, and as the approach model in the site to most observation, and the site of the site to most observation, and the site of	score 37/43 points obetier on the Acceptable Target range.	r score 37/43 points or	Findings for Preschool Field Experience	Exceeded	Exceeded				

		Outcome 1	Integrate professional, legal, and ethical practices when	Candidate Exit	Indirect - Other	The department implemented a new Exit Survey in	Acceptable Target:	Acceptable Target:	Findings for Candidate Exit Survey	Met	Approaching	v		v			v	
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential		instructing students with disabilities.	Survey		September 2013.	will rate the program as meeting their	95% of candidates will rate the program as meeting their needs in teaching students with disabilities.	Survey			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		85% of students will score 10/12 points or better on the acceptable target range	students will score 10/12 points or better on the research pape			Exceeded	X		X			X	
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 1	-	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.	score 21/25 points or better on the case study.	score 21/25 points or better on the case study.	Disabilities		Approaching	Х		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 Exi in September 2013.	85% of students will rate the program as being meaningful and applicable as	90% of students will rate the program as	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.	Assignment – Case Study	Artifact	SPD608 - Signature Assignment - Case Study of a student with a disabilities including possible modifications and accommodations to the core curriculum.	students will score 17/20 points or better on the Case Study.	students will score 17/20 points or better on the Case Study.	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	Feach students who are diverse learners including those who are English language learners.	SPD628 – Signature Assignment – Case Study	Direct - Student Artifact	SPDGS - 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 Jesson 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.	90% of students will score 25/30 points or better on the 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 precises with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	Survey	Indirect - Other	The department implemented the new Exit Survey September 2013.	Acceptable Target: 85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	rate the program as being meaningful and applicable as	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 precises with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	SPD616 - Signature Assignment- Collaboration Pla	Direct - Student Artifact	Candidates will create a professional collaboration Plan on collaborative practices to utilize with parents, professionals,	85% of students will score 12.5/15 points or better on the	Ideal Target: 90% of students will score 12.5/15 points or better on the colaboration plan plan.	Findings for SPD616 -Signature Assignment- Collaboration Pla	Exceeded	Exceeded		X	X	X	X	X	X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 3	collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.	Study on a student with disabilities	Artifact		85% of students will score 21/25 points or better on the case study.	students will score 21/25 points or better on the case study.	Signature Assignment – Case Study on a student with disabilities	Not Met	Approaching		X	X	Х	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.	85% of students will rate the program as being meaningful and applicable as they teach students	90% of students will rate the program as being meaningful and applicable as	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 4	educational decisions for students with disabilities.	Assignment – Case Study on a student with disabilities	Artifact	formal and informal, assessments and completing an IEP.	85% of students will score 21/25 points or better on the case study.	students will score 21/25 points or better on the case study.	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.	SPD628 – Signature Assignment – Case Study	Direct - Student Artifact	SPDGS.— 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 gook, creating 5-days of lesson plans which address the assessment findings, and developing a 10 slide PowerPoint summarizing the Case Study.	25/30 points or)Acceptable Target: 90% of students will score 25/30 points or better on the case study.	Findings for SPI0628 – Signature Assignment – Case Study	Exceeded	Approaching	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.	Survey		September 2013.	85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	students will rate the program as being meaningful and applicable as they teach students with disabilities.	Findings for Candidiate Exit Survey	Met	Approaching		X	X		X		X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 5	including using educational and assistive technology that provides access to the core standards for students with disabilities.	Assignment Case Study	Direct - Student Artifact	accommodations to the core curriculum.	Target: 85% of students will score 17/20 points or better on the Case Stude	Ideal Target: Target: 90% of students will score 17/20 points or better on the Case Study					X	X		X		X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 5	including using educational and assistive technology that provides access to the core standards for students with disabilities.	Assignment - Case Study		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.	score 27/30 points or better on the Case Study.	Findings for SPD628 Signature Assignment - Case Study	Exceeded	Approaching		X	X		X		X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 6	and programs as well as into successful post school experiences.	Survey	Indirect - Other		85% of students will rate the program as being meaningful and applicable as they teach students with disabilities.	students will rate the program as being meaningful and applicable as they teach students with disabilities.			Approaching		Х	X	X	Х		X
Department of Special Education	CA Credential in Preliminary Education Specialist Authorization Teaching Credential	Outcome 6	experiences.	SPD 614 - Signature Assignment Classroom Management and Organizational Plan		SPD61-Signature Assignment - Candidates will develop a Classroom Management and Behavior Plan for a MM or MK classroom. This plan will include classroom organization and management and behavior support plans.	score 17/20 points or better on the Classroom Management and Organizational Plan	17/20 points or better on the Classroom Management and Organizational Plan.	Classroom Management and Organizational Plan	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.	SPD616 – Signature Assignment – Transition Plan	Direct - Student Artifact	on a case study	85% of students will score 12.5/15 points or better on the	90% of students will	Findings for SPD616 -Signature Assignment – Transition Plan	Exceeded	Exceeded		X	X	X	X		X

	Outcome I	Analyze the process for corating a sheart vision and pulsacopyle of calculations of control of the control of t	Assignment Special Education Leadership Buser- Field Experience	Artifiet	This field experience assignment develops an awareness of the current times and concerns of cheational leaders with the contraction of the current times and concerns of cheational leaders with the contraction of the contraction of the contraction of the current of the contraction of the contractio		93%	Findings of SPD 654. Signature Assignment: Special Education Leadership Insense Fald Experience	Exceeded	Exceeded		X	X	X			X
		philosophy of establishing effective teaching and learning of students with disabilities at a school-wide level.		Indirect - Survey		85%	95%	Findings for Student Program Exit Survey	Exceeded	Exceeded		X	X	X			X
		Evaluate the role of special education practitioners and deaders in difference states of education, in terms of implemental participations of special education. In terms of implementing the whale dements of special education.	SPD 625 Staff Development and Parent Education - Case Study	Direct - Student Artifact	Preparing professionals and families to effectively implement and particular by a contribution Practices and Systems Case Study. Candidates are placed in a store of complete in surfaces and the turn in responsible for complete in surfaces and the turn in responsible for complete in surfaces and the turn in responsible for complete in the following case study. 1. Three individuals from the group which founded the suboul have been identified to prepare and deliver the stuff to the complete in complete in the complete in complete with the complete in complete complete in complete with the complete in complete with the complete in the comp	5	93%	Development and Puent Education -Case Study	Mee	Exceeded				X	X		
	Outcome 2	Evaluate for other of epocial obscuring proteintones and included in the control of implementing the vital elements of special elements.	SPD 645. Signature Assignment Special Education Lucidership Inues- Field Experience	Direct - Student Artifact	A Common and contrast the herefits of curious. In first dist experience sengiment develops an averagement of the curious times and concerns of chaesinosal leaders with the contrast times and concerns of chaesinosal leaders with disabilities, for dear the curious districts of the curious distric		95%	Findings for SPD 654. Signature Assignment: Special Education Leadership Issues-Fald 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	understanding of resistanting to the concern. Finance.	85%	95%	Findings for Student Program Exit Survey	Exceeded	Exceeded				X	X		
	Outcome 3	Seabute the appropriateous of various records methodologies in relation to a given topic related to Special Education.	SPD 605 Create a Removed List. Removed List. research articles	Direct - Other	Incidence a minimum of II poet nerview research articles in the field of project oblession and net related tudes. Read and amounts 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 covered to the reference list as you covered to the reference list. This power was not to be referenced in the proposal of the Master of Arts in Special Education. Please go to NO librariant gain the explorate and research proposal for the Master of Arts in Special Education. Please go to NO librariant gain the explorate and research proposal for the Master of Arts in Special Education and Creden place, Market and Federal Control of the Please go to NO librariant gain the special education and or related objects, Male used to be approached and of least two librariant gains and the proposal objects are proposal objects and the proposal obje		95%	Tradings for \$PD 600 Create a Reference List. Announce 12 research articles	Mex	Approaching	X			X		X	

		Outcome 3	Evaluate the appropriateness of various research archeologies; in a decinion to a given topic related to Special Education.	Assignment Writing a Research Question and Reviewing Research Articles	Artifact	Read and review these articles from peer-seviewed pomula that describe an expensional study without to a specific issue or trend in the area of special education. In the control of the area of special education. In the control of		93%	Findings for SPD 651 Final Assignment: Writing a Research Question and Reviewing Research Articles	Not Met	Approaching	X		X		X	
Department of Special Education	Master of Arus in Special Education		Evaluate the appropriateness of various research archeologies; in extendents to a given topic related to Special Education.	SPED 60° Signature Assignments Designing a Research Proposal & Developing a (6)°PT or Presi)	Artifact	Designing a Research Proposal & Developing a Side Presentation (PT or Pres) Part of the requirements for the Masters of Arts in Special Education is for the guidate condidate to submit a research proposal. All research proposals shall seaders when you want to do, why you want to do, and how you plan to do composals and include the following composals and include the following composates and the state of the season of the state of the season of t	89%	95%	Findings for SFED (69) Assignments: Designing at Research program of the Proceedings of	Mee	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 to engoing process of enhalising a collaborative and incidence using, for undeaders with collaborative and incidence using, for undeaders with Education (FAPE). From And Appropriate Public Education (FAPE).	Assignment Writin a Research Question and Reviewing Research Articles		Read and review three articles from pree-serviewed journals that describes an experimental study related to a specific Vow will have you write with the other students in the class. Please technical the articles with the other students in the class. Please technical the articles, the anthority, the year it way published, and all inks on the class. Please technical the class of the		95%	Findings for SPD 643 Final Assignment: Writing a Research Question and Reviewing Research Articles		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	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	Chamter (C-1875). Evaluate the supplications of Special Education law and penedicino butter upplying them in different contexts of characteristic practices.	Education Law Review		Using the information from the confiner, and lectures for this week, prepare as few to evere page written pager summarizing IDEA, NCLB, ADA, and Section 594 of the Abchibilation AC, Humber cosk (1-7) from in bold as your self-confiner to the confiner of the confiner of the confiner self-confiner of the confiner of the confiner of the confiner self-confiner of the confiner of the confiner of the confiner to the confiner of the confiner of the confiner of the Summarize the important elements of Section 594 4. Summarize the important elements of Section 594 5. Summarize the important elements of Section 594 5. Summarize the important elements of Section 594 6. Summarize the confiner elements of Section 594 6. Summarize the confiner elements of Section 594 7. Decent the significance of elements of section 594 6. The pager must be five to severe pages in length, not tended to the confiner of the confiner elements of Section 594 6. The pager must be five to severe pages in length, not tended to the confiner of the confiner of the confiner of the section of the confiner of the confiner of the confiner of the page of the confiner is required by the must use at least two scholarly sources in addition to the textbook while the text pages typer claims. Cits your sources while the text of your pages and on the reference page	85%	93%	Findings for RFD 5/5 Signature Assignment Special Education Law Review	Mer	Approaching	X	X	X	X		
			Fedurate the implements of Special Education law and Specialmost before applying them in different contexts of educational practices.	SPD 634 Signature Assignments Special Education Supreme Court Cases	Direct - Student Artifact	Goo. In Projectives, septical describations before combined to the control of the	8296	90%	Findings for SPID 654 Signature Assignments: Special Education Supreme Court Clases	Exceeded	Exceeded	X	Х	X	X		
			Evaluate the implications of Special Education law and procedures before applying them in different contexts of	Student Program Exit Survey	Indirect - Survey		85%	95%	Findings for Student Program Exit Survey	Exceeded	Exceeded	X	X	X	X		

	1	Outcome 6	Analyze the requirements of the roles of Special	SPD 653 Signature	Direct - Student	Thinking about the types of disabilities and challenges faced	1 85%	95%	Findings for SPD 653	Met	Approaching			37	37			
			utilizing technology, including augmentative and anisative technology, and principles of Universal Design for Learning.		Artified	by your indication, or the students you may have a the property of the propert			Sugnature Assignment— Technology Portfolio					x	X			
			utilizing technology, including augmentative and assistive technology, and principles of Universal Design for Learning.	Research Articles	g Artifact	Read and review there articles from perc-seviewed journals that describe an experimental study related to a specific instance or trend in the arter and special cheustions. In the control of the arter of the percent of the control		93%	Findings for SPD 651 Final Assignment: Writing a Research Question and Reviewing Research Articles		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	Student Program Exit Survey	Indirect - Survey		85%	95%	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 096. Candidates will being the research questions and perfect in SPD 095. Candidates will being a feet the review on a subject sector in SPD 095. In SPD 096, that literature review will be expanded and become part of a four chapter calminating project. Candidates will bring a topic of attents in their classroom, stocked, or district, conduct from SPD 097 and complete their review of the literature on the tuple of their choice. The stocked of chirtics conduct from SPD 097 and complete their review of the literature on the tuple of their choice. The other tuple of the choice of their choice of a four chapter than, the attachment on chapters 1, 2,3 and 4 represent the changes to the course that begin this month, in the other program areas, the off unbries are attached. The student may attain a grade of H, S, U or IP.	or better on assignment	or better on assignment	c			X	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	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.	question pertaining to PLO at or above 3 on a 4 point scale	90% will rate question pertaining to PLO at or above on a 4 point scale regarding importance of skill acquired	Findings for Student satisfaction survey 3			X	X	X	X	X	X	X
		Outcome 2	Demonstrate appropriate standards of conduct; practice within kgal and ethical parameters.	Signature assignment, SPD 695	Direct - Student Artifact	implications for program, curriculum or instructional decisions. The signature assignment has changed as has the	assignment - this target was met this year with 82% achieving B or better	or better on assignment . Once again, this appears to be an unrealistic	o t					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 counsework taken in meeting the PLO. This item will be developed and installed in the course shell before the course is offered.	question pertaining to PLO at or above 3	90% will rate question pertaining to PLO at or above on a 4 point scale regarding importance of skill acquired	3					X	X	X		
			Demonstrate appropriate standards of conduct; practice within legal and ethical parameters.	695		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 regulared to analyze a research article each week. The template that is used is attached.	or better on assignment	90% cam an B grade or better on assignment						X	X	X		
		Outcome 3	Develop skills to become a change agent and absocure for exceptional individuals, including diverse learners.	695	Direct - Student Artifact	This come is designed to provide the student with the basic knowledge and skin requested or read, interpret and basic knowledge and skin requested or read, interpret and research in order to determine if research reads have research in order to determine if research reads have implications for program, curriculum or instructional decisions. Students are required to formulate research to the student of the control of the co		or better on assignment	c .				X	X	X	X		X
			Develop skills to become a change agent and advocate for exceptional individuals, including diverse learners.	r 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.	on a 4 point scale	on a 4 point scale					X	X	X	X		X
			Develop skills to become a change agent and advocate for exceptional individuals, including diverse learners.	r Weekly Factual questions assignment, SPD	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.		regarding importance of skill acquired 90% cam an B grad- or better on assignment					X	X	X	X		X
Department of Special Education	Master of Science in Special Education	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 is in measured in the following connece SPL 608 and SPD 016. Therefore, the measurement of this PLO is found in the releast section of the perfemisary colecution specialist, authorization teaching credential PAR.—integrate professional, legal, and official practice.		see above				X		X	X		X	

			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 trescarch questions and the beginnings of chapter 2 - review of Iterature with them from SPD 698. Candidates must apply their knowledge, skills, and disposions to complete a four chapter thesis. Each chapter is traught individually and two weeks is spent on each chapter with submissions of darlic chapters coming anywhere within the two week period. Grading is H, S, or U (only, Centre) is eligible for In Progress (IP) grade.	80% earn an B grade or better on assignment	90% cam an B grade or better on assignment		Х	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	80% earn an B grade or better on assignment	90% cam 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 is meeting the PLO. This item will be developed and installed in the course shell before the course is offered.	question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill	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 632 (M/M) and SPD 666 (M/S). Therefore, the measurement of this PLO is found in the relevant section of teaching credential PAR—maintain appropriate educational 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 ductation 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 orderation specialist authorization teaching credential PAR. It is found in SPD 642, in the advanced specialization NAS – analyze students verbal and nonverbal abilities to develop augmentative, alternative systems.	see above	see above		Х		Х		X	X	Х
			Outcome 8	actively and creatively engage and support all students in learning.			This PLO is not covered in the two research courses; however, is covered in the education specialist portion of the MS edger. It is measured in the following courses: SPO in the MS edger. It is measured in the following courses: SPO in the MS edger. It is measured in the following courses: SPO in the MS edger. It is present that in the MS edger. It is the present that in the MS edger. It is the present that in the MS edger. It is the MS edger		see above		X	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 jigsaw reading assignment has been added to the course. Each goup is responsible for preparing a study guide for their assigned pages. Also, there is a mid term and	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 Itenature. They are required to add wheeh owner references to their already existing document with a completed template for each of the twelve arricles as well as their incorporation into chapter 2. Grading is H. S., or U only. Course is eligible for In Progress	80% earn an B grade or better on assignment	90% carn an B grade or better on assignment		X		X		X		
				collaborative community service member and a responsible citizen.	Student satisfaction survey		before the course is offered.	question pertaining to PLO at or above 3 on a 4 point scale regarding importance of skill acquired	on a 4 point scale regarding importance of skill acquired		X		X		X		
			Outcome 1	including academic competencies across the curriculum	Signature	Direct - Student Artifact	includes a completed Assessment Report, an IEP, script of	as meeting their needs in teaching student with language and academic	95 the candidates will rate the program as meeting their needs in teaching student with language and academic development needs.		X					X	
				Analyze the implications of the characteristics of students with language and academic development needs including seademic competencies across the curriculum in listening, seading, reading, writing and who demonstrate lack of communication and language literacy skills to access and benefit from academic instruction.	LAD exit survey	Indirect - Survey	satisfaction with the course and program.	candidates will rate the program as meeting their needs in teaching student with language and academic	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 span including typical and stypical language development, communication skills, social pragmatics as it relates to the acquisition of academic knowledge and skills.	LAD exit survey	Indirect - Survey		candidates will rate the program as meeting their needs in teaching student with language and academic	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 span including typical and atypical language development, communication skills, social pragmaties 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	Jenoslavdate and skills: Differentiale 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 an across an array of environments, including speakers of English and English Language learners.	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 trainen with additional handouts and instructional materials. They should also include an amounted section explaining the planning decisions. An addendum would provide supporting references and materials.	will rate the program as meeting their	will rate the program as meeting their needs in teaching student with		X	X	X	Х	X	X	X
Departr Educati	tment or Special	Master of Science in Special Education-Language & Academic Development		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 an across an array of environments, including speakers of English and English Language learners.	LAD exit survey	Indirect - Survey		candidates will rate the program as meeting their needs in teaching student with language and	the program as meeting their needs in teaching student with language and academic		X	X	X	Х	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 netrivities to engage radicals with communication and netrivities to engage radicals with communication disabilities in classroom and social netwistics.	I Student requiring	Direct - Student Artifact	address receptive language, expressive language, executive functioning, social situations and cognitive abilities.	candidates will rate the program as meeting their needs in teaching student with language and	as meeting their needs in teaching student with language and academic		X	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 alim with oneoing assessment results.	Assessment Instrument Practice LAD 633	Direct - Student Artifact	The candidate will administer? assessment standardized assessment in addition to criteria referenced, dynamic and informal measure.	85%	95%					X	X	X	X	X	X
				0 0 0	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	instructional methods that are effective with students with	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,	candidates will rate	95& the candidates will rate the program				X	X	X			X	X
				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.			content presentation methods and instructional strategies. Attachments will include a list of supplementary instructional materials and evidenced based references.	the program as meeting their needs in teaching student with language and academic development needs.	student with language and academic										
				Select and implement evidence-based curricula and instructional methods that are effective with students with lunguage and communication disabilities including specially designed curricula and methods for 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.	candidates will rate the program as meeting their needs in teaching student with language and academic	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	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	will report	will report	Findings for Candidate Exit Survey	Not Met	Moving Away			X			X	X
				disabilities and other special needs.		Direct - Student	PLO I is presented here.	Satisfied/Highly satisfied on the survey.	Satisfied/Highly satisfied on the survey	,	Exceeded								
				Demonstrate knowledge of pytical and stypical development and characteristics of students with disabilities and other special needs.	SPD 632 Faculty Presentation (PowerPoint Presentation)	Direct - Student Artifact	[cognitive/perceptual characteristics, language characteristics, social-emotional functioning in academic settings); faculty roles and responsibilities in the IEP process; useful classroom and instructional accommodations; minuale for each suggested accommodation; and estimate of cost and impact of each	score 20/25 points or better on the acceptable target range.	r score 23/25 points or better on the acceptable target range.	Findings for SPD 632 Faculty Presentation (PowerPoint Presentation)	Exceeded	Approaching			X			X	X
				development and characteristics of students with	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 r 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 is completed by candidates after their final course. Data from PLO 2 is presented here.	will report	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	95% of students will score 18/20 points of better on the acceptable target	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 B Student Teaching- Summative Assessment			Candidates completing SPD 681	95% of candidates will score 3/4 points	Findings for SPD 681 B	Exceeded	Exceeded		X	x	X	X	X	X
							A. Making Subject Matter Comprehensible to Students B. Ausening Student Learning C. Engaging and Supering Students in Learning D. Planning Instruction and Designing Learning Experiences for Students.	questions in Domains A, B, C, & Domains A, B, C, & Do on the Summative Student Teaching Assessment. 0 = Unacceptable 1 = Beginning 2 = Emerging 3 = Applying 4 = Integrating/Innovative c	Domains A, B, C, & D on the Summative										
				Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B. V, VIII	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.	will report Satisfied/Highly	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 assements across content areas to manage, monitor, and engage student learning. NVTL: B. V, VIII	SPD 628 Case Study -Teaching Reading and Lang. Arts	Direct - Student Artifact	ILEARNING OUTCOME: S requires three Direct Measures to provide complete evidence of candidate mastery. Case Study of a student who is struggling in learning to read. Assignment includes administering 3-5 reading assessments, analyzing the results, wriging a report for an IFP meeting including IEP goods, creating 5 days of lesson plans which address the assessment findings, and developing 10 slide PowerPoint summarizing the Case Study.	score 25/30 points or better on the Case	r 90% of students will	Findings for SPD 628 Case Study -Teaching Reading and Lang. Arts			X	X	X	X		X	
				methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student	SPD 681 B Student Teaching- Summative Assessment	Direct - Other	LEADNING OUTCOME 3 suquests met Devet Measures provide complex circumed contended mantary. The National University Support Provide complexes a manument consciousment of new offer offer sudner submitted contended and sent off sudner sudnersham, instruction, and demands assessment. A Making Subject Manter Comprehensible to Students (B. Ausensing Student Learning Chen in Learning Department of the Complexes of t	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	Findings for SPD 881 B Student Teaching- Summative Assessment	Exceeded	Exceeded	X	X	X	X		X	
Dep	partment of Special acation	Master of Science in Special Education with Nevada Licensure					3 = Applying 4 = Integrating/Innovative												
Edu	ication	and Endorsement for Generalist Resource Room		Integrate best practices, apoly learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B. V. VIII	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.	students will score	Findings for SPD622 – Assessment Case Study- Student with Disabilities	Not Met	Moving Away	X	Х	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. VIII		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.	Satisfied/Highly	95% of respondents will report Satisfied/Highly satisfied on the survey	Findings for Candidate Exit Survey	Not Met	Moving Away	X						X

	Demonstrate the ability to focus on student learning usin, technology tools through systematic study and reflection	g SPD 630 Using	Direct - Student	Candidates are provided a case study of a student with a mild/moderate disability and is an English Language	85% of students wil	95% of students wil	Findings for SPD 630 Using	Exceeded	Exceeded	X				T		X
	chackage took through yelenatic study and reliction to the chackage took through yelenatic study and reliction to the chackage to the chackage to the chackage knowledge gained from removed the formed production learning communities. NVII.: B. VIII. B. VIII. B. VIII. Demonstrate the ability to focus on student learning using Demonstrate the ability to focus on student learning using the chackage of the chackage of the chackage Demonstrate the ability to focus on student learning using the chackage of the chackage of the chackage Demonstrate the ability to focus on student learning using the chackage of the chackage Demonstrate the ability to focus on student learning using the chackage Demonstrate the ability to focus on student learning using the chackage Demonstrate the ability to focus on student learning using the chackage Demonstrate the ability to focus on student learning using the chackage Demonstrate the ability to focus on student learning using the chackage the c	Response to A Case I Study		Learner. In a written respond to the case study candidates describe how they would use technology of (i) assess an individual student's learning, (c) monitor the student's huming over time, (b) provised structures on reademin support, and (i) reflect on how to note reliable quasily assigned, and (ii) reflect on how to note reliable quasily on the contraction of the contra	better on the acceptable target range.	better on the acceptable target range.	Case Study									
	technology tools through systematic atudy and reflection of one's own teaching practices and through shared knowledge gained from purposefully formed professional learning communities. NVTL: B. VIII	Collaborative Partners- 6 1 Partnership Principles	Direct - Student Artifact	Principles. They select three of the six partnerships principles and describe a possible issue for each of the thre selected principles Then provide and discuss examples of an action that would lead to distrust and an action that would lead to distrust and an action that would lead to present and an action that would lead to trust, ethical practice and collaboration with a parent of a child with a disability AND another education professional or service provider.	score 10/12 points of better	r score 10/12 points o better	r Collaborative Partners- 6 Partnership Principles	Exceeded	Approaching	X						X
Outcome	6 Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including stose with diverse needs and by collaborating within the learning community to advance professional practice.	Candidate Exit Survey	Indirect - Survey	Ext Survey is align to each PLO in the program and completed by candidates after their final course. Data from PLO 5 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 an understanding of effective leadership by advocating for exceptional individuals, including those with divense needs and by collaborating within the learning community to advance professional practice.	SPD 674 Collaborative Partners- 6 Partnership Principles	Direct - Student Artifact	Candidates are provided an article on Six Partnership Principles. They select three of the six partnerships principles and describe a possible issue for each of the thre selected principles. Then provide and discuss examples of an action (the action may include any type of technology) that would lead to distrate and an action that would lead to trust, ethical practice and collaboration with a parent of a child with a dashity, AND another education professional or service provider.	score 10/12 points o	I 95% of students wil r score 10/12 points o better	Findings for SPD 674 (Collaborative Partners- 6 Partnership Principles	Exceeded	Approaching			X			X	X
	Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the learning community to advance professional practice.	Teaching- Summative Assessment		The National University Support Provider completes a summative assessment at the end of student teaching. Domains C and D pertain to leadership and advocating for students with diverse needs. C. Engaging and Supporting Students in Learning D Planning Instruction and Designing Learning Experiences for Students.	B will score 3/4 points on the total o questions in Domains C & D on the Summative Student Teaching	will score 3/4 points	Student Teaching- Summative Assessment	Exceeded	Exceeded			X			X	X
Outcome	Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based education literature.	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 6 is presented here.	Satisfied/Highly satisfied on the survey.	will report Satisfied/Highly satisfied on the survey.	Findings for Candidate Exit Survey	Not Met	Moving Away	X		X			X	
	Demonstrate competence in the application of research methods including cristiquis and synthesizing current, evidence-based education literature.	Understanding Ed. Research-Major Project	Direct - Student Artifact	Candidates choose is; peer reviewed education research unifies on a research topic that interest them. Studies mus be of different research designs. Two must be qualitative. Candidates must use a prescribed format to analyze these articles. The analyzis templates are accompanied by a 3-5 gap paper writes in AFA format is which the student discusses the insight they have gained into their spite as a result of reading these endied, which of the edigins they fift gave them the most an formation and their erficients of any of any of the 6 articles.	80% earn an B gradi or better - 16/20 points on assignment	points on assignment	Major Project	Exceeded	Exceeded	X		X			X	
	Demonstrate competence in the application of research nethods including criterium and systemic general, evidence-based advention literature, evidence-based advention literature.	SPD 696 Capstone Project	Direct - Student Artifact	Candidates apply knowledge, kills, and dispositions to complete a cultimating project. Candidates identify a spije of ameries in their classroom, school, or district, complete or for the control of the	80% earn a grade of Satisfactory - 12 -16 points of 20 points	90% earn a grade of Satisfactory - 12 - 16 points of 20 points.	Findings for SPD 696 Capstone Project	Exceeded	Exceeded	Х		X			X	
Outcome	with M/M disabilities and antism for service delivery sucl as placement decisions, IEP development, and instruction.		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.	will report Satisfied/Highly Satisfied on the survey.	will report Satisfied/Highly satisfied on the survey.			Approaching	X		X			X	
	Analyze the implications of characteristics of randems with MM dishibities and untim for service delivery such as placement decisions, IEP development, and instruction.	(PowerPoint Presentation)	Direct - Student Artifact	Candidates develop a faculty presentation consisting of a PowerPoint, and outline of specific talking points for each slide and a set of Inandouts covering two disabilities. Content covers, haracteristics of the scheed disabilities (cognitive) perceptual characteristics, language characteristics, occidentosinal fationtonia gin audemic settings) faculty toles and responsibilities in the IEP process, usuful classroom and instructional accommodations, ritorials for each suggestion.	score outstanding or commendable on the acceptable targe range.	r score outstanding or commendable on t the ideal target range.		Exceeded	Exceeded	X		X			X	
	Analyze the implications of characteristics of students with MM disabilities and unition for service debievey sucl as placement decisions, IEP development, and instruction.	SPD 636 Math Unit of Instruction	Direct - Student Artifact	Candidates develop a comprehensive unit of instruction in mathematics for a stadent with MM disabilities which includes evidence based strategies for developing basis computation and problems solving skills in mathematics, having at least 5 senso plans (with technology), and design a curriculum based measure for determining progress within the unit of instruction, all of which meet the specific IEP goal(s) of the student.	score outstanding or commendable on the acceptable targe	score outstanding or commendable on	Findings for SPD 636 Math Unit of Instruction	Exceeded	Exceeded	X		X			X	
Outcome	Evaluate a variety of appropriate assessment procedures and communicate results in order to use evidence based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M 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.	will report Satisfied/Highly Satisfied on the survey.	will report Satisfied/Highly satisfied on the survey.			Approaching		X	X	X	X	X	X
	Evaluate a variety of appropriate assessment procedures and communicate results in old run to sue evidence based strategies and the core curriculum in the development of IEP goods and strategional plans for students with M/M disabilities and autism.	Study/Curriculum Based Assessment	Direct - Student Artifact	Candidate writes a case study by analyzing student's test coces, decides which information is inssign, determines which test will supply this information, assesses a student with the appropriate instruments, analyzer results, writes a report for the IEP team, and creates appropriate IEP goals-lobjectres. They must use one of the curriculum based assessments they created in the report and write a sel reflection on their assessment and the use of their curriculum based assessment	achieve outstanding or commendable on the acceptable targe range.	achieve outstanding or commendable on t the ideal target range.	Study/Curriculum Based Assessment		Approaching		X	X	X	X	X	Х
Outcome	Evaluate a variety of appropriate assessment procedures and communicate results in old ross use vidence based strategies and the core curriculum in the development of IFP gools and instructional plans for students with M/M disabilities and autism. Maintain appropriate educational environments and	of Instruction	Direct - Student Artifact	Candidates develop a comprehensive unit of instruction in mathematics for a student with MM dissibilities which includes selection of an appropriate assessment(s), ovidene based strategies, and over curriculum tandards for developing basic computation and problems solving skills in mathematics, having at least 5 lesson plans (with technology), and design a curriculum based measure for determining progress within the unit of instruction. During this PAR cycle, an Exit Survey was developed to	score outstanding or commendable on the acceptable targe range.	commendable on	Unit of Instruction	Exceeded	Exceeded Approaching		X	X	X	X	X	X
Outcome	6 Maintain appropriate educational environments and positive behavioral support in field the school-wide behavior support process for students with M/M disabilities and autism. Maintain appropriate educational environments and			align to each PLO in the program. The department implemented the new Exit Survey in September 2013.	will report Satisfied/Highly Satisfied on the survey.	will report Satisfied/Highly satisfied on the survey.	Findings for Exit Survey	wex	Approaching	X	X	X	X	X	X	X
	Maintan appropriate concurnonal environments and positive behavioral support to include the school-wide behavior support process for students with M/M disabilities and autism.	Assignment - Classroom Organization and Management Plan	Artifact	Candidates will 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 tic-in to the school-wide behavior support plan.	score 17/20 points of better on the	score 17/20 points o better on the ideal	Findings for SPD 614 Signature Assignment - Classroom Organization and Management Plan			X	X	X	X	X	X	X

	1		Maintain appropriate educational environments and	SPD 632 Faculty	Direct - Student	The presentation consists of a PowerPoint, an outline of	2018	Outcome	s Assessme	nt	Exceeded							
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/M		positive behavioral support to include the school-wide behavior support process for students with MM disabilities and autism.	Presentation (PowerPoint Presentation)	Artifact	specific fulling points for each side, and a set of handouss. Content covers characteristics of the selected disabilities (cognitive) perceptual characteristics, language characteristics, social-motional behavioral functioning in academic settings); sueful classroom and instructional accommodations to encourage positive behavior and provide a supportive environment; rationale for each suggested accommodation certainate of cost and impact of each provide and control of the commodation.	score outstanding or commendable on the acceptable target range.	score outstanding or commendable on the ideal target range.	Faculty Presentation (PowerPoint Presentation)			X	X	X	X	X	X	X
		Outcome 4	speaking, listening, written language, and mathematics to insure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.	Exit Survey	Indirect - Survey	align to each PLO in the program. The department implemented the new Exit Survey in September 2013.	will report Satisfied/Highly Satisfied on the survey.	will report Satisfied/Highly satisfied on the survey.		Met	Approaching	X	X	X	X	X	X	X
			Implement effective methods for tracking reading, speaking, listering, which imagings, and mathematics to insure access to the general observior correction across interactional settings for anadems with MM disabilities and outside.	Assessment - Total	Direct - Other	curriculum, instruction, and assessment.	682B will score 3/4 points (0-4 scale) on the total of question in Domains A - F or	will score 3/4 points on the total of questions in s Domains A - F on	Findings for MM Clinical Practice Summative Assessment - Total Domain Scores for Domains A - F	Exceeded	Exceeded	X	X	X	X	X	X	X
							4 = Integrating/Innovation											
			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 M/M 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 M/M disabilities which includes evidence based strategies for developing basic computation and problems solving skills in mathematics(using over curriculum standards), having at least 5 lesson plans (with sechnology), and design a curriculum based measure for determining progress within	85% of students will score outstanding or commendable on the acceptable target range.	score outstanding or commendable on	Findings for SPD 636 Math Unit of Instruction	Exceeded	Exceeded	X	X	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 M/M disabilities and autism.		Indirect - Survey	During this PAR cycle, an Exit Survey was developed to align to each PLO in the program. The department	will report	90% of respondents will report Satisfied/Highly satisfied on the survey.	Findings for Exit Survey	Met	Approaching		X	X	X	X	X	X
			Exhibit collaborative case management to coordinate the IIP process and address the legal and instructional recognitions to the address and the recognition to be address and the address and the state of the standard with MAV disabilities and artists.	SPD 634 Signature Assignment - Case Study/Curriculum Based Assessment	Direct - Student Artifact	Candidate writes a case estudy by malyzing student's test socces, decides which information is missing, determinise access, decides which information is missing determinise with the appropriate anomatument, analyzer results, visite a report for the EFP team, determines whether all legal and mutuculousl requirements are met, and extens appropriate EFF goalsolopictives. They must use one of the curriculum band assessment they created in the report and writes a self-reflection on their assessment and the use of their curriculum band assessment that the use of their curriculum band assessment and their curriculum band a	achieve 12.8/15	achieve 12.8/15 points or better on	Findings for SPD 634 Signature Assignment - Case Study/Curriculum Based Assessment	Met	Approaching		X	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 M/M disabilities and autism.	Assignment -	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 commendable on the acceptable target range.	score outstanding or commendable on	Findings for SPD 638 Signature Assignment - Lesson Differentiation	Exceeded	Exceeded		X	X	X	X	X	X
		Outcome 1	1 1	Assessment M/S questions 1-6 (Domain A)	Direct - Other	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.	will score 20.4/24 points or better passing score.	will score 20.4/24 points) or better passing score.	Findings for Clinical Practice Assessment M/S questions 1- 6 (Domain A)		Moving Away	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		Indirect - Survey	Authorization Program.	Strongly Agree on the survey ().	Strongly Agree on the survey ().		Met	Approaching	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	assignment - Unit of	Direct - Student Artifact	to teach students with moderate/severe disabilities. Lessons will be based on CA stude level content standards in Math.	will score in the Ideal range overall	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	
		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.	Assessment M/S	Direct - Other	LEARNING EXPERIENCES FOR STUDENTS has 9 items scored as part of clinical practice, with a range of 0.4	points or better on	will score 34/40	Findings for Clinical Practice Assessment M/S questions 19-28 (Domain D)	Not Met	Moving Away	X	X	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 M/S Authorization Program.	85% of respondents will report Agree or Strongly Agree on	respondents will	Findings for Exit Survey	Exceeded	Approaching	X	X	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.	Comprehensive Service Delivery	Direct - Student Artifact	SPD648 Medical & Asst Tech issues M/S Signature Assignment Assignment Comprehensive Service Delivery Comprehensive Service Delivery Plan (Signature Assignment, 30 points) (CLO), CLO3, CLO4)	will score in the	will score in the	Findings for SPD648 Comprehensive Service Delivery Plan	Exceeded	Exceeded	Х	Х	X	X	Х	Х	X
		Outcome 3	Evaluate a variety of assessments and procedures to maximize students' participation in standards- and evidence-based, academio/life skills/wellness curriculum within IEP goals and objectives across school/community settings.	Clinical Practice Assessment M/S	Direct - Other	All domains of the Clinical Practice assessments will be included TPEs 1 to 13	85% of candidates will score 170/200 points or better on the acceptable target range.	points or better on	Findings for Clinical Practice Assessment M/S	Not Met	Approaching		X	X	X	X	X	X
			Evaluate a variety of assessments and procedures to maximize students' participation in standards- and cvidence-based, academic/fife fadil-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, sit from the Core Program and six from the M/S 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	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	assignment – Post Secondary Transition Plan for	Artifact	Unit 4 : Signature Course Assignment (30 points)	will score in the Ideal range overall	will score in the Ideal range overall	Findings for SPD644 signature assignment – Post Secondary Transition Plan for Students with M/	Exceeded	Exceeded		X	X	X	X	X	X
		Outcome 4	Establish and maintain educational environments that are based upon positive behavior support processes at the	Students with M/ Clinical Practice Assessment M/S questions 29-41 (Domain E)	Direct - Other	ENVIRONMENTS FOR STUDENT LEARNING has 13 items scored as part of clinical practice, with a range of 0.4	will score in the Ideal range overall	90% of candidates will score in the Ideal range overall on the rubric .	Findings for Clinical Practice Assessment M/S questions 29-41 (Domain E)	Not Met	Approaching		X	X	X	X		X
Department of Special Education	Preliminary Education Specialist Authorization Teaching Credential: M/S		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 M/S Authorization Program.	Accentable Target:	Ideal Target: 90% of respondents will report Agree or	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	Social Skills Instruction for Students with M/S	Ideal range overall	will score in the Ideal range overall	Findings for SPD646 signature assignment – Developing a Behavior Intervention Plan Paper	Exceeded	Exceeded		X	X	X	X		X
			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.	Assessment M/S	Direct - Other	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 44.2/52 points or better on the acceptable target range,	90% of candiates will score 44.2/52 points or better on the ideal target range.	Findings for Clinical Practice Assessment M'S questions 29-41 (Domain E)	Not Met	Approaching	X	X	X		X	X	X

										25 7 155 255 1110									
				Analyze the movement, mobility, sensory and specialized health care needs to access school and community the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.	Exit Survey	Indirect - Survey	Detail/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 M/S Authorization Program.	will report Agree or Strongly Agree on	Ideal Target: 90% of respondents will report Agree or Strongly Agree on the survey ()				X	X	X		X	X	X
				Analyze the movement, mobility, sensory and specialized health care needs to access school and community to the fullest extent using appropriate techniques, proceedings, materials, assistive technology, and adaptive equipment.	Comprehensive Service Delivery	Direct - Student Artifact	SPD648 Medical & Asst Tech issues M/S Signature Assignment Assignment: Comprehensive Service Delivery Comprehensive Service Delivery Plan (Signature Assignment, 30 points) (CLO), CLO3, CLO4) In this assignment, 30 points) (CLO), CLO4 a Comprehensive	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	X
			Outcome 6	Exhibit collaborative case management to coordinate the IFP processes and the various transitions experienced by students with Moderate Severel'Profound disabilities while addressing the legal and instructional requirements of their IFPs.	questions 29-42;	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 44.2/52 points or better on the acceptable targer range.	90% of candidates will score 44.2/52 points or better on t the ideal target range.	Findings for Clinical Practice Assessment M/S questions 29-42; (Domain E)	Not Met	Approaching		X	X	X	X	X	X
				Exhibit collaborative case management to coordinate the IFP processes and the various transitions experienced by students with Moderate Severel Profound disabilities while addressing the legal and instructional requirements of their IEPs.	Exit Survey	Indirect - Survey	Detail/Description: Exis 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	respondents will report Agree or	Findings for Exit Survey	Exceeded	Exceeded		X	X	X	X	X	X
				Exhibit collaborative case management to coordinate the IIP processes and the various transitions experienced by which adversaring the legal and instructional requirements of their IIPPs.	SPD 642 Interactive Lesson Plan	Direct - Student Artifact	THIS MEASURE HAS BEEN REPLACED BY THE COLLARDA TYPE LESSON PLAN UNIT SHOWATTER ASSISTANCE. I Interactive Grade-Alike Group Lesson Plan and Threaded Discussion. Interactive Grade-Alike Group Lesson Plan and Threaded Discussion. The Control of the Collaboration	points or better at the acceptable targe range.	90% of candidates will score 16/20 points or better at t the ideal target range.	Findings for SPD 642 Interactive Lesson Plan	Exceeded	Approaching		X	X	X	X	X	X
	Department of Special Education	Special Education Generalist Alternate Route to Licensure																	
Ì	Department of Teacher Education	(Nevada) Alternative Route to Licensure Elementary (Nevada)																	
	Department of Teacher Education Department of Teacher Education	Alternative Route to Licensure Secondary (Nevada) Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (CA)	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	ECE 330 Field Experience 2	Direct - Student Artifact	Identify and visit two different licensed child care program in your area for at least two and a half bours each. Include the name, address, and phone number of the sites and the names of the Supervisors and Teachers, or Providers in your paper.	s 80% of candidates will score 85% or better	90% of candidates will score 85% or better	Findings for ECE 330 Field Experience 2	Exceeded	Exceeded	X		X			X	
	Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (CA)	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education.	Student Satisfaction Survey	Indirect - Survey	Rubric used to evaluate work in online/on-ground/hybrid common. in July 12.9. Mades J. M. St. Survey to be developed, administered and analyzed by the Office of Educational Effectiveness at the end of TED 530 B.	80% of candidates will express overall	candidates will	Findings for Student Satisfaction Survey			X		X			X	
		Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (CA) Bachelor of Arts in Early	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood education. Develop oral, written, and technological skills for	TED 530 A B ECE 420 Newslette	Direct - Other	Student Teaching Assessment from March 2014 through February 2015. Rubric used to evaluate work in online/on-ground/hybrid	100%	90% of candidates	Findings for TED 530 A B Findings for ECE 420	Exceeded	Approaching	X		X			X	
	Department of Teacher Education	Childhood Development with an Inspired Teaching and Learning	Outcome 2	communicating with families and young children.		Artifact	courses July 1, 2017-April May 1, 2018.	will score 85% or better	will score 85% or better	Newsletter	Exceeded	Approxing	X	X				X	X
	Department of Teacher Education	PMSTC (CA) Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (CA)	Outcome 2	Develop oral, written, and technological skills for communicating with families and young children.	ECE 440 Use, Analysis and Application Process	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 440 Use, Analysis and Application Process			X	X				X	X
	Education	Buchelor of Arts in Ently Châlthood Development with an Inspect Teaching and Learning PMSTV (CA)	Outcome 3 Outcome 3	Create environments that are healthy, respectful, supporter, and challenging for young children. Create environments that are healthy, respectful.	ECE 443 Learning Center Paper	Decet - Student Artifact Decet - Student Decet - Student	(1) Selecte or create a unit of study of your choice for a Learning Center, consigned of shown plans. Leaf Student Learning Center, consigned of shown plans. Leaf Student Learning Center, consigned of the student leaf student consistency of the student leaf student leaf student shallows an aparticipate and expendently appropriate contribution of the student leaf student leaf student and shallow whom at deathably in participating in center studently, and the studently leaf studently and and shallow whom at deathably in participating in center studently, and the studently leaf studently and and a shallow whom at deathably in participating in center studently, and the studently and studently and and a shallow whom a studently and the student Learning Octomers, and the student studently and Learning Octomers, and the student studently and All Center and studently and the studently and adjustment for the shallow on the shallow guest lancel- studently and the studently studently and the studently for the shallow of the studently and the studently and the studently (4) Under on shallow of the studently and the studently for the shallow of the studently (4) Under on shallow of the shallow of the studently (4) Under on shallow of the shallow o	at will acces \$5% or better		Findings for ECE 45) Learning Conter Paper Findings for ECE 445	Exceeded Exceeded	Approaching	X			X		X	
	Department of Teacher Education	Buchelse of Arts in Early Châlthood Development with an inspired Teaching and Learning PMSTC (CA)		suppositive, and challenging for young children.	Developmentally Appropriate Classroom Assignment	Artifact	challenging behaviors present in the clamorous and effective transpies for meeting becchallenge. Technique stategies related to challenging behaviors will be viewed from the prospective of endy behaviors will be viewed from the and cultural courses. Course spays can content will include and cultural courses. Course spays can content will make a look at the roles both curvatural must tracked beliefs can play in contributing to and preventing challenging behavior intends to the use of galantees pranspiles that support anire of the cultural profits or stategies, including plant not intended to the use of galantees pranspiles that support anire of the cultural profits of the course of the course of the deverse leaving excels, challeng Seperically DelAsting, and ways to include the chall's commandative and the course of the work component is included in the coursework.	will score 85% or better	will score 85% or better	Developmentally Appropriate Classroom Assignment			X			X		X	
		Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning PMSTC (CA) Bachelor of Arts in Early	Outcome 4	Use systematic observations, documentation, and assessment strategies in partnership with families and other professionals to positively influence children's development and learning.	ECE 410 Observation	Direct - Student Artifact	Rubric used to evaluate work in online/on-ground/hybrid courses.	will score 85% or better	will score 85% or better	Observation	Paradal	Aki	X	X		X		X	X
	Department of Teacher Education	Childhood Development with an Inspired Teaching and Learning	Outcome 4	Use systematic observations, documentation, and assessment strategies in partnership with families and other professionals to positively influence children's	ECE 415 Unit Plan	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 415 Unit Plan		Approaching	X	X		X		X	X
	Department of Teacher Education	PMSTC (CA) Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning	Outcome 5	descelorment and learning 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/hybrid courses.	85% of candidates will score 85% or better	95% of candidates will score 85% or better	Findings for ECE 415 Unit Plan	Exceeded		X	X	X				
L		PMSTC (CA)		1			1			1									

March Marc	Department of Teacher	Bachelor of Arts in Early	Outcome 5	Implement a curriculum that promotes developmental	ECE 430 Case Study	Direct - Student	Rubric used to evaluate work in online/on-ground/hybrid	80% of candidates	90% of candidates	Findings for ECE 430 Case	Exceeded	Approaching	X	X	X				
Market M	Education	PMSTC (CA)			Assignment	Artifact		better	better		Exceeded	Anamachina							
March Marc	Department of Teacher Education	Childhood Development with an Inspired Teaching and Learning		early childhood practice.	-	Artifact	courses.	will score 85% or better	will score 85% or better	Study		Approximg	X	X			Х		
Market M	Department of Teacher Education	Childhood Development with an Inspired Teaching and Learning	Outcome 6	Demonstrate ethical, legal, and professional standards in early childhood practice.		Indirect - Survey	Office of Educational Effectiveness at the end of TED 530	80% of candidates will express overall satisfaction with the	candidates will express overall satisfaction with the				X	X			X		
Market M	Department of Teacher Education	Childhood Development with an Inspired Teaching and Learning	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	
Market M	Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning	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	
March Marc	Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning	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	
Part	Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning	Outcome 14	Utilize different teaching strategies to accomplish the teaching and learning goals.	Employer Survey	Indirect - Survey				Findings for Employer Survey			X	X	X		X	X	X
Part	Department of Teacher Education	Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning	Outcome 14	teaching and learning goals.	Plan for Scaffolding	Direct - Student Artifact	Candidate performance on Standards Based Lesson Plan for Scaffolding Instruction			Lesson Plan for Scaffolding			X	X	X		X	X	X
Part		Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning	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
Margane Part Margane	Department of Teacher Education	Bachelor of Arts in Early	Outcome 1	content areas, and resources for early childhood	Experience		Rubric used to evaluate work in online, on-ground and hybrid courses.	will score 85% or	will score 85% or	Findings for ECE 330 Field Experience Observation #2	Exceeded	Exceeded	X					X	
Part	Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 1	content areas, and resources for early childhood	ECE 450 Disposition Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	80% of candiates will score 85% or better.	90% of candidates will score 85% or better.	Findings for ECE 450 Disposition Assignment	Met	Approaching	X					X	
March Marc	Department of Teacher	Bachelor of Arts in Early	Outcome 1	Identify essential concepts, inquiry tools, structure of content areas, and resources for early childhood	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450.	80% of candidates will express overall		Findings for Student Satisfaction Survey	Exceeded	Exceeded	X					X	
Margan Part	Education	Childhood Education		education.				satisfaction with the	satisfaction with the										
Manual Part	Department of Teacher Education			communicating with families and very young children.		Artifact	hybrid courses.	will score 85% or better on the assismment	will score 85% or better on the assimment	Newsletter	Exceeded	Approaching		X					
Registration of the control of the c	Department of Teacher Education		Outcome 2	communicating with families and very young children.	Assignment Use, Analysis and			will score 85% or better on	will score 85% or better on	Assignment Use, Analysis				X					
Security of the control of the contr	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.		Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	will express overall	will express overall satisfaction with the	Satisfaction Survey	Exceeded	Approaching		X					
Department of Finder	Department of Teacher Education	Bachelor of Arts in Early Childhood Education		suppositive, and challenging for young châtren.	Center Paper	Artifact	Learning Mottomes for beauth. Wire apper (A) described jobs of miss of adverlagements proposed and according to the first and according to the control of the first according to extent according to according to the control of the first according to according to the control of the first according to according to the control of the first according to the first according to the control of the first according to the first a	beter on the assignment.	better on the assignment.	Learning Center Paper		Approximg							
Degariment of Teacher Education	Department of Teacher Education	Childhood Education .	Outcome 3		Appropriate Classroom Assignment		challenging behavious present in the classroom and effective strengties for metring the challenges. Technique strategies retaked to dashrogate pediatories with the viewed from the challenging behavious with the viewed from the and challenging behaviour with the viewed from the and challenging behaviour with the challenging behaviour and challenging behaviour distribution of the challenging behaviour and the classroom. Effective energies, the challenging behaviour that challenging behaviour distribution of the challenging behaviour that classroom. Effective energies, the challenging behaviour learning, differentiated instructional practices that support learning, differentiated instructional practices that support learning, differentiated instructional practices that support devices behaviour than the contraction of the challenging behaviour learning that the challenging of the contraction of the work companies in school of the conservence. Rathic used to evaluate work in online, on-ground and hybrid courses.	better on assignment.	better on assignment.	Developmentally Appropriate Classroom Assignment	Exceeded	Annuabir							
Department of Fusher Libboration Schools of Abstract Early Libboration Schools of Early Libboration Schools o	Department of Teacher Education	Bachelor of Arts in Early	Outcome 3	Create environments that are nearmy, respectful, supportive, and challenging for young children.	Survey		450	will express overall satisfaction with the program.	will express overall satisfaction with the program.	Satisfaction Survey	Exceeded	Approaching	X		X	X	X		X
Department of Teacher Education Other Collaboration Other Collaboratio	Department of Teacher Education	Bachelor of Arts in Early		assessment strategies in partnership with families and nuffessionals to positively influence children's	Observation	Artifact	hybrid courses.	will score 85% or better on assimment	will score 85% or better on assignment	Observation					X	X			
Department of Teacher Bachelor of Arts in Early Childhood Education Department of Teacher Childhood Education Department of Teacher Childhood Education Outcome 5 Department of Teacher Childhood Education Department of Teacher Childhood Education Outcome 5 Department of Teacher Subcreate Subcreate of Active to evaluate work in colline, on-ground and a hybrid outcomes of windows with the proposability of the Childhood Education Outcome 5 Department of Teacher Subcreate Subcrea	Department of Teacher Education	Bachelor of Arts in Early Childhood Education		assessment strategies in partnership with families and professionals to positively influence children's		Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	will score 85% or better on	90% of candidates will score 85% or better on	Plan					X	X			
Department of Fascher Childhood Education Outcome 5 Implement a strict-short in Early Childhood Education Outcome 5 Implement a curviculum for department of Fascher Will continue of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on ground and legislation of the continue work in sentine, on	Department of Teacher Education			Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's	Student Satisfaction Survey	Indirect - Survey	Survey administered by OIRA to students enrolled in ECE 450	80% of candidates will express overall satisfaction with the	will express overall satisfaction with the	Satisfaction Survey	Exceeded	Approaching			X	X			
Degument of Teacher Radio Challence of Teacher Chal	Department of Teacher Education	Bachelor of Arts in Early		Implement a curriculum that promotes developmental	ECE 415 Unit Plan	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	will score 85% or	will score 85% or	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.	will score 85% or	will score 85% or	Findings for ECE 430 Case Study Signature Assignment	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.	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 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 on	90% of candidates will score 85% or better on	Findings for ECE 450 Disposition 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.		Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses .	will score 85% or better on	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	will score 85% or better on	Findings for ECE 430 Case Study Signature Assignment		Approaching		X	X			X
Department of Teacher Education	Bachelor of Arts in Early Childhood Education	Outcome 7		Experience Goal Assignment	Direct - Student Artifact	Rubric used to evaluate work in online, on-ground and hybrid courses.	will score 85% or better on	will score 85% or better on	Findings for ECE 450 Field Experience Goal Assignment	Exceeded	Exceeded		X	X			X
Department of Teacher Education	Bachelor of Arts in Early Childhood Education		with young children.	Student Satisfaction Survey	Indirect - Survey		will express overall satisfaction with the program.	satisfaction with the program.		Exceeded	Exceeded		X	X			X
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure		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			In BIS 301 Intro to Intendisciplinary Studies, candidates wil create and submit an annotated bibliography centered around the interdisciplinary project. This assignment has a rubric.		rubric points				X	X	X			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	I 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 eam 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	Buchelor of Arts in Elementary Education with Newards Elementary Lectures		demonstrate an understanding of immediaciplismy theory and the practice of intelluding first feed betti thinking for the obleval validation, analysis and synthesis of historical data and new information	Program Exit Survey		After conditions have completed student eaching, OREA will send out the Program East Survey to all conditions.	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 mot?	scale questions: 90% of students rate (1) Satisfied or Very Satisfied (2) Confident or Very Confident				X	X	X			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	2 explain the integration of knowledge	and engage in collaborative research across disciplines	·	Artifact	In BIS 499 Interdisciplinary Studies, candidates will write a final paper.	eam 85% or better on the assignment.	score 90% or better on total 'paper' rubric points.		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 eam 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 Enovoledge in a global context and engage in collaborative research across duciplines	Program Exit Survey	Indirect - Survey	After considers have completed student exacting, OBA will send out the Program Exit Survey to all condidates.	Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' 'recommendation'	Likert scale questions w/ Likert scale questions: 90%	Findings for Program Exit Survey				Х			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 eam 85% or better on each assignment	score 90% or better	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 eam 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	appreciate the cultural perspectives	identify and appreciate the enhunal perspectives of world views			After and dadas have completed undent seaking, analysis and complete the program exit sovey sent out by ORA.	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?	Likert scale questions w/ Likert scale questions: 90% of students rated : (1) Satisfied of 2; (2) Confident or Very Confident Two 'recommendation' questions: w/ 90% of the students answerd: (1) Yes (2) Why? or Why no?							X		
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	technology	use information communications technology for knowledge sharing and the interdisciplinary approach			During COM 380 Democracy in and Info Age, candidates write a final paper.	on the assignment.	on total 'paper' rubric points.	Findings for Final Paper						X		
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	communications	use information communications technology for knowledge sharing and the interdisciplinary approach	Multimedia Power point	Artifact	In BIS 499 Interdisciplinary Studies, candidates will create a multimedi power point that focuses on two or more disciplines and using more than one technological approach.	80% of students will score 85% or better total 'paper' rubric points.	score 90% or better on total 'paper' rubric points.	Findings for Multimedia Power point	Met	Exceeded				X		

Market M			4 use information	use information communications technology for	Program Exit survey	Indirect - Survey	After completing student teaching, candidates will complete	For this PLO—Two	For this PLO—Two	Findings for Program Exit								
Part			communications	knowledge sharing and the interdisciplinary approach			the program exit survey sent out by OIRA.	Likert scale questions w/ 80% of students rated:	Likert scale questions w/ Likert scale questions: 90%	survey						X		
Part								Satisfied (2) Confident or	of students rated : (1) Satisfied or Very Satisfied									
Manual								Two	(2) Confident or Very Confident									
Part								questions: w/ 80%	Two 'recommendation' onestions: w/ 90%									
Market M								answered: (1) Yes	of the students answered:									
Market M								not?	(2) Why? or Why not?									
Part	Education Ed	Education with Nevada Elementary	deep and flexible	demonstrate a deep and flexible understanding of subject matter	Comprehensive Research Project	Direct - Student Artifact	conduct a comprehensive research project around the the	eam 85% or better	eam 85% or better						X			
Security of the control of the contr	Department of Teacher Ba	Bachelor of Arts in Elementary	5 demonstrate a	demonstrate a deep and flexible understanding of subject matter	PRAXIS II	Direct - Exam	chosen subject matter. All candidates must take and pass PRAXIS II, the subject matter competency test, before that can student teach.	on the assignment 100% of candidates must pass.	on the assimment. 100% of candidates must pass.	Findings for PRAXIS II	Met	Exceeded			X			
And the second of the second o	Li	Licensure	deep and flexible	demonstrate a deep and flexible understanding of subject matter	Program Exit Survey	Indirect - Survey	candidates must complete the program exit survey sent out	Likert scale	Likert scale	Findings for Program Exit Survey					X			
Market M			understanding				by OIRA.	students rated: (1) Satisfied or Verv	scale questions: 90% of students rated :									
Property of the content of the con								(2) Confident or	Satisfied (2) Confident or									
Part		Education with Nevada Elementary							Two									
Market Control Contr								of the students answered:	questions: w/ 90%									
The state of the s								(1) Yes (2) Why? or Why not?	(1) Yes									
The state of the s			6 demonstrate	demonstrate applications of educational technology to	Final Paper	Direct - Student	During TED 420 Diversity in Schooling, candidates write a	70% of students will	not? 80% of students will	Findings for Final Paper	Exceeded	Exceeded		**	3 7	3 7		
A Control of the Cont	Education Ed	Education with Nevada Elementary	applications of educational	meet the needs of all learners including those with special needs and linguistically and culturally diverse students;				score 80% or better total 'paper' rubric	score 90% or better on total 'paper'				X	X	X	X		
The second of the control of the con			6 demonstrate	language demonstrate applications of educational technology to meet the needs of all learners including those with special	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA.	For this PLO—Two	For this PLO—Two				X	X	X	X		
Residence of the control of the cont			educational	needs and linguistically and culturally diverse students; this was originally one-split into 2 for clarity and				questions w/ 80% of students rated:	questions w/ Likert scale questions: 90%									
The state of the s								Satisfied (2) Confident or	(1) Satisfied or Very Satisfied									
And the control files								Two										
Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow: Segment flow:		Licensure						questions: w/ 80% of the students										
Administration of Tables Administration of Tab								(1) Yes	answered: (1) Yes									
Sequence of the property of th									not?									
Segment (Table) Segmen	Department of Teacher Ed	Bachelor of Arts in Elementary Education with Nevada Elementary	applications of educational	meet the needs of all learners including those with special needs and linguistically and culturally diverse students;	Technology Project	Direct - Other	a technology projects.	score 80% or better total 'project' rubric	score 90% or better on total 'project'	Project	Met	Exceeded	X	X	X	X		
Segment Thank Se	D		7 demonstrate	demonstrate knowledge of child and adolescent	Paper			70% of students will	80% of students will	Findings for Paper	Exceeded	Exceeded		X	X			
Registrate of Tables	Department of Teacher Education Education	Education with Nevada Elementary		cognitive, social, physical and emotional domains				total 'project' rubric points.	on total 'project' rubric points.									
Pagement of Table Rather for an information Rather for the Normation Recommendation Recommendati				development in order to explain how to support growth in	Program Exit Survey	Indirect - Survey	AFter completing student teaching, candidates must complete an exit survey sent out by OIRA.	Likert coals	Libert coals	Findings for Program Exit Survey				X	X			
Registered Table The Particular of Table The								(1) Satisfied or Very Satisfied	of students rated : (1) Satisfied or Very									
The paramet of Tanker The parameter of Tanker The parame	Ba	Bachelor of Arts in Elementary						(2) Confident or Very Confident	(2) Confident or									
Supermort of Tanker University Livering The distance of the Elementry University Livering The distance of the University of the University Livering The distance of the University of the University Livering The distance of the University of	Department of Teacher Education Education								Two 'recommendation'									
Desperance of Flander Linearies Programment of Flander Continue of Flander Contin								of the students answered: (1) Yes	of the students									
Reduction of Arm in Elementary Literature Reduction of Arm in Elementary Security								(2) Why? or Why not?	(1) Yes									
Supportion of Tender Tender of No. in Themster Themster Tender of No. in Themster Themste	D.	Bachelor of Arts in Flomentan	7 demonstrate	demonstrate knowledge of child and adolescent	Teacher Interview	Direct - Student	During TED 430 Special Needs Students, candidates	70% of students will	80% of students will	Findings for Teacher	Exceeded	Exceeded		X	X			
Superimona of Teacher Elementary Lecrosor of Wiscola Elementary Lecrosor of Teacher Elementar	Department of Teacher	Education with Nevada Elementary	www.gc or crisid	cognitive, social, physical and emotional domains	,		MANA SARABAN MINES YOU'V.	points.	rubric points.									
Department of Teacher Uniformation Backelor of Arts in Elementary Learnine B				utilize different teaching strategies to accomplish the teaching and learning goals	Program Exit Survey	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OIRA.	Likert scale	Likert scale	Findings for Program Exit Survey					X			X
Department of Teacher University Butcher of Arts in Elementary Lementer Butcher of A								(1) Satisfied or Very Satisfied	of students rated : (1) Satisfied or Very									
Education with Needal Elementary Lecture 1 Lecture 1 Lecture 2 Lecture 2 Lecture 2 Lecture 3 Lecture 3 Lecture 4 Lecture 3 Lecture 4 Lecture 4 Lecture 4 Lecture 5 Lecture 6 Lecture 7 Lecture 6 Lecture 7	Ro	Bachelor of Arts in Elementary						(2) Confident or	Satisfied (2) Confident or									
Butcher of Arts in Elementary Learning with Northal Elementary Lea	Department of Teacher Ed	Education with Nevada Elementary						'recommendation'	Two 'recommendation'									
Buchelor of Arts in Elementary Elementary Technical with Nevada Elementary Leminar of Teacher Plan and Itaming goals Buchelor of Arts in Elementary Elementary Technical with Nevada Elementary Leminar with								of the students answered:	of the students									
Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicaration Department of Teacher Chicara								(2) Why? or Why not?	(1) Yes (2) Why? or Why not?									
Endoction with Nevola Elementary Lemanure Backber of Arts in Elementary Lemanure Bac				utilize different teaching strategies to accomplish the	Standards-based	Direct - Student	During TED 450 Methods of Teaching English, candidates	70% of students will	80% of students will	Findings for Standards-based	Exceeded	Exceeded			X			X
Department of Teacher Learning and Learning golds Assessment weeks of radioat tracking, the NIL (Interiority Superiority and the Conjugating Assessment) and the Conjugating Assessment of Teacher Assessment weeks of radioatt tacking, the NIL (Interiority Superiority and the Conjugating Assessment) and the Conjugating Assessment of	D.	Education with Navada Elementure		and stating four			- жининов-овьен възон рин.											
Education with Newsda Elementary Lemsure defection with Newsda Elementary Lemsure defection of the candidate's student teaching. Clarididates are evaluated on their use of multiple teaching strategies. def C Assessment from. defen.	Education Ed	Licensure							95% of students	Findings for Student	Met	Consider						
9 demonstrate a	Education Education	Eicensure Bachelor of Arts in Elementary	8 utilize different teaching strategies	utilize different teaching strategies to accomplish the teaching and learning goals		Direct - Other	weeks of student teaching, the NU University Supervisor and the Cooperating Teacher must complete an assessment	receive scores representing the two	receive scores representing the two	Teaching Assessment		Exceeded			X			X
Denutron of Teacher Denutr	Education Educat	Bachelor of Arts in Elementary Education with Nevada Elementary	8 utilize different teaching strategies	utilize different teaching strategies to accomplish the teaching and learning goals		Direct - Other	weeks of student teaching, the NU University Supervisor and the Cooperating Teacher must complete an assessment of the candidate's student teaching. Candidates are	receive scores representing the two highest categories on	receive scores representing the two highest categories or	Teaching Assessment		Exceded			X			X
Education with Nevada Elementary Lensure points. points. nother Essay' nother points.	Department of Teacher Education Department of Teacher Education Department of Teacher Education	Elementary Education with Nevada Elementary Licensure Bachelor of Arts in Elementary	teaching strategies 9 demonstrate a thorough	teaching and learning goals demonstrate a thorough understanding of the learning needs and developmental issues of students to create	Assessment	Direct - Student	weeks of student teaching, the NU University Supervisor and the Cooperating Teacher must complete an assessment of the candidate's student teaching. Candidates are evaluated on their use of multiple teaching strategies.	receive scores representing the two highest categories on the CP Assessment form.	receive scores representing the two highest categories or the CP Assessment form.	Teaching Assessment		Exceeded		X	X			X

							2018	Outcome	s Assessme	nt						
Department of Teacher Education	Buchelor of Arts in Elementary Education with Nevada Elementary Licensure	9 demonstrate a thorough understanding	demonstrate at thoough understanding of the learning maches and evidence of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the basiness generally.	Program Exit Surve	y Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OBA.	Two Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied	For this PLO—Two Likert scale questions. W/L Rept scale questions. 1907 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			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	9 demonstrate a thorough understanding	demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth	Student Teaching Assessment	Direct - Other	and the Cooperating Teacher must complete an assessment	receive scores representing the two highest categories or	receive scores representing the two highest categories or	Teaching Assessment	Met	Exceeded	X	X			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	10 demonstrate understanding through use	demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth	Evaluating Differentiated Instruction Essay	Direct - Student Artifact	During TED 440 Leadership and Assessment, candidates will write an essay on evaluating differentiated instruction.	total 'Essay' rubric	80% of students will score 90% or better on total 'Essay' rubric points.	Findings for Evaluating Differentiated Instruction Essay			X	X		X	
Department of Teacher Education	Bachelor of Arts in Elementary Education with Newada Elementary Lectures	10 demonstrate understanding through use	demonstrate understanting through use of systematic observations, documentation and other effective answared strategies in a responsible manner to fiscillan and account for humang, and to support positive growth	Program Exit Surve	Indirect - Survey	After completing student teaching, candidates must complete a program exit survey sent out by OBA.	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	Likert scale questions w/ Likert scale questions: 90% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two	Findings for Program Ext Survey			X	Х		X	
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	10 demonstrate understanding through use	demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth	Assessment	Direct - Other		90% of students achieve 90% of points on student teaching assessment form.	95% of students receive scores representing the two highest categories or the CP Assessment form.	Findings for Student Teaching Assessment	Exceeded	Exceeded	X	X		X	
Department of Foscher Education	Buchelor of Arts in Elementary Education with Newada Elementary Lecensore	11 design, implement and evaluate	design, implement and evaluate standards-based lesson plans for learning and achievement in content areas	Program Exit Surve	y Indirect - Survey		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	Likert scale questions w/ Likert scale questions: 90% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two	Findings for Program Exit Survey						X	
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	11 design, implement and evaluate	design, implement and evaluate standards-based lesson plans for learning and achievement n content areas	Scaffolding Lesson Plan	Direct - Student Artifact	During TED 310 Development and Learning, candidates will design a standards based lesson scaffolded for ldiverse learning.	score 80% or better total 'Lesson Plan'	score 90% or better	Findings for Scaffolding Lesson Plan	Exceeded	Exceeded				X	
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	11 design, implement and evaluate	design, implement and evaluate standards-based lesson plans for learning and achievement n content areas	Student Teaching Assessment	Direct - Other	At the end of 465B, the second four weeks of student teaching, NU University Supervisors and Cooperating Teachers must complete and assessment form. Candidates are evaluated on designing, implementing and evaluating lessons plans in the content areas.	receive scores representing the two highest categories or the CP Assessment	receive scores representing the two	Findings for Student Teaching Assessment	Exceeded	Exceeded				X	
Department of Teacher Education	Licensure		consider students' knowledge when designing, e implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children	Content Area Lesson Plan	Direct - Student Artifact	During TED 350 Math and Science Methods, candidates will design a math or science lesson plan. After completing student teaching, candidates must	score 80% or better total 'Lesson Plan' rubric points.	on total 'Lesson Plan' rubric points	Findings for Content Area Lesson Plan Findings for Program Exit	Exceeded	Exceeded		X			
Department of Teacher Education	Bachelse of Arts in Elementary Education with Newda Elementary Licensure	students' knowledge	consider mediant's knowledge when designing, implementing and accommission of the control of the	Program Exa Surve	y moment - survey	After Competenting Section Continues, constrained and competitive a program or R survey, controlled by ORA.	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	Likert scale questions w/ Likert scale questions: 90% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two	Fritage or Frigam EA. Survey				X			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure		consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children	Student Teaching Assessment			receive scores representing the two highest categories of the CP Assessment form.	receive scores representing the two highest categories or the CP Assessment form.		Exceeded	Exceeded		X			
Department of Teacher Education	Bachelor of Arts in Elementary Education with Nevada Elementary Licensure	13 adhere to professional standards and ethics		Essay	Direct - Student Artifact		score 80% or better total 'Essay' rubric points.	score 90% or better on total 'Essay' rubric points.	Findings for Essay Findings for Program Exit					X		
Department of Teacher Education	Backeler of Arts in Elementary Education with Neuda Elementary Lecturer	13 adhere to professional standards and ethics	adhere to professional standards and ethics	rrogram Exit Surve	y Indirect - Survey	complete a program exit survey sent out by OIRA.	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	Likert scale questions w/ Likert scale questions: 90% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two	Survey					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 311 British Literature I LIT 312 British Literature II	score 80% or better	80% of students will score 90% or better on the final exams.		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	LIT 321 American Literature I LIT 322 American Literature II	70% of students wil 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	Х	X	
Department of Teacher Education	Buchelor of Arts in English Education with Nevada Secondary Licensure	Outcome 1	Demostrate limitarity with major Bitish and American writers and their works.	Program Exit Survey for PLO 1	Indirect - Survey	This survey will be completed prior to the students program ext. For PLO J, the survey is composed two question areas: Later and recommendation. These are two Left and questionsipe PLO: 1) Student Studiestics 2) Condificace in the application of Issowhedge, skills, and abilities. There are two Left and the application of Issowhedge, skills, and abilities. There are two recommendation questionsipe PLO: 1) Would you recommendation questionsipe PLO: 2) Why I've Why sure?	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'	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	Findings for Program Ext 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	LIT 311 British Literature I LIT 312 British Literature II For each course, the final paper will be used as the	score 80% or better	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 Iterary history	LIT 321 and LIT 322	Direct - Exam	LIT 321 American Literature I LIT 322 American Literature II The final papers in both classes will be used as the		80% of students will score 90% or better on total rubric points.	Findings for LIT 321 and LIT 322	X	X	X	X	Х	X	
Department of Teacher Education	Buchelor of Arts in English Education with Nevada Secondary Licensure	Outcome 2	Demonstrate Issuedage of the major periods and novements of Bitish and American Iterary history	Program Exit Survey for PLO 2		Scientism Assimments. This survey will be completed prior to the students program exit. For IFO.2 the survey is composed two question areas: Later and Recommendation. Fact the IFO.2 the two flaves yould questions: 1) Student Records questions: 1) Student Records questions: 1) Student Studiestics 2) Confidence in the application of Isnow-beight, skills, and shiftes. There are two recommendation questions/per IFLO: 1) Would you recommend this program to a friend? 2) Why? or Why and?	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'	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		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.	Century World Literature	Direct - Other	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 Simpature Accionnessit.	score 80% or better	score 90% or better	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	This course is the culmination of the English B. A. program Students will bring skills in Brenny study, analysis, research and writing learned in the program to bear on an original work of Berary scholarship. The final project will be used as the Signature Assignment.	. 70% of students wil score 80% or better of total 'paper' rubric points.	1 80% of students will score 90% or better of total 'paper' rubric points.	Findings for LIT+98 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 vice of magnitudes or oppositional volume in the evolution of the literary tradition and literary history.	Program Exit Survey for PLO 3	Indirect - Survey	This survey will be completed prior to the students program ext. For PLO 3, the survey is composed two question areas: Later and Recommendation. For the PLO 4 to the students of the studen	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	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	Findings for Program Ext 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 Shakespean	e Direct - Other	Students will examine the major works of William Shakespeare. The final paper will be used as the Signature Assignment.	70% of students wil 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	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	70% of students wil score 80% or better total 'paper' rubric points.	1 80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 463: 20th Century World Literature							
Department of Teacher Education	Buchelor of Arts in English Education with Newards 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		Sometime Assumental This survey will be completed prior to the students program ext. For PLO 4, the survey is composed two question areas: Later and Recommendation. For this PLO 4, be not the results of question areas: 1) Student Rest results questions: 1) Student Studention 2) Confedence 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?	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	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.								
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 ilterature in the context of generic conventions.	LIT 498 English Capstone Course		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 skilonship. The final project will be used as the Signature Assignment.	70% of students wil score 80% or better total rubric points.	80% of students will	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 generic conventions.	LIT 360 Literary Theory	Direct - Other	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.	score 80% or better total 'paper' rubric	1 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	

		Outcome 5	Th	In non	Ir e . a		2018	Outcome	s Assessm	ent								
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 3	Demonstrate the shifty to analyze and attempter works of literature in the context of generic convention.	Frogun Ext. Survey for PLO S	moment - survey	his survey will be completed prior to the students program exit. For PLO 5, the survey is composed two question areas: Later and Recommendation. 1) Student Students of the	a 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	For the Likert Scale Questions: 90% of students will rate: 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the	Financia at rogami Exa Survey 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 wil score 80% or better total 'paper' rubric points.	1 80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 360 Literar 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.	Capstone Course	Direct - Other	research	i. 70% of students wil score 80% or better total 'paper' rubric points.	score 90% or better	Findings for LIT 498 Englis Capstone Course			Х	X	X	X	X	X	
Department of Teacher Education	Buchelor of Arts in English Education with Nevada Secondary Lectuare	Outcome 6	Demonstrate the shifty to analyze and astropper the use- and effects of literary and theseival features of literary texts.	Program Exit Surve 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: Liker and Recommendation. Liker and Recommendation. 1) Student Statisfaction. 2) Confidence in the application of howeledge, skills, and shiften. There are two recommendation questionsieper PLO: 1) Would you recommend this program to a friend? 2) Why? or Why no?	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	Questions: 90% of students will rate: (1) Satisfied or 'Very Satisfied' (2) 'Confident' or 'Very Confident'. For the	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 wil 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 Literar 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 wil score 80% or better total 'paper' rabric points.	score 90% or better	Findings for LIT 498 Englis Capstone Course			X	X	X	X	X	X	
Department of Teacher Education	Buchelor of Arts in English Education with Nevada Secondary Licensure	Outcome 7	Demonstrate understanding of major critical approaches to the interpretation of literature.	Program Exit Surve for PLO 7	Indirect - Survey	This survey will be completed prior to the students program ext. Enr HLO?, the survey is composed two question areas: Liker and Recommendation. For this PLO, the two Liker said questions: For this PLO, the two Liker said questions: 2) Confidence in the application of knowledge, skills, and abilities. These are two recommendation questions/per PLO: 1) Would you recommend this program to a fixed? 2) Why? or Why no?	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	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	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	70% of students wil score 80% or better total 'project' rubric points.	1 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 Henry study, analysis, research and writing learned in the program to bear on an original work of Henry scholarship used as the Signature Assignment.	score 80% or better total 'paper' rubric	80% of students will score 90% or better on total 'paper' rubric points.	Findings for LIT 498 Englis Capstone Course			X	X	X	X	X	X	
Department of Teacher Education	Buchelor of Arts in English Education with Nevada Secondary Licensure	Outcome 8	Romenment the childy to compose explaintant evirtue works of fetterny angles, is composting expensions: close reading recently, and writing shall not generally expension to the reading recently, and writing shall not generally expension of the composition of t	Program Exit Survey for PLO 8		This survey will be completed prior to the students program exit. For HLO S, the survey is composed two question areas: Liker and Economoudston. For this FLO, the two Likert scale questions: Complete the program of a friend? 2) Why? or Why no?	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	Questions: 90% of students will rate: / 1) 'Satisfied' or 'Very Satisfied' 2) 'Confident' or 'Very Confident'. For the 'Recommendation'	Findings for Program Exit Survey for PLO 8			X	X	Х	X	X	X	
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensors	OUkcome 9	meet the seeds of all learners including those with special needs. Inguistically and culturally diverse students.			This survey will be completed prior to the students program ext. For FLO 9, the survey is composed two question areas: Liker and Recommendation. Liker and Recommendation. 1) Student Statistics. 1) Student Statistics. 1) Student Statistics. 2) Confiferes in the application of Insoviolege, skills, and abilities. There are two recommendation questions/per PLO. 1) Would you recommend this program to a friend? 2) Why? or Why not?	Questions: 80% of tudents 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	Questions: 90% of students will rate: 1) Satisfied or Very Satisfied: 2) Confident or Very Confident or 'Very Confident'. For the 'Recommendation' questions: 80% of students will answer: 1) "Yea" 2) Provided answers to Why? or Why Not? questions.				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.	TED 420: Diversity in Schooling	Direct - Other	Provides teacher candidates with background knowledge or how to ensure parity of treatment of students who differ in race, class, exceptionality, ethnicity, claume, gender, and religion. Teacher candidates complete five hours observing and assisting ISZ teachers in dreven elsasoroms. The final paper will be used as the Signature Assignment.	score 80% or better total 'paper' rubric points.	80% of students will score 90% or better	Findings for TED 420: Diversity in Schooling	Exceeded	Exceeded	X			X			

		OUtcome 9	Demonstrate application of educational technology to	TED 430: Special	Direct - Other				Findings for TED 430:	Exceeded	Exceeded	v			v			
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure		meet the needs of all learners including those with special needs linguistically and culturally diverse students.	Needs Students		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.	score 80% or better total 'project' rubric	score 90% or better	Special Needs Students			X			X			
Department of Teacher Education	Bachelor of Arts in English Education with Newards Secondary Licensore	Outcome 10	occial, 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: Laker and Recommendation. Laker and Recommendation. 1) Student State saide question: 1) Student Statisfaction 2) Confidence in the application of Inowledge, skills, and abilities. There are two recommendation questions/per PLO. 1) Would you recommend this program to a friend? 2) Why? or Why not?	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	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	:							X		X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 10	order to explain how to curport arouth in cognitive	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 practicas as well as their relationships to student learning and motivation. The final paper will be used as the Signature Assignment.	score 80% or better total 'paper' rubric	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.	Needs Students		The course provides instructional strategies and methodologies for adapting content, assessment, and pedagogy, ensuring every student with exceptional karning needs is taught under optimal conditions for learning. The teacher interview essay will be asset florable. Simulators. Assistance of the content of	score 80% or better total 'project' rubric	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 Newards Secondary Licensore	Outcome 11	Demonstrate a through understanding of the learning needs of students core possible forming environment that cause bothly human growth.	for PLO 11		This survey will be completed prior to the students program For PLO 11, the survey is composed two question areas: Laker and Recommendation. Laker and Recommendation. For this PLO, the root Laker said questions: 1) Student Satisfaction 2) Confificence in the opplication of Inowledge, skills, and abilities. There are two recommendation questions/per PLO. 1) Would you recommend this program to a friend? 2) Why? or Why no?	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	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'				X	X		X			X
Department of Teacher Education	Bachelor of Arts in English Education with Nevada Secondary Licensure	Outcome 11	needs of students to create positive learning environment	TED 440: Leadership and Assessment	Direct - Other	This course provides teacher candidates with classroom leadenthy strategies to create a classroom environment that conducts a conductor to strategies to create a classroom environment that conductors a conductor to strategies and teaming readent strategies will also beam how to determine undestart a ballises through a confirmation to provide appropriate instructional strategies and conductors to provide appropriate instructional strategies conducte categories. The strategies conducted that the conductor of the	score 80% or better total 'essay' rubric	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		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 English-Language Arts) (astronome, G7-12 English-Language Arts) (astro	receive scores representing the two highest categories on the Final Student	highest categories or	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	Uniter systematic observations, deconnectation, and other effective assessment statiges in arcspectable numer to facilitate and account for learning and to support possible provide.	Program Exit Survey for PLO 12	Indirect - Survey	This survey will be completed prior to the students program ext. Enr H.O.12. the survey is composed two question areas: Later and Recommendation. Later and Recommendation. 1) Subtlera Surfacehim 2) Confidence in the application of knowledge, skills, and shiften. Here are two recommendation questionsiper PLO: 1) World your recommend this program to a friend? 2) Why? or Why not?	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	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) 'Ves'	Findings for Program Exit Survey for PLO 12					X			X	
Department of Teacher Education	Buchelor of Arts in English Education with Nevada Secondary Licensure	Outcome 12	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible nature to effective assessment strategies in a responsible nature to facilitate and account for learning and to support positive growth.	Leadership and	Direct - Other	This course provides teacher andidates with classroom leadenthy strategies to create a classroom environment that conductors to accept the classroom environment that conductors to accept good between the conductors of the classroom of the class	score 80% or better total 'essay' rubric	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 GP-12 English-Language Arts classrooms GP-12 Sate Supervisors & NU Supervisors were full classrooms of the Clinical Practice Assessment from to evaluate candidate's teaching performances at formative and summarive periods. The assessment form data relevant to PLO 12 will be used.	receive scores representing the two highest categories on the Clinical Practice	95% of students receive scores representing the two highest categories or 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 Neualt Secondary Licensure	Outcome 13	Doigi, implement, and evaluate standards-based leaven 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: Labert and Recommendation. For this TAO, the two Labert sad questions: 2) Confidence in the application of Isoveledge, tkills, and abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why no?	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:	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	Findings for Program Exit Survey for PLO 13					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 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 Uesson Plan: Standards-Based	score 80% or better total 'paper' rubric points.	80% of students will score 90% or better on total 'paper' rubric points.	Development and Learning	Met Approaching		X	X	X	X
						Scaffolding Instruction will be used as the Signature Assignment.									
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.	Teaching I		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	receive scores representing the two highest categories on the Clinical Practice	the Clinical Practice	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 Newala Secondary Licensore	Outcome 14	Demonstrate professional standards and ethics.	Program Exit Survey for PLO 14		For PLO 14, the survey is composed two question areas: Likert and Recommendation. For this PLO, the two Likert scale questions: 1) Student Statisfaction 2) (Confidence in the application of knowledge, skills, and abilities. There are two recommendation questions/per PLO: 1) Would your recommend this operarun to a friend?	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	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'					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 at the Singature Assignment.	70% of students will score 80% or better total 'paper' rubric points.	score 90% or better	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 studeut teaching experience in G7-12 English-Language Arts classrooms G7-12 Sits Supervisors & IVL Supervisors such the Clinical Practice Assessment from to evaluate candidate's teaching performances at formative and summative periods. The assessment form data relevant to PLO 14 will be used.	receive scores representing the two highest entegories on the	95% of students receive scores representing the two highest categories or 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 traching strategies to accomplish the teaching and learning goals	Program Exit Survey for PLO 15	Indirect - Survey	abilities. There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	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	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					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 Imguage arts teachers to be accomplished teachers in present day diverse middle or accordary school classroom. Prospective teachers demonstate knowledge, skills, and skillings associated with the major teaching methods used across the English Imaguage arts curriculum. The ELA Lesson Plan' will be used for the Signature Assignment.	80% of students eam 85% or better points on the 'lesson plan' rubric.	90 % of students eam 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- rourine situations	MTH 418: Statistical Analysis	Direct - Exam	Students examine statistical applications to business, computer science, psychology, choatston, social sciences, computer science, psychology, choatston, social sciences, and mathematics with fundamental concepts of psobability distribution, mathematical models relating independent and dependent mathem variables, hypothics is tening and experimental design. Students complete fundamental maryline of variance, various distributions and methods of productions and science of the production of the production of the major carrier.	on the final exam for	score 90% or better	Findings for MTH 418: Statistical Analysis			X		X	X
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome I	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			science of identifying, solving problems and generalizing. Students learn the main approaches to solving standard and	70% of students will score 80% or better on the final exam for MTH 460	score 90% or better on the final exam fo				X		X	X
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Newala Secondary Licensore	Outcome 1	Employ a variety of reasoning skills and effective strategies for solving schools solv what the discipline strategies for solving solving strategies are solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventially solventi	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: Likers and recommendation. There are two Likers and equestions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and shilters. There are two recommendation questions/per PLO: There are two recommendation questions/per PLO:	For PLO 1: 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	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				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 disease in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines	Foundations of Geometry	Direct - Exam	Students learn the fundamental ideas and processes common to Euclidean and Non-Euclidean Geometries: projective, affine and metric geometry, Abo, they examine the interplay between inductive and deductive reasoning and formal and informal poor. The you ill address use in science (transformations, scaling), art (Eschertype textellions, projections), architecture (three-dimensional figures) and computer science (frietakin, computer-aided design). The Signature	on exam #1 for	score 90% or better			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 disease in the connections and interplay among various mathematical disease. An experience of phenomena across appropriate disease of phenomena across appropriate disease of phenomena across appropriate.	Analysis	Direct - Exam	Students examines statistical applications to business, computer science, psychology, ocheation, social science, computer science, psychology, ocheation, social science, and mathematics with fundamental concept of psobability and dependent analysis of the science of probability and dependent analysis of the science of t	score 80% or better on the final exam for	80% of students will score 90% or better on the final exam fo MTH 418.	Findings for MTH 418: Statistical Analysis		X	Х		Х	

		To	In a second second	Incon r	dr e . o				In a group I						
Department of Teacher Education	Buchelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 2	Use language and mathematical synthosis to communical undermixed likes in the concentions and anterplay among various mathematical lates; the concentration and their applications with the contraction of	Survey	t Inducet - Survey	The students will complete this survey prior to program each. For PLO 2: the survey is composed two operation areas: Liket and recommendation. For PLO 2: the survey is composed by the prior of the	the Likert scale, 80% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident will recommend the program to a friend	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 will recommend the program to a friend AND provide reasons (why or	Finding for PLO 2: Program Est 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, calculator, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics			Students receive an overview of the computer-based technology in the mathematics classroom. The students evaluate graphing calculators and computer software such as haple, Scientific Wordpiace, Geometry; Stechnyda, Midir	score 80% or better on the final exam fo	MTH 410.	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 ackulation and computer software such as Maple, Scientific Workplace, Geometer, s Sketchpad, MmiTah, SPSS, and others to determine their value in illuminating mathematical concept in the K12 curriculum. The project will be used as the Signature Assignment.	score 80% or better on total 'Project'	80% of students will	Findings for MTH 410: Technology in Math Education	X		X		X	
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Neurals Secondary Licensure	Outcome 3	Use current technology tools, such as computers, calculations, graphing likes video, and interactive purposes of the contractive purposes of the contractive and study in mathematics.	PLO 3: Program Ex Survey	t Indirect - Survey	The students will complete this survey prior to program ext. For FLO 3, the survey is composed two question areas: Liket and recommendation. There are two Lekts and questionspir FLO. 1) Student Studention 2) Confidence in the application of knowledge, skills, and addition. There are two Lekts and questionspir FLO. 1) World you excommendation questionspir FLO. 2) Why or why are commendation questionspir FLO. 2) Why or why are commendation questionspir FLO.	the Likert scale, 80° of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident or Very Confident will recommend the program to a friend AND provide reasons (why or	For PLO 3: Using in the Lakert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident or Very Confident will recommend the program to a friend AND provide reasons (why or why) not) for their responses.	Finding for FLO 3: Program East Survey	X		X		X	
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure	Outcome 4	Empky algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication	Structures		Students examine groupe, rings, and fields, as well as applications of these systems. Students learn equivalence relations, Laguange's Theorem, homomorphisms, ionoscophisms, Cayley's Theorem and quaternisms. They, also, examine error correcting codes and issues of cryptography. Exam al will be seed for the Signature	70% of students wil score 80% or better total on MTH 416 exam #1.	80% of students will	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 findamental 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, Ligange's 'thoeren, homomorphisms, isomorphisms, Cayley's 'Theorem and quaternions. They, also, examine error correcting codes and issues of cryptography. Exam 22 will be seed for the Signature	score 80% or better total on MTH 416		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 agietts and mather theory disea and tools as a base of a fundamental language of mathematics research and communication	PLO 4: Program Ex Survey	Indirect - Survey	The students will complete this survey prior to program exit. For PLO 4, the survey is compased two question areas: Liker and recommendation. There are to Liker and equestionings PLO: 1) Student Studentian 2) Confidence in the application of knowledge, skills, and abilities. There are two Locar commendation questionings PLO: 1) Would you recommendation questionings PLO: 2) Why? or Why not?	the Likert scale, 809 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	is the Likert scale, 90% of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident or Very Confident will recommend the program to a friend AND provide reasons (why or	Finding for FLO 4 Program Est 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 inchiding historical aspects. Additionally, they study the axioms of Euclidean Cocnetty, inference rule, some basis theorems of Euclidean Cocnetty, and rigorous proofs. The final exam will be used as the Signature Assignment.	score 80% or better on the final exam fo	1 80% of students will score 90% or better r 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: projective, affine and metric geometry, Abo, they examine the interplay between inductive and deductive reasoning and formal and informal proof. They will address use in science (transformations, scaling), art (Escher-type trassellations, projections), architecture (tree-dimensional figures) and computer science (firetaks, computer-aided design). The Signature	70% of students wil score 80% or better on the final exam fo MTH 417.	1 80% of students will score 90% or better r on the final exam for MTH 417.	Findings for MTH 417: Foundations of Geometry			X			
Department of Teacher Education	Buchelor of Arts in Mathematics Education with Nemala Secondary Lecture	Outcome 5	Develop fundamental lacovfedge in geometry.	PLO 5: Program Ex Survey		The students will complete this survey prior to program exit. For PLOS 5the survey is composed two question areas: Likert and recommendation. There are two Likert scale questions just PLO. 1) Student Studention. 2) Confidence in the application of knowledge, skills, and addition. There are two recommendation questions just PLO. World Jour recommend the program to a friend? 2) Why for Why said:	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	of students will rate their achievement level as: (1) Satisfied or Very Satisfied (2) Confident or Very Confident				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 antranscendental functions	MTH 221: Calculus	Direct - Exam	Students examine differentiation and integration concepts of the natural logarithm, exponential and inverse trigosometric functions and applications to volumes of revolution, work and are length. Covers improper integrals and highlights ideas and contributions of Natpier, Huygens and Bascal.	score 80% or better on the final exam fo	1 80% of students will score 90% or better r on the final exam for MTH 221.	Findings for MTH 221: Cakulus I			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 222: Calculus II	Direct - Exam	Students study of sequences, Taylor Polynomials, infinite series, and tests for convergence, and the power series. An overview of ordinary differential equations; the initial-value Problem; exactness and integrating factors; and Bernoulli	score 80% or better on the final exam fo	80% of students will score 90% or better on the final exam fo MTH 222.	Findings for MTH 222: Calculus II				X			
		Outcome 6	Model real world problems with a variety of algebraic and	PLO 6: Program Exi	t Indirect - Survey	and higher-order equations with forcing functions.			Findings for PLO 6: Program				v			
			transcendental functions	Survey		The students will complete this survey prior to program exit.	the Likert scale, 809	For PLO 6: Using the Likert scale, 90% of students will rate	Exit Survey				X			
						For PLO 6, the survey is composed two question areas: Likert and recommendation.	their achievement level as:	their achievement level as:								
	Bachelor of Arts in Mathematics					There are two Likert scale questions/per PLO: 1) Student Satisfaction	(1) Satisfied or Very Satisfied (2) Confident or	(1) Satisfied or Very Satisfied (2) Confident or								
Department of Teacher Education	Education with Nevada Secondary Licensure					Confidence in the application of knowledge, skills, and abilities.	Very Confident	Very Confident								
						There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	will recommend the	90% of the students will recommend the program to a friend								
						2) Why? or Why not?	AND provide reasons (why or	AND provide reasons (why or								
							why not) for their responses.	why not) for their responses.								
		Outcome 7	Use advanced statistics and probability concepts and methods	MTH 418: Statistical Analysis	Direct - Exam	Students examine statistical applications to business,	70% of students wil	80% of students will	Findings for MTH 418: Statistical Analysis				X			
				,		computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability	score 80% or better on exam #2 for	score 90% or better on exam #2 for	,							
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure					and dependent random variables, hypothesis testing and experimental design. Students complete fundamental	MTH 418.	MTH 418.								
	Liceisure					analysis of variance, various distributions and methods of regression.										
						analysis and scaling. The Signature Assignment is exam #1										
Department of Teacher	Bachelor of Arts in Mathematics Education with Nevada Secondary	Outcome 7	Use advanced statistics and probability concepts and methods	MTH 460: Problem Solving Strategies	Direct - Exam	Students foster an understanding that mathematics is a science of identifying, solving problems and generalizing.	score 80% or better	score 90% or better	Findings for MTH 460: Problem Solving Strategies				X			
Education	Licensure					Students learn the main approaches to solving standard and challenge math problems. The Signature Assignment is	on exam #2 for MTH 460.	on exam#2 for MTH 460.								
		Outcome 7	Use advanced statistics and probability concepts and methods	PLO 7: Program Exi Survey	t Indirect - Survey	The students will complete this survey prior to program	For PLO 7: Using	For PLO 7: Using	Findings for PLO 7: Program Exit Survey				X			
						exit. For PLO 7, the survey is composed two question areas:	the Likert scale, 809 of students will rate their achievement	of students will rate their achievement								
						Likert and recommendation.	level as: (1) Satisfied or Very	level as: (1) Satisfied or Very								
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary					There are two Likert scale questions/per PLO: 1) Student Satisfaction 2) Confidence in the application of knowledge, skills, and	Satisfied (2) Confident or Very Confident	Satisfied (2) Confident or Very Confident								
Education	Licensure					abilities.	80% of the students	90% of the students								
						There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	program to a friend	will recommend the program to a friend AND provide								
						-,,	reasons (why or why not) for their	reasons (why or why not) for their								
		Outcome 8	Use educational technology to meet the needs of all	MTH 410:	Direct - Exam		responses.	responses.	Findings for MTH 410:							
		Outcome 0	learners including those with special needs linguistically and culturally diverse students		Ducce - Litain	Students receive an overview of the computer-based technology in the mathematics classroom. The students	70% of students wil score 80% or better	80% of students will	Technology in Math							
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure					evaluate graphing calculators and computer software such as Maple, Scientific Workplace, Geometer, s Sketchpad, MiniTab,	on total 'Project' rubric points.	on total 'Project' rubric points.								
	Licensure					SPSS, and others to determine their value in illuminating mathematical concepts in the K12 curriculum. The project										
		Outcome 8	Use educational technology to meet the needs of all learners including those with special needs linguistically	PLO 8: Program Exi	t Indirect - Survey	will be the Signature Assignment. The students will complete this survey prior to program	n Moone	For PLO 8: Using	Findings for PLO 8: Program Exit Survey							
			and culturally diverse students	Survey		exit.	the Likert scale, 809 of students will rate	of students will rate	EXE Survey							
						For PLO 8, the survey is composed two question areas: Likert and recommendation.	level as:	their achievement level as: (1) Satisfied or Very								
December of Tranks	Bachelor of Arts in Mathematics					There are two Likert scale questions/per PLO: 1) Student Satisfaction	Satisfied (2) Confident or	Satisfied (2) Confident or								
Department of Teacher Education	Education with Nevada Secondary Licensure					 Confidence in the application of knowledge, skills, and abilities. 		Very Confident 90% of the students								
						There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	will recommend the program to a friend	will recommend the program to a friend								
						2) Why? or Why not?	AND provide reasons (why or why not) for their	AND provide reasons (why or why not) for their								
							responses.	responses.								
		Outcome 8	Use educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students	TED 465 B: Student Teaching II	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their studen teaching experience in G7-12 English-Language Arts	t 90% of students receive scores	95% of students receive scores	Findings for TED 465 B: Student Teaching II	Met	Approaching					
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary		and a compatitude			classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate	representing the two highest categories o	representing the two highest categories or								
Education	Education with Nevada Secondary Licensure					candidate's teaching performances at formative and summative periods.	the Clinical Practice Assessment form.	the Clinical Practice Assessment form.								
		Outcome 9	Explain how to support growth in cognitive, social, physical and emotional domains.	PLO 9: Program Exi Survey	t Indirect - Survey	The students will complete this survey prior to program		For PLO 9: Using the Likert scale, 90%	Findings for PLO 9: Program Exit Survey							
						exit. For PLO 9, the survey is composed two question areas:	of students will rate their achievement	of students will rate their achievement								
						Likert and recommendation. There are two Likert scale questions/per PLO:	level as: (1) Satisfied or Very Satisfied	level as: (1) Satisfied or Very Satisfied								
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary					Student Satisfaction Confidence in the application of knowledge, skills, and	(2) Confident or Very Confident	(2) Confident or Very Confident								
	Licensure					abilities. There are two recommendation questions/per PLO:	80% of the students will recommend the	90% of the students will recommend the								
						Would you recommend this program to a friend? Why? or Why not?	program to a friend AND provide	program to a friend AND provide								
							reasons (why or why not) for their responses.	reasons (why or why not) for their responses.								
		Outcome 9	Explain how to support growth in cognitive, social, physical and emotional domains.	TED 310:	Direct - Other		ļ ·		Findings for TED 310:	Met	Approaching					
Department of Teacher	Bachelor of Arts in Mathematics		physical and emotional domains.	Development and Learning		Students focuses on the cognitive, social, and emotional development of children from theoretical and practical perspectives. Also, students examine various learning	70% of students wil score 80% or better total 'paper' rubric	l 80% of students will score 90% or better on total 'paper'	Development and Learning							
Department of Teacher Education	Education with Nevada Secondary Licensure					theories and practices and relationships to student achievement and motivation.	points.	rubric points.								
	Bachelor of Arts in Mathematics	Outcome 9	Explain how to support growth in cognitive, social, physical and emotional domains.	TED 430: Special Needs Students	Direct - Other	Students learn and apply instructional strategies used for adapting content, assessment and pedagogy, ensuring ever student with exceptional learning needs is provides equal	70% of students wil score 80% or better	80% of students will score 90% or better	Findings for TED 430: Special Needs Students	Exceeded	Exceeded					
Department of Teacher Education	Education with Nevada Secondary Licensure					student with exceptional learning needs is provides equal access to the curriculum. The final project is used as the Signature Assignment.	total 'essay' rubric points.	on total 'essay' rubric points.								
		1		1	1	Submine Septiment	1	1			1			I		

								-	e of Educa						
		Outcome 10	Create positive learning environment that ensures healthy	DI O 10 December	Indiana Commi	1	2018	Qutcome	s Assessme	nt					
		Outcome 10	human growth.	Exit Survey	munect - Survey	The students will complete this survey prior to program	For PLO 10: Using	For PLO 10: Using							
						exit.	of students will rate	the Likert scale, 90% of students will rate							
						For PLO 10, the survey is composed two question areas: Likert and recommendation.	their achievement	their achievement							
								level as: (1) Satisfied or Very							
	Bachelor of Arts in Mathematics					There are two Likert scale questions/per PLO: 1) Student Satisfaction	Satisfied (2) Confident or	Satisfied (2) Confident or							
Department of Teacher Education	Education with Nevada Secondary					 Confidence in the application of knowledge, skills, and abilities. 	Very Confident	Very Confident							
	Licensure						80% of the students	90% of the students							
						There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	program to a friend	will recommend the program to a friend							
						2) Why? or Why not?	AND provide reasons (why or	AND provide reasons (why or							
							why not) for their								
							responses.	responses.							
		Outcome 10	Create positive learning environment that ensures healthy human growth.	TED 465 C: Student Teaching III	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their studen	. 000/ - 5-1-1-1-1	95% of students	Findings for TED 465 C: Student Teaching III	Met	Approaching				
			Political Browns	reaching in		teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use	receive scores	receive scores	SAMAIN FLACING III						
Department of Teacher Education	Bachelor of Arts in Mathematics					classrooms. G7-12 Site Supervisors & NU Supervisors use the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and	highest categories or	representing the two highest categories or the Clinical Practice							
Education	Education with Nevada Secondary Licensure					candidate's teaching performances at formative and summative periods.	the Clinical Practice Assessment form.	the Clinical Practice Assessment form.							
		Outcome 11	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to	r PLO 11: Program	Indirect - Survey	The students will complete this survey prior to program	F M O II-Iliin	For PLO 11: Using	Findings for PLO 11:						
			facilitate and account for learning and to support positive	EXIL Survey		exit.	the Likert scale, 809	the Likert scale, 90%	Program Exit Survey						
			growth.			For PLO 11, the survey is composed two question areas:	of students will rate their achievement	of students will rate their achievement							
						Likert and recommendation.	level as:	level as: (1) Satisfied or Very							
						There are two Likert scale questions/per PLO:	Satisfied	Satisfied							
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary					Student Satisfaction Confidence in the application of knowledge, skills, and	(2) Confident or Very Confident	(2) Confident or Very Confident							
Education	Licensure					abilities.	80% of the students	90% of the students							
						There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend? 2) Why? or Why not?	will recommend the	will recommend the program to a friend							
						2) Why? or Why not?	AND provide	AND provide							
							reasons (why or why not) for their	reasons (why or why not) for their							
							responses.	responses.							
		Outcome 11	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to	r TED 440: Leadership and	Direct - Other	Teacher candidates learn and apply classroom leadership	70% of students wil	80% of students will	Findings for TED 440: Leadership and Assessment	Exceeded	Exceeded				
	Bachelor of Arts in Mathematics		facilitate and account for learning and to support positive growth.			strategies to create a classroom environment conducive to	score 80% or better	score 90% or better							
	Education with Nevada Secondary Licensure		go ma.			how to determine students' abilities through formative and	points.	on total 'essay' rubric points.							
	Liceisure					summative assessments and to use this information to provide									
			The second second	min est	P:	appropriate instructional strategies to enhance student			F F 6 W						
		Outcome 11	Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to	r TED 465 B: Student Teaching II	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their studen	t 90% of students	95% of students	Findings for TED 465 B: Student Teaching II	Met	Approaching				
			facilitate and account for learning and to support positive growth.			teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use	receive scores representing the two	receive scores							
Department of Teacher	Bachelor of Arts in Mathematics Education with Nevada Secondary					the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and	highest categories or	highest categories or the Clinical Practice							
Education	Licensure					summative periods.	Assessment form.	Assessment form.							
		Outcome 12		NOOR T					Findings for PLO 9: Program						
		Outcome 12	Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.	Survey	munect - Survey	The students will complete this survey prior to program	For PLO 12: Using	For PLO 12: Using	Exit Survey						
						exit.	of students will rate	of students will rate							
						For PLO 12, the survey is composed two question areas: Likert and recommendation.	their achievement level as:	their achievement level as:							
						There are two Likert scale questions/per PLO:	(1) Satisfied or Very	(1) Satisfied or Very Satisfied							
Department of Teacher	Bachelor of Arts in Mathematics Education with Nevada Secondary					1) Student Satisfaction	Satisfied (2) Confident or	(2) Confident or							
Education	Education with Nevada Secondary Licensure					Confidence in the application of knowledge, skills, and abilities.		Very Confident							
						There are two recommendation questions/per PLO:		90% of the students will recommend the							
						Would you recommend this program to a friend? Why? or Why not?	program to a friend AND provide	program to a friend AND provide							
						2) why tor why not:	reasons (why or why not) for their	reasons (why or why not) for their							
							responses.	responses.							
		Outcome 12	Design, implement, and evaluate standards-based lesson	TED 461 Methods	Direct - Other				Findings for TED 461						
			plans for learning and achievement in content areas.	of Teaching Math		Teacher candidates receive a critical inquiry into present- day tendencies in teaching mathematics in order to help	80% of students	90 % of students eam 85% or better	Methods of Teaching Math						
	Bachelor of Arts in Mathematics					prospective mathematics teachers to acquire their	eam 85% or better	points on the 'lesson							
Department of Teacher Education	Education with Nevada Secondary Licensure					professional skills in the teaching of mathematics in secondary school.	points on the 'lessor plan' rubric.	pian ruone.							
	a.acanomic					Fundamental concepts of mathematics and effective approaches to their teaching will be discussed. The lesson plan will be used as the Signature Assignment.									
						plan will be used as the Signature Assignment.									
		Outcome 12	Design, implement, and evaluate standards-based lesson	TED 465 A: Student	Direct - Other	L	İ	İ	Findings for TED 465 A:	Met	Approaching				
			plans for learning and achievement in content areas.	Teaching I		Teacher candidates work full-day, 4-5 weeks in their studen teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use	t 90% of students receive scores	95% of students receive scores	Student Teaching I						
Department of Teacher	Bachelor of Arts in Mathematics					the Clinical Practice Assessment form to evaluate	representing the two highest categories or	representing the two							
Education	Education with Nevada Secondary Licensure					candidate's teaching performances at formative and summative periods.	the Clinical Practice	the Clinical Practice Assessment form.							
						полите развил.	ascasment touth.								
		Outcome 13	Demonstrate professional standards and ethics.	PLO 13: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program	For PLO 12-11-i	For PLO 13: Using	Findings for PLO 13: Program Exit Survey						
				-An ourvey		exit.	the Likert scale, 809	the Likert scale, 90%	gimii s.xii Survey						
							of students will rate their achievement	of students will rate their achievement							
						Likert and recommendation.	tevel as: (1) Satisfied or Very	level as: (1) Satisfied or Very							
	Bachelor of Arts in Mathematics					There are two Likert scale questions/per PLO: 1) Student Satisfaction	Satisfied (2) Confident or	Satisfied (2) Confident or							
Department of Teacher Education	Education with Nevada Secondary Licensure					Confidence in the application of knowledge, skills, and abilities.	Very Confident	Very Confident							
	Lacament C						80% of the students	90% of the students							
						There are two recommendation questions/per PLO: 1) Would you recommend this program to a friend?	program to a friend	will recommend the program to a friend							
						2) Why? or Why not?	reasons (why or	AND provide reasons (why or							
							why not) for their responses.	why not) for their responses.							
		Outcome 13	Demonstrate professional standards and ethics.	TED 300:	Direct - Other		ļ.	<u> </u>	Findings for TED 300:	Met	Annmaching				
Department of Teacher	Bachelor of Arts in Mathematics	Gateome 13	are an experience of the second standards and ethics.	Fundamentals of	Direct - Other	Students examine the roles and nature of schools in the	70% of students wil	80% of students will	Fundangs for TED 300: Fundamentals of Education	orași.	Approaching				
Department of Teacher Education	Education with Nevada Secondary Licensure			Education		United States through an exploration of a range of cultural, philosophical, historical, legal, political, and ethical	score 80% or better total 'paper' rubric	score 90% or better on total 'paper'							
			D 6 . 1	mn es	P	perspectives.	points.	rubric points.	F F 6 W						
		Outcome 13	Demonstrate professional standards and ethics.	TED 465 C: Student Teaching III	Direct - Other	Teacher candidates work full-day, 4-5 weeks in their studen		95% of students	Findings for TED 465 C: Student Teaching III	Met	Approaching				
						teaching experience in G7-12 English-Language Arts classrooms. G7-12 Site Supervisors & NU Supervisors use	receive scores representing the two	receive scores representing the two	-						
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary					the Clinical Practice Assessment form to evaluate candidate's teaching performances at formative and	highest categories or	highest categories or the Clinical Practice							
Education	Licensure					summative periods.	Assessment form.	Assessment form.							

		Outcome 14	Utilize different teaching strategies to accomplish the	PLO 14: Program	Ir r · o				Findings for PLO 14:							
		Outcome 14	Utilize different teaching strategies to accomplish the teaching and learning goals.	PLO 14: Program Exit Survey	Indirect - Survey	The students will complete this survey prior to program	For PLO 14: Using	For PLO 14: Using	Findings for PLO 14: Program Exit Survey							
						exit.	the Likert scale, 80% of students will rate	the Likert scale, 90% of students will rate	Program Exit Survey							
						For PLO 14, the survey is composed two question areas:										
							(1) Satisfied or Very	level as: (1) Satisfied or Very Satisfied (2) Confident or								
	Bachelor of Arts in Mathematics					There are two Likert scale questions/per PLO: 1) Student Satisfaction	Satisfied (2) Confident or	(2) Confident or								
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary					2) Confidence in the application of knowledge, skills, and	Very Confident	Very Confident								
	Licensure					abilities.	80% of the students	90% of the students								
						There are two recommendation questions/per PLO:		will recommend the								
						Would you recommend this program to a friend? Why? or Why not?	AND provide	AND provide								
							program to a friend AND provide reasons (why or why not) for their	reasons (why or why not) for their								
							responses.	responses.								
		Outcome 14	Utilize different teaching strategies to accomplish the teaching and learning goals.	TED 461 Methods	Direct - Other				Findings for TED 461 Methods of Teaching Math							
			teaching and learning goals.	of Teaching Math		Teacher candidates receive a critical inquiry into present- day tendencies in teaching mathematics in order to help	80% of students eam 85% or better points on the 'lesson plan' rubric.	90 % of students earn 85% or better	Methods of Teaching Math							
	Deskales of Astria Mathematica					prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in	points on the 'lesson	points on the 'lessor	n							
Department of Teacher Education	Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure						pian rubne.	pian ruone.								
	Licensure					Fundamental concepts of mathematics and effective approaches to their teaching will be discussed. Lesson plan										
						#2 will be used as the Signature Assignment.										
	Bachelor of Arts in Spanish with					-										
Department of Teacher Education	Continued Security of Transfer and															
Department of Teacher Education	Learning PSSTC Graduate Certificate in Applied Behavior Analysis															
Education	Behavior Analysis	Outcome 1	Demonstrate competence and understanding in using	EXC 621- Intro Cas Study	Direct - Student	Write a case study describing an individual with Autism	80% of candidates	95% of candidates	Findings for EXC 621- Intro	Exceeded	Exceeded	37				
			Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors in	Study	Artifact	Write a case study describing an individual with Autism Spectrum Disorder. The study must include a historical review of behavior that supports the diagnosis along with background variables, such as educational setting, family	will score 85% of 30	will score 85% of 30	Case Study			X				
			children with autism.			background variables, such as educational setting, family	pis. (23.3 pis.)	better								
						descriptions / possible predicaments, medications prescribed (if applicable) and any connection with outside										
						descriptions / possible predicaments, medications prescribed (if applicable) and any connection with outside personned or agencies. The case study should end with a description of where the individual is currently and the										
						programs prescribed to help deal with behaviors and school										
						programs prescribed to help deal with behaviors and school / life success. Be sure to include a minimum of four (4) references from peer-reviewed literature to back up your suggestions on programs leading to success, using APA										
						suggestions on programs leading to success, using APA format.										
			Demonstrate competence and understanding in using	EXC 622- Week 2	Direct - Other	A paraprofessional has been working with a child for 4	80% of candidates	95% of candidates	Findings for EXC 622- Week	Exceeded	Approaching	v				
			behavioral analysis to manage and change behaviors in children with autism.	Discussion		A paraprofessional has been working with a child for 4 years. The child is now 9. As an evaluator, you have observed the child in class and find that his behavior has improved and that he works within the structure of the classroom. Explain how you will "fide out" the assistant,	will score 85% of 2.5	will score 85% of 2.5	Findings for EXC 622- Week 2 Discussion			X				
			CHARLES WITH BULDSIE.			improved and that he works within the structure of the	pic (2.1 pic.)	better								
						improved and that he works within the structure of the classroom. Explain how you will "fade out" the assistant, even though the parent insists the child needs the support.										
						Secondly, comment on one art intervention strategy from the documentary Generation A.										
						the documentary Generation A.										
			Demonstrate competence and understanding in using	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.		85% of program	Findings for Student Exit	Exceeded	Exceeded	X				
			Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors in children with autism.				completers are satisfied with	completers are satisfied with	Survey			Α				
							competence in	competence in								
							using behavioral	using behavioral								
							using behavioral analysis to change behaviors in children	analysis to change behaviors in children								
							with autism	with autism								
		Outcome 2	Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having	EXC 621- Intro Cas Study	Direct - Student Artifact	Write a case study describing an individual with Autism Spectrum Disorder. The study must include a historical	80% of candidates	well coors 85% of 20	Findings for EXC 621- Intro Case Study	Exceeded	Exceeded	X				
			autism	1		review of behavior that supports the diagnosis along with background variables, such as educational setting, family	will score 85% of 30	pts. (25.5 pts.) or	,							
						descriptions / possible predicaments, medications	pts. (25.5 pts.)	better								
						prescribed (if applicable) and any connection with outside personnel or agreeies. The case study should end with a										
						personned or agencies. The case study should end with a description of where the individual is currently and the programs prescribed to help deal with behaviors and school										
						// life success. Be sure to include a minimum of four (4)										
						references from peer-reviewed literature to back up your suggestions on programs leading to success, using APA										
						format.										
			Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having	EXC 622- Week 4 Assignment Case	Direct - Student Artifact	Using the CARS or GARS, evaluate a student on the spectrum disorder. Describe assessment results from the CARS or GARS in a 5-8 page case study, including a)	80% of candidates will score 85% of 30	95% of candidates will score 85% of 30	Findings for EXC 622- Week 4 Assignment Case Study	Exceeded	Approaching	X				
			autism	Study		CARS or GARS in a 5-8 page case study, including a)	pts. (25.5 pts.)	pts. (25.5pts) or								
						setting of observation(s), b) persons interviewed, c) identified characteristics of student, and d) description of ar		better								
						appropriate intervention plan for one targeted behavior - operationally describe the Target Behavior and give										
						replacement behavior and the reinforcement schedule that										
			Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are	85% of program completers are	Findings for Student Exit Survey	Exceeded	Exceeded	X				
			autism				satisfied with	satisfied with	,							
							competence in recognizing	competence in recognizing								
							recognizing behaviors and	recognizing behaviors and								
							utilizing assessments that identify	utilizing assessment that identify children as having	1							
		Outcome 3	Description of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the	EVC 6N W 1	Direct Col	Describe the official Aution 2 - 22 - 1	children as having	enddren as having	Physical dispersion and an ex-	Percedud	Approaching					
		Outcome 3	Demonstrate knowledge of the background and orientation of the terms included in Autism Spectrum	EXC 621- Week 3 Discussion Forum 2	Direct - Other	Describe the effects Autism Spectrum Disorder can have or an individual's life from early onset through adulthood.	reach 80%	95% of the students reach 80%	Findings for EXC 621- Week 3 Discussion Forum 2	r:xceeded	Approaching		X			
			Disorder (ASD) category													
			Demonstrate knowledge of the background and orientation of the terms included in Autism Spectrum	EXC 621- Final Exam Question #2	Direct - Exam	List and discuss at least 4 categories of students that fall within the Autism Spectrum Disorder, ranging from low to high level of ability. Include possible classroom placement.	85% of students score 80%	95% of students score 80%	Findings for EXC 621- Final Exam Question #2	Not Met	Approaching		X			
			Disorder (ASD) category			high level of ability. Include possible classroom placement.										
						Using these same four categories, discuss 1)cognition, 2)neurology, and 3)core challenges associated with										
						language and communication. The exam is worth 20 points. Question #2 is worth 15										
						points.										
			Demonstrate knowledge of the background and orientation of the terms included in Autism Spectrum	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	80% of program completers are	85% of program completers are	Findings for Student Exit Survey	Not Met	Approaching		X			
			Disorder (ASD) category				satisfied with knowledge of the	satisfied with								
							knowledge of the background and	knowledge of the background and								
							orientation of terms included in the	orientation of terms included in the								
							Autism Spectrum	Autism Spectrum								
		Outcome 4		EXC 621- Field	Direct - Student	Visit a program that serves individuals with Autism		95% of the students	Findings for EXC 621- Field	Exceeded	Exceeded			X		
			with diverse populations in ASD.	Observation	Amfact	Visit a program that serves individuals with Autism Spectrum Disorder. This should be a setting which you have not seen or visited before. Discuss the program with a	eam 80% or better	eam 80% or better	Observation							
						director. Discover what things are being done for individuals with autism spectrum disorder. Possible settings might include a Regional Center, a non-public school that										
						has a program for those with ASD, or a group home that										
						works with servicing those with ASD.										

		1		Demonstrate skills needed for working collaboratively	EXC 624- Parent	I	This assignment is a face-to-face interview of a parent or	80% of candidates	95% of candidates	Findings for EXC 624-	Met	Exceeded					
Department of Education	Teacher	Graduate Certificate in Autism		with diverse populations in ASD.	Interview		primary comprise in the "paresting" is chally young adult whe a diagnosis of entire. This interview came to be with a diagnosis of entire. This interview came to be with a relative or presental frund. The interview should ficus came camprise and other members of the mealure and interview of the contract and contract furnity. Opened model questions will hookel the camprise' access to and effectiveness of relative lamps of the contract furnity. Opened model questions the contract for the contract furnity of the contract for the contract furnity. What is appreciativeness have by found the most successful for their death of the contract furnity of the contract furnity of the contract furnity of the contract furnity is experience and in-adjustment of the contract furnity is experience under the contract furnity is experience and the contract furnity is experience and the contract furnity is experience in particular the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experience and the contract furnity is experi	will score 85% of 30	will some 85% of 30 pts. (25.5pts) or better	Parent Interview				X			
				Demonstrate skills needed for working colluboratively with divene populations in ASD.	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	completers are satisfied with their knowledge of skills needed to work collaboratively with	needed to work collaboratively with diverse populations in the Autism	Findings for Student Exit Survey	Exceeded	Exceeded		X			
			Outcome 5	Demonstrate understanding of differing redence-based strategies for teaching students with nation.	EXC 623- Academic Lesson Plans Directions	Direct - Student Artifact	Creat two scadenic beasons for students with autism. Include insurational transpires and materials that address instructional transpires and materials that address instructional transpires and transpires and the students and the second transpires are smaller problems-solving, and other coughing transpires to meet the meeting meeting to meet the meeting meeting to meet the following results meeting the product of the following results meeting the meeting to the following results meeting to great and education classroom cultilizing cooperative teachings. Lexonom quementated in home or achool beauth Champy session understanding the second of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second control of the second c	will score 85% of 10 pts. (8.5 pts.)	will score 85% of 10		Not Met	Approaching			X		
				Demonstrate understanding of differing evidence-based strategies for teaching students with autism.	EXC 623- Individual Intervention	Direct - Student Artifact	Create an intervention to be used in a general education classroom that includes accommodations and modification for an individual with antium. Provide rationals for the intervention you have chosen. Include information for the general education interactively and the control of the provided and the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the contro	will score 85% of 25 pts. (21.25 pts.)	95% of candidates will score 85% of 25 pts. (21.25) or better	Findings for EXC 623- Individual Intervention	Exceeded	Approaching			X		
				Demonstrate understanding of differing evidence-based strategies for teaching students with autism.	Student Exit Survey	Indirect - Survey	Student exit survey is collected at end of program.	completers are satisfied with their understanding of differing evidence- based strategies for	85% of program completers are satisfied with their understanding of differing evidence- based strategies for teaching students with autism.	Findings for Student Exit Survey	Exceeded	Exceeded			X		
			Outcome 6	Demonstrate an understanding of federal and state laws.	EXC 621-Final Exam Question #1	Direct - Exam	Ol. Jamine is middle chool endored the death guide. You do not be to be the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool of the chool o		95% of the students cam 80%	Findings for EXC 621- Final Exam Question #1	Exceeded	Exceeded				X	
					Assignment Course Reflection		Review the standards covered in this course and then write a reflection of what you have learned in each of the areas that were to be covered in this course. The Learner Outcomes should direct you in the areas that are to be covered.			Reflection		Exceeded				X	
				Demonstrate an understanding of federal and state laws.			Student exit survey is collected at end of program.	80% of program completers are satisfied with their understanding of federal and state laws, especially in the area of sutton	85% of program completers are satisfied with their understanding of federal and state laws, especially in the area of autient	Survey	Not Met	Approaching				X	
			Outcome 7	pieces (guagnofessionals, DS providen, etc.) to guagniar artistured Do Bassoom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.	EXC 623- Individual Intervention	Artifact	Contex an intervention to be used it a general classical collision of the delactic commodations and medifications of the delactic commodations and medification for an individual with autism. Provide rationals for the intervention you have been included infarmation for the context of the context of the delactic context in the context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the delactic context of the	will score 85% of 25 pts. (21.25 pts.)	will score 85% of 25 pts. (21.25) or better	Individual Intervention		Approaching					X
				process [manprofessionals, DIS providers, etc.) to organize a structured ASD classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.			crost a safe, equitable, positive learning environment for children with artism. Vera submission may include a drawing or diagram of the physical environment, but also needs to include a marative description (essay format) of each of the areas listed in the robric below. The learning environment should encourage self-advocacy and independence, as well as support intra- and inter-cultural experiences. Include classroom layout, daily routines and behavior management strategies, as well as the activities of	pts. (15.2 pts.)	pts. (15.2 pts.)	Environment		Exceeded					X
				Demonstrate competency to collaborate in a group process (gamperolication). IDE providence, etc. to surgarder assurance ASD classroom, to collect relevant and no thesivated contens, and to implement identified collection of the strategies.	Student Exit Survey	Indirect - Survey	Student exis survey is collected at end of program.	completers are satisfied with their competency to collaborate in a group process to organize a structure classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based	completers are	Findings for Student Exit Survey	Exceeded	Exceeded					X
Department of Education		Graduate Certificate in Best Practices												 			
Department of		Graduate Certificate in Early Childhood Education															
Department of Education		Graduate Certificate in E-Teaching and Learning															
Department of Education	Teacher	Graduate Certificate in National Board Certified Teacher Leadership Certificate															

		Outcome I	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 unite from NCTM journals (Dournal for Research in Authematics Education) on principles of mathematical curriculum, tracking, karning, assessment, technology, or equity. Wint a 5 page csasy on the issues and challenges in teaching and learning mathematics in APA style, excluding the time page abstract page, and reference page, discussing your subsequent thoughts and the potential impact upon your own teaching and learning of mathematics.	eam 85% or better on this assignment.		Mathematics curriculum	Met	Approaching	X	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 practical teaching articles (number	88.89% of students eam 85% or better on this assignment.	88.89% students eam 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	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 of satisfaction of students and employers with students' skills in solving problems and students' reasoning	8		Findings for Student Exit Survey			X	X	X	X	X	X	X
		Outcome 2	understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.	Mathematics lesson n design innovation	Direct - Student Artifact	skills. Read Instructional Strategies from CCSSM framework and course materials and are MSA approach to create a lesson in tracking number theory OR algebra that includes a beird elscription of unit plan based on CCSSM standard(s). CCSSM standard of the Isson, objectives, activity to start the Isson, teaching strategies learning activities aligned with MF standard(s), how you believe that students learned with MF standard(s), how you believe that students learned with MF standard(s), how you believe that students learned with MF standard(s), how you believe that students learned with MF standard(s), how you believe that students learned with MF standard(s), how you believe that students learned with MF standard(s), how you believe that students learned with MF standard(s).	L.		Findings for MAT 636 Mathematics lesson design innovation	Met	Approaching	X		X			X	
Department of Teacher Education	Graduate Certificate in Teaching Mathematics		Demonstrate the shilty to develop a balanced program or mathematics instruction that includes conceptual understanding, procedural fluency and problem solving is Algebra, Geometry, Statistics, Probability and Number Theory.	Assessment of	Direct - Student Artifact	You are holding a workshop to provide training for a group of teachers (centurary, middle, or high school) on how to teach geometry or measurement. Your assignment is to teach geometry or measurement. Your assignment is to recute a power point [55 diske]s, include lego and vyour workshop, issues of teaching geometry or measurement, specific examples of teaching geometry or measurement, specific examples of teaching geometry or measurement, specific examples of teaching geometry or measurement, conduction of the Tealing, and resources of teaching and learning geometry or measurement, conduction of the Tealing, and resources of teaching geometry or measurement, conduction of the Tealing, and resources of teaching geometry or measurement, conduction of the Tealing, and resources of teaching geometry or measurement, conduction of the Tealing, and resources of teaching geometry or measurement, possible references.	90.3% of students eam 83% or better on this assignment.	90.3% of students eam 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 o mathematics instruction that includes conceptual understanding, procedural fluency and problem solving it Algebra, Geometry, Statistics, Probability and Number		Indirect - Survey	Exit survey; employer survey will be analyzed in order to evaluate of satisfaction of students and employers with students' skills in solving problems and students' reasoning skills	3		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? Hat: think about what product you want your students to have in each level? Use the chart provided.	eam 85% or better	90% or better on this	Findings for MAT 635 California Standards Tests Analysis	Met	Approaching	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 sintervier. Additionally, inserview the teacher on his/her beliefs regarding assessment. In this assignment you will need to complete form (using the form under does sharing. Teaching Observation).	eam 85% or better	eam 90% or better	Findings for MAT 638 Lesson analysis	Met	Approaching	Х	X	X	Х		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 of satisfaction of students and employers with students' skills in solving problems and students' reasoning skills.	3		Findings for Student Exit Survey	Met	Approaching	X	X	X	X		X	X
Department of Teacher Education	Graduate Certificate in US Education in a Global Context	Outcome I	Integrate the knowledge needed for engaging/supporting all XI-learners, including those with diverse knowling needs.	Application Survey: TPE DOMAIN 1	Indirect - Survey	The Application Survey: TPE DOMAN I constitutes an inflarent reasons: whose conditates and graduates will use a fadjoint reasons where conditates and graduates will use a Apoleui Rabels to unseen that confidence in a pulping the TPE competencies in & R12 charsroom. Scores will be recorded into Bellowing designated courses: ITL 600, 518, 528, 5518, 6518. Survey Data will be compiled and analyzed in order to better understand event of preception and sanisfactions when applying TPE competencies in K12 characteris.	Not satisfied: 25% & below Somewhat Satisfied: 26 - 49% Satisfied: 50-79%	Target: Not Satisfied: 15% & below Somewhat Satisfied:	Findings for Application Survey : TPE DOMAIN 1				X	X	X		X	
			Integrate due knowledge needed for enguing supporting all R12 learners, acholding those with diverse learning needs.	CaITPA 2.0 Cycle 1	Direct - Other	candidate crospords in writing to a trule explaining, suspenting and parting pile hore insurvational decisions for a one-day cycle made bused on knowledge of students. Some delay or designed for matter and knowledge of subject-matter specific peckagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UEA) and differentiates insurvation for a whole group of sudents plats there focused students. The quantitative data are analyzed on a quanterly basis. The data are housed in SOAR and managed by the Credentials Office.	Not Met: 79% & below Met: 80-89% Exceeded: 90-100%	Ideal Target: Moving Away: 89% & below Approaching: 90- 95% Exceeded: 96% - 100%	Findings for CaTPA 2.0 Cycle 1				X	X	Х		X	
			Integrate de knowledge needed for enguignij supporting all KI Zeamers, nichading those with diverse kanning needs.	CaITPA 2.0 Cycle 2	Direct - Other	candidate responds in writing to a task explaining, unspecting and parting plan how insurvedured decisions for a multiple-duty cycle made based on knowledge of students knowledge of students and the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the students of the student	Met 80,89%	Moving Away: 89% & below Annroaching: 90.	Findings for CaTTPA 2.0 Cycle 2				X	X	Х		X	
			Images for havehold needed for engaging improving all KI learners, including those with diverse kunning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	The Foundation Signature Assignments are identified assignments ourselved produced by lower being a state of the adult adulties associated with IPE Domain 1: Integrate lossow delay and delities associated with IPE Domain 1: Integrate lossow delay and delities in engaging and apporting all PKL2 learners, including those with diverse learning needs. For IPLO (IPED DOMAIN 1), there are four Signature Assignments as follows: IR. 600 Integrate Parker-Collaborative Sign Assignm IR. 602 Integrates on Teacher Beller's Sign Assignm IR. 602 Integrates on Teacher Beller's Sign Assignm IR. 604 Assessing Boy Gesiagn Sign Assignm IR. 604 Assessing Boy Gesiagn Sign Assignm IR. 604 Enternal Robert Collaborative Sign Assignm IR. 604 Enternal Robert Signature Learners (ELL.s) Sign Assignm IR. 604 Enternal Robert Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature Learners (ELL.s) Signature (ELL.s) Signature (ELL.s) Signature (ELL.s) Signat	Assignments: (X% students scoring 90% or more of possible points) Approaching 74.9% & below students Met 75.84.9%	For these Signature Assignments: (X% students who scored 90% or more of possible points) Moving Away 85-	Fedings for IT. FOUNDATION OURSIS SIGNATURE ASSENDENTS	Exceeded			X	x	X		X	

Integrate the knowledge needed for engaging/importing all ICI Zenteres, including those with diverse kurning needs.	SIGNATURE ASSIGNMENTS		For FLO 1 (FE DOMAN) I, she are a five Signature Assignmen as Identification of the Signature Assignmen as Identification of the Signature Assignment and Identification of the Signature Assignment of Signature Assignment of Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Signature Si	Assignments Assignments Assignments Assignments Approaching 74.9% Approaching 74.9% & below students Met 73.84.9% Students Exceeding 85% & above students above students	Assignments who careed 90% on careed 90% on careed 90% on for careed 90% on Moving Away 85- 87-9% students Met 88-89-9% students Exceeding 90-100% students			X	X	X	X	
Integrate the knowledge needed for engaging supporting all Ic12 learners, including those with divener learning needs.	Assessment and Evaluation	Direct - Other	smootn toochers (TTL 590A-750B) and internit (TTL 600A-850B) tooching performances during the clinical 600A-850B) tooching performances during the clinical 600A-850B tooching performances during the clinical 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching 600A-850B tooching	Point. The 'mean' scores are: Not Met. 12 representing Joseph Met. 12 representing Joseph Met. 12 representing Joseph Met. 3 representing Acceptable Level teaching performance. Exceeded: 4 representing Above Level teaching performance.	Point: The 'mean' scores are: Moving Away: 1-2 representing Does and Meet and Meet and Meet and Meet and Meet and Meet and Meet and Meet and Meet and Meet and Meet and Meet a representing Acceptable Level teaching performance. Exceeded: 4 representing admits a representing about performance I seemed to the performance I will be a representing a representing a representing a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representation of the performance I will be a representatio	Fedings for Teaching Professures Assossment and Evaluation		X	x	X	X	
22 Integrate the knowledge needed for creating insantaning effective knowledge revolved for exerting insantaning effective knowledge revisionments for all Ly Enemers, including those with diverse learning needs.		Indirect - Survey	Survey Data will be compiled and analyzed in order to better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.	& below Somewhat Satisfied: 26 - 49% Satisfied: 50-79% Very Satisfied: 80- 100%	& below Somewhat Satisfied: 16% - 38% Satisfied: 39% - 69% Very Satisfied: 70% - 100%			X	X	X	X	
Integrate the knowledge needed for conting mantaining effective learning reconstanting effective learning reconsuments for AIC Stames, including those with diverse learning needs.	CaITPA 2.0 Cycle 1	Direct - Other	Candidate responds in writing to a task explaining, unspropring and positive, plan hore insurvated decisions for a one-day cycle made based on knowledge of students. Anowledge of students for the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the contr		100%			X	X	X	X	
Integrate the knowledge needed for exenting instantiant, effective knowledge records for exenting instantiant, effective knowledge revisionments for all IZ haemens, including those with diverse harming needs, including those with diverse harming needs.	CaITPA 2.0 Cycle 2	Direct - Other	Candidate responds in writing to a trule explaining, unspropring and pairing high here insurvated decisions for a multiple-day cycle made based on knowledge of student, and the considered of the controlled of school per controlled or for the controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per controlled or for school per contro	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 CaTPA 2.0 Cycle 2		X	X	X	X	
Integrate the knowledge needed for creating maintaining effective hearing ensomments for Alf 2 harmers, including those with diverse learning needs.	Clinial Practice - Teaching Preformation Processing Performance and Evaluation of Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Processing Proces	Direct - Other	600A-600B) seaking performances during their clinical practice. The form is enginized around Ties (DOAMANS 1 - 6 comperencies identified by the California Commission on Catacher Condenting Each of the sat Ties Domains correlates to PLAs One: Six. The TPAE is a digital crism submitted into SOAR by the candidates University Support Provider (USP). The client proposed to PLAs onesses season season condomination of PLAs are a displayed to the Condential Expert Support, and PLAs the Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential Condential C	Point. The 'mean' scores are: Noe. Mer. 1.2 Noe.	Point. The 'mean' scores are: 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.	Feddings (*C flicial) Practice Traching Performance Assessment and Evilharien		X	x	X	X	

	Integrate the knowledge needed for centraling materials reflective heating excensions for all K12 learners, including those with diverse learning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	abilities associated with TPE Domain 2: Integrate bound kept and faithers in creating and maintaining bound kept and faithers in creating and maintaining inchanges and the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the	Assignments: (X% students scoring 90% or more of possible points) Approaching 74.9% & below students Met 73-84.9% Students Exceeding 85% & above students	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%	FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Exceeded		X	X	X	X	
	largest in the howbelge needed for contanguate interest. George Contanguate C	ITL METHODS COURSES SIGNATURE ASSIONMENTS	Direct - Student Artifact	The Methods courses Signature Assignments are identified assignment conceptuality to knowledge, skills, and shiften seasociated with TPE Domain 2-Integrate and shiften seasociated with TPE Domain 2-Integrate and shiften seasociated with TPE Domain 2-Integrate and shiften seasociated with TPE Domain 2-Integrate and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and shiften and sh	Assignments: (CWs students secong 90% or mon of possible points secong 90% or mon of possible points). Approaching 74.9%, 86 below students Med 75.44.9% Students Exceeding 80% & above students	Assignment of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the con	Findings for ITL METHODS COURSES SUNCHAIRE ASSIGNMENTS			X	X	x	x	
Outcome 3	Integrate the knowledge needed for making subject matter comprehensels for all K12 karners, including those with diverse learning needs.	TPE DOMAIN 3	Indirect - Survey	Survey Data will be compiled and analyzed in order to better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.	& below Somewhat Satisfied: 26 - 49% Satisfied: 50-79% Very Satisfied: 80- 100%	Somewhat Satisfied: 16% - 38% Satisfied: 39% - 69% Very Satisfied: 70% - 100%				X	X	X	X	
	Integrate the knowledge needed for making subject matter comprehends for all k12 known, including those with diverse learning needs.	CaITPA 2.0 Cycle 1		mater 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 there focused students. The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentials Office.	Acceptable Tanget: Not Met: 79% & below Met: 80-89% Exceeded: 90-100%	Tanget: Moving Away: 89% & below Approaching: 90- 95% Exceeded: 96% - 100%				X	X	X	X	
	Integrate the knowledge needed for making subject matter comprehends for all k12 karners, including those with diverse learning needs.	CaITPA 2.0 Cycle 2		Candidate responds in writing to a task explaining, unspecting and pathing high heir interestional decisions for a multiple-day cycle made based on knowledge of students knowledge of students matter and knowledge of students matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UEA) and differentiate instruction for a whose group of students plans bare bounds students. The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credential Office.	Not Met: 79% & below Met: 80-89%	Target : Moving Away: 89% & below	Findings for CaTTPA 2.0 Cycle 2			X	X	X	X	
	Integrant to the bowtedge needed for making subject matter comprehensive off MT E survers, including those with diverse learning needs.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	divense kunning needs. For FIO 2 (TPS EDMANN T), there are three Signature Assignment as follows: ITI. 604 Assessing Proficeory Levels for English Language Learners (ELLa) Sig Assignm ITI. 604 Assessing Boy Designs Sig Assignm ITI. 608 Learning More Designs Sig Assignm ITI. 608 Learning More Designs Sig Assignm ITI. 608 Learning More Designs Sig Assignm ITI. 608 Learning More Interest to engineer to the other performance level reference as composed of Mishighe and performance level reference as composed (Revel II Dose not meet'l Level 2 Sanning) Morestil Level 3 Meets and Level 41 / Exceeds). The precenting of carned points constitute for the out of malyon.	Assignments: (XVs students society g0%) or more of possible points) Approaching 74,9% & below students Met 7-84,49% Students Exceeding 85% & above students	For these Signature Assignments: (X% students who secord 90% or more of possible points) Moving Awny 85- 87.9% students Met 88-89.9% students Exceeding 90-100%	Findings for III. FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Exceeded		X	X	X	Х	
	barguist on the bounding needed for making subject matter comprehensive for if K12 transers, including those with diverse learning needs.	ITL METHODS COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	The Methods courses Signature Acaigments are identified assignment conceptuality to knowledge, and dished and abilities associated with TPE Domain 3: Integrate knowledge and dishes in making subject matter on with a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial and a substantial	Assignments: (X% students scoring 90% or mon of possible points) Approaching 74.9% & below students Met 75-84.9% Students	Assignments: (X% students who e scored 90% or more of possible points)	Fadings of ITL METHODS COURSES SIGNATURE ASSENMENTS			X	X	X	X	

			Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including	Teaching Performance	Direct - Other	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 -	Acceptable Target :	Ideal Target : Ideal	Findings for Teaching			X	X	X	X	
			those with diverse learning needs.	Assessment and		650A/650B) teaching performances during their clinical	FORMATIVE / Mid-	SUMMATIVE / End	and Evaluation				28		21	
			_	Evaluation		practice. The form is organized around TPE DOMAINS 1 - 6 competencies identified by the California Commission on	Point. The 'mean'	Point. The 'mean' scores are:								
						Teacher Credentialing, Each of the six TPE Domains										
						correlates to PLOs One - Six.		Moving Away: 1-2 representing Does								
						The TPAE is a digitized eform submitted into SOAR by the	Not Meet and	not Meet and								
						candidates' University Support Provider (USP). The eform represents ONE assessment score collaboratively determined by the USP, Content Expert Support, and PK12	Beginning,	Beginning, respectively								
						determined by the USP, Content Expert Support, and PK12	Met: 3 representing	Met: 3 representing								
						Site Support Providers. The TPAE eform is administered twice during the clinical experience: Formative (mid-point)	Acceptable Level	Acceptable Level								
						and Summative (end-point) periods.	performance.	teaching performance.								
								Exceeded: 4								
						Candidates (student teachers and interns/multiple and single subjects/BA and Post BA) are assessed on each of	Level teaching	representing Above Level of teaching								
						the six PLOs. Each PLO represents a specific, state identified Teaching Performance Expectation standard	performance.	performance.								
						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: - Does not meet standards (score of 1)										
						- Beginning Level (score of 2)										
						- Acceptable Level (score of 3) - Above Level (score of 4)										
						, , ,										
	-	Outcome 4	Integrate the knowledge needed for designing/planning	Application Survey	Indirect - Survey	The findings are calculated based on the culminated 'mean' The Application Survey: TPE DOMAN 4 constitutes an indirect measure where candidates and graduates will use a	Accentable Target	Ideal Target	Findings for Application							
			Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those	TPE DOMAIN 4		indirect measure where candidates and graduates will use a	Not satisfied: 25%	Not Satisfied: 15%	Survey : TPE DOMAIN 4			X	X	X	X	
			with diverse learning needs.													
						TPE competencies in a K12 classroom. Scores will be recorded into Blackboard in the following designated	Somewhat Satisfied: 26 - 49%	16% - 38%								
						courses: ITL 600, 518, 528, 551B, 651B.	Satisfied : 50-79% Very Satisfied: 80-	Satisfied: 39% - 69%								
						Survey Data will be compiled and analyzed in order to	100%	Very Satisfied : 70%								
						better understand level of perception and satisfaction when applying TPE competencies in K12 classrooms.		- 100%								
			Integrate the knowledge needed for designing/planning	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	Acceptable Target :	Ideal Target : Ideal	Findings for CalTPA 2.0			X	X	X	X	
			learning experiences for all K12 learners, including those with diverse learning needs.			supporting and justifying his/her instructional decisions for a one-day cycle made based on knowledge of students.	Acceptable Target :	rarget : Ideal Target	Cycie I			Λ	Λ	Λ	A	
			ŭ			knowledge of subject matter and knowledge of subject-	Acceptable Target :	Moving Away: 89%								
						subject-specific instruction and assessment plans, and then	below	Approaching: 90-								
						applies principles of Universal Design for Learning (UDL) and differentiates instruction for a whole group of students	Met: 80-89%	95%								
						and differentiates instruction for a whole group of students plus three focused students.	Exceeded: 90- 100%	Exceeded: 96% - 100%								
						The quantitative data are analyzed on a quarterly basis. The										
						data are housed in SOAR and managed by the Credentials										
						Office.										
			Integrate the knowledge needed for designing/planning	CalTPA 2.0 Cycle 2	Direct - Other	Candidate menonde in writing to a task explaining	A countable Tenus	Ideal Turnet	Findings for CalTPA 2.0							
partment of Teacher ucation	Master of Education Inspired Teaching and Learning with		learning experiences for all K12 learners, including those	Canna 2.0 Cycle 2	Dates - Olika	Candidate responds in writing to a task explaining, supporting and justifying his/her instructional decisions for	Not Met: 79% &	Moving Away: 89%	Cycle 2			X	X	X	X	
ucation	PMSSTC and Intern Option (CA)		with diverse learning needs.			a multiple-day cycle made based on knowledge of students, knowledge of subject matter and knowledge of subject- matter specific pedagogy. Candidate identifies appropriate	below Mar 80.80%	& below Approaching: 90-								
						matter specific pedagogy. Candidate identifies appropriate	Exceeded: 90- 100%	95%								
						subject-specific instruction and assessment plans, and then applies principles of Universal Design for Learning (UDL)		Exceeded: 96% - 100%								
						and differentiates instruction for a whole group of students		1.00.4								
						plus three focused students.										
						The quantitative data are analyzed on a quarterly basis. The data are housed in SOAR and managed by the Credentials										
						data are housed in SOAR and managed by the Credentials Office.										
			Integrate the knowledge needed for designing/planning	ITL FOUNDATION	Direct - Student	The Foundations Signature Assignments are identified assignments corresponding to knowledge, skills, and	Acceptable Target :	Ideal Target :	Findings for ITL	Exceeded		v	v	v	**	
			learning experiences for all K12 learners, including those	COURSES	Artifact	assignments corresponding to knowledge, skills, and		For these Signature	FOUNDATION COURSES			X	X	X	X	
			with diverse learning needs.	ASSIGNMENTS		abilities associated with TPE Domain 4: Integrate knowledge and abilities in designing and planning learning	Assignments: (X% students	Assignments: (X% students who	ASSIGNMENTS							
						experiences for all PK12 learners, including those with		scored 90% or more of possible points)								
							1									
						For PLO 4 (TPE DOMAIN 4), there are four Signature Assignments as follows:	Approaching 74.9%	Moving Away 85-								
						Assignments as tonows: ITL 602 Infographic on Teacher Beliefs Sig Assignm	& below students Met 75-84.9%	Met 88-89.9%								
						Passignments as nonowa: ITL 602 Infographic on Teacher Beliefs Sig Assignm ITL 604 Assessing Proficiency Levels for English Language Learners (ELLs) Sig Assignm	Students Exceeding 85% &	students Exceeding 90-100%								
						ITL 606 Case Study Analysis Sig Assignm	above students	students								
						ITL 608 Learning Map Design Sig Assignm										
						These Foundation Courses are composed of Multiple and										
						Single subject candidates. The assignments use four performance level rubries 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.										
			Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those	ITL METHODS COURSES	Direct - Student Artifact	The Methods courses Signature Assignments are identified assignments corresponding to knowledge, skills, and	Acceptable Target :	Ideal Target :	Findings for ITL METHODS COURSES SIGNATURE			X	X	X	X	
			with diverse learning needs.	SIGNATURE	A STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STA	assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 4: Integrate knowledge and abilities in designing and planning learning	Assignments:	Assignments: (X% students who	ASSIGNMENTS							
				ASSIGNMENTS			(X% students scoring 90% or more	(X% students who								
						diverse learning needs for MULTIPLE AND SINGLE SUBJECT credentials.	of possible points)	of possible points)								
						For PLO 4 (TPE DOMAIN 4), there are six Signature	Approaching 74.9% & below students Met 75-84.9%	87.9% students								
							Met 75-84.9% Students	Met 88-89.9% students								
						MULTIPLE SUBJECT METHODS	Exceeding 85% &	Exceeding 90-100%								
						ITL 510 Read Aloud Sig Assignme ITL 512 Learning Map 2: Teaching Sig Assignm ITL 514 Ind Assessment, Analysis and Planning Prjc Sig	above students	students								
						ITL 514 Ind Assessment, Analysis and Planning Prjc 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										
						These Methods Courses are composed of Multiple subject candidates ONLY.										
						For PLO 4 (TPE DOMAIN 4), there are five Signature										
						For PLO 4 (TPE DOMAIN 4), there are five 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										

	learning experience for all K12 learners, including those with diverse learning needs.	Performance Assessment and Evaluation	Direct - Other	placetics. It is found to organized an ordinary in Constitution (Inc.) and the Constitution of Constitution (Inc.) and the Constitution of Constitution (Inc.) and the Constitution of Constitution (Inc.) and the Constitution of Constitution (Inc.) and the Constitution of Constitution (Inc.) and the Constitution of Constitution of Constitution (Inc.) and the Constitution of Constitution (Inc.) and the Constitution of Constitution (Inc.) and Constitution of Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Constitution (Inc.) and Con	Soones are; Not Met: 1-2 representing Does Not Met: 1-3 representing Does Not Met and Beginning, respectively. Met: 3 representing Acceptable Level teaching performance. Exceededing Above Level teaching performance.	Ideal Targer: Ideal Ideal Targer: Ideal Ideal Targer: Ideal SUMMATIVE / End Point. The 'mean' scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are scores are score				X	X	X	X	
Outcome 5	Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.	Application Survey: TPE DOMAIN 5		courses: ITL 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.	& below Somewhat Satisfied: 26 - 49% Satisfied: 50-79% Very Satisfied: 80- 100%	& below Somewhat Satisfied: 16% - 38% Satisfied: 39% - 69% Very Satisfied: 70% - 100%				X	X	X	X	
Outcome 5	Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning recol.	CaITPA 2.0 Cycle I		supporting and justifying his/her instructional decisions for a cone day cycle and based on knowledge of indicates, knowledge of subjects matter and knowledge of subjects and support of supporting the support of supporting the supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supporting supp	Met: 80-89% Exceeded: 90-100%	Moving Away: 89% & below Approaching: 90- 95% Exceeded: 96% - 100%				x	X	X	X	
Outcome 5	Integrate the knowledge needed for assessing all \$12 known, including those with diverse learning needs.	CafTPA 2.0 Cycle 2	Direct - Other	Candidate responds in writing to a task explaining, supporting and parting which we insurcated acknown for a multiple-day cycle made based on knowledge of subsects makes leaved the partial with the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the con	, 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	
	Integrate the knowledge needed for assessing all \$12 known, including those with diverse knowing reeds.	ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	assignments corresponding to knowledge, skills, and abilities associated with TPE Domain 5: Integrate knowledge and abilities in assessing all PKI 2 hamers, including those with diverse learning needs. For PLO 5 (TPE DOMAIN 5), there are three Signature Assignments as follows:	(X% students scoring 90% or more of possible points) Approaching 74.9% & below students Met 75-84.9% Students Exceeding 85% &	For these Signature Assignments: (X% students who	FOUNDATION COURSES SIGNATURE	Exceeded		X	Х	Х	X	
	Integrate the knowledge needed for assessing all fit2 learners, including those with diverse learning needs.	III. METHODS COURSES SIGNATURE ASSIGNMENTS	Direct - Student Artifact	The Methods courses Signature Ausignments are identified assignment convergending to knowledge, skills, and shillies associated with IPE Domain 5: Integrate knowledge and shillies associated with IPE Domain 5: Integrate knowledge and shillies associated with IPE Domain 5: Integrate knowledge and shillies associated with the MACHIPLE AND SHOLES SHIRIET condensation for MACHIPLE AND SHOLES SHIRIET condensation for Machine And Shiriet Conference Analysmens for Abdolphe Shilpert Methods to Schwerz Analysmens for Abdolphe Shilpert Methods to Schwarz Analysmens for Abdolphe Shilpert Methods to Schwarz Analysmens for Published Shiriet MACHIPLE SHIRIET METHODS 11T. 3.19 Earth Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine Shiriet Machine S	Assignments: (X% students	Assignments: (X% students who scored 90% or more of possible points) Moving Away 85- 87.9% students Mer 88.89.9%	Fading Off TI. MITHODS COURSES STRONG ATTRIBE ASSENSATION ASSENSATION OF THE ASSENSATION			X	X	X	X	

1 5	tegrate the knowledge needed for assessing all K12	Teaching	Direct - Other	Details/Description : This form assesses and evaluates	I	In	Findings for Teaching							
i face	mines, including those with diverse learning useds.	Performance Assessment and Evaluation		student suchers (ITL. 500A-508B) and interni (ITL. (sold, 60B)) scaling performance, dainy der Ginald 1. 6 competencies identified by the California Commission on Cascher Condominal, packed Condominal, packed Condominal, packed of the six ITB Domains overdates to IFLOS One. 5 Six. 10 The TPAL is a significant forms submitted into SOAR by the emailatest Culorensy Supposed Provider (1879). The efform of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of the Condominal of	Acceptable Target: Acceptable Target: Acceptable Target: Acceptable Target: FORMATVE: Mid-Post. The linear leaves are; Most The Linear leaves are; Most Met 12 representing Does Now Met and Benginning. Met "Interpretable Targets and Benginning between the second performance Executed Met." In present many performance. Executed the Acceptable Met. Perspection of the Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. Personal Propriet Met. 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an the	see with diverse learning needs.	TPE DOMAIN 6	Í	indirect measure where conditates and graduates will use a 4-foint Belbric assess their confidence in applying the TPE competencies in a K12 classroom. Scores will be recorded into Blackboard in the following designated course: ITL 609, 318, 228, 5518, 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.	Somewhat Satisfied: 26 - 49% Satisfied: 50-79% Very Satisfied: 80- 100%	Not Satisfied : 15% & below Somewhat Satisfied: 16% - 38% Satisfied : 39% - 69% Very Satisfied : 70% - 100%				X			X	
an the	eggete the knowledge needed for heing a legal, ethical, of professional cheesing of an ilk 12 kmers, including see with diverse learning needs.			matter specific pedagogy. Candidate identifies appropriate subject-specific instruction and assessment plans, and then apples principles of Universal Design for Learning (UDL) and differentiate sunctions for a value group of students, his their fectored students. The quantitative data are analyzed on a quarterly basis. The data are boused in SOAR and managed by the Credentials Office.	below Met: 80-89% Exceeded: 90-100%	Moving Away: 89%				X			X	
an the	ergane the knowledge needed for being a legal ethical of professional edocation of an ill 12 knowns, including see with diverse learning needs.			Candidate responds is writing to a task explaining, suspecting and justifying hisher insurrectional decisions for a multiple-duty-yelv made based on knowledge of subsects. Because of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the pro	below Met: 80-89% Exceeded: 90-100%	Ideal Target: Moving Away: 89% & below Approaching: 90- 95% Exceeded: 96% - 100%	Findings for CalTPA 2.0 Cycle 2			X			X	
th	·	SIGNATURE ASSIGNMENTS	Direct - Student Artifact	assignments corresponding to knowledge, skills, and shifties associated with PE Domain is fringared with time associated with PE Domain is fringared professional choicates for all PRJ 2 learners, including those with diverse learning and pRJ 2 learners, including those with diverse learning to the professional choicates for all PRJ 2 learners, including those with diverse learning to the professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional professional prof	(N% students scoring 90% or more of possible points) Approaching 74.9% & below students Met 75.84.9% Students Exceeding 85% & above students	scored 90% or more of possible points)	Findings for ITL FOUNDATION COURSES SIGNATURE ASSIGNMENTS	Exceeded		X			X	
an	ose with diverse learning needs.	III. METHODS COURSES SIGNATURE ASSIGNMENTS	Dozect - Student Artifact	abilities associated with TPE Domain 6: Integrate knowkedge and abilities a being a legal, devial and professional calcustor for all PR12 learners, including those with diverse learning needs for MULTIPLE AND SINGLE SUBJECT credentials. For PLO 6 (TPE DOMAIN 6), there are two Signature	Assignments: (X% students scoring 90% or more of possible points) Approaching 74.9% & below students	For these Signature	Fadings for IT. MITHODS COURSES SIGNATURE ASSIGNMENTS			X			X	

								es Assessine									
	and and the		Performance Assessment and Evaluation	Direct - Other	undent teachers (ITL. 500.47680) and interne (ITL. 600.48580) teaching performance during the critical of 1.000.48580 to the critical of 1.000.48580 to the critical of 1.000.48580 to the critical of 1.000.48580 to the critical of 1.000.48580 to the critical of 1.000.48580 to the critical of 1.000.48580 to the Conference of 1.000.48580 to the Conference of 1.000.48580 to the Conference of 1.000.48580 to the Conference of 1.000.48580 to the Conference of 1.000.48580 to the Conference of 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to the 1.000.48580 to th	Acceptable Target: Acceptable Target: Acceptable Target: Acceptable Target: PORMATIVE: JAN PORMATIVE: JAN PORMATIVE: JAN PORMATIVE: JAN PORMATIVE: JAN PORMATIVE: JAN PORMATIVE: JAN PORMATIVE: JAN PORMATIVE: JAN PORMATIVE: ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABLE ACCEPTABL	Target: SIAMATIVE / End Point: The 'mean' scores are: Ideal Target: Idea					X			X		
Outo	in	effect critically about professional beliefs and practices the heaptherism of practices and the application of practices and containing practices are consistent as well as being as a supplied teacher.	Application Survey: INSPIRE	Indirect - Survey	The finding are calculated based on the cultimized "most". In Application survey, INSPIRE constraints on indirect measure aligned with PLO 7 (Critical Reflection about Application of Inspired Technique all Central Reflection about Application of Inspired Technique all Central Reflection about Application of Inspired Technique alignment (Critical Reflection about the Central Reflection about the Central Reflection and the Central Reflection and the Central Reflection and the Central Reflection and the Central Reflection and the Central Reflection and the Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflection and Central Reflec	& below Somewhat Satisfied: 26 - 49% Satisfied: 50-79%	& below Somewhat Satisfied: 16% - 38% Satisfied: 39% -				X	X			X	X	
	in in in in in in in in in in in in in i	the application of reaching and learning principles coded to inspire (X) humans as well as being an appeal washer.	III Courses Signature Assignments	Direct - Other	These are the ITI Course Signature Assignments by Specialization: ELL Education ITI 664 Action Fractioner Research Proposal SIG ASSIGNMENT SocioEmotional Learning	For these Signature Assignments: (X% students scoring 90% or more of possible points) Approaching 74.9% & below students	For these Signature Assignments CNVs students New Signature CNVs students Province of Province of Province Office Signature Assignments			X	X			X	X		
	in ne	teffect critically about professional beliefs and practices the application of teaching and learning principles ceded to impire K12 learners as well as being an aspired teacher.	SHOWCASE	Direct - Student Artifact	artifacts, work products, assignments, process and/or experiences that become supportive evidence of having addressed all Six TPE DOMAINS for a Multiple Subject or	below	Moving Away: 91% & below Approaching: 92-	Findings for SHOWCASE			X	X			X	X	
Outo	in cl	ntegrate knowledge and abilities in designing and applementing developmentally appropriate and hallenging learning experiences that respect cognitive, nguistic, social, emotional, and physical differences.	Program Exit Survey	Indirect - Survey				Findings for Program Exit Survey					X	X			
	in in in in in in in in in in in in in i	halbraghe kuming experiences that report or galvie, auguste, north, emband, and physical differences.	Sign. Assign. SPD 004 Case Study		Case Study Candidates select the case study appropriate increases and appeal to the prompts with their constant uses and amposed to five prompts with the constant uses and amposed to five possible states. As former the information from the case study identify the delibering for the student strengths, each of the territory of the student which of the student way of learning. For the student strengths, each of the student which of the student way of the student way of the student way of the student way of the student way of the student way of the students of the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the students and the	eam 83% or better on the assignment	score 90% or better on total 'pager' rubric points	Fadings for Sign. Actign. SPD 604 Case Study		Exceeded			X	x			
	in	strepute knowledge and shillines in designing and opportunity of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of t	Sign. Assign. TED	Direct - Student Artifact	from four possible options. Candidates create a detailed SDAIE or Sheltered English lesson plan based on both the	80% of students cam 85% or better on the Standard 1's points	(90%) of students eam 85% or better on the Standard 1's points.	Findings for Sign. Assign. TID GCIA	inceceded	Exceeded			X	X			

	implementing developmentally appropriate and	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 eam 85% or better on the Standard 1's points.	90% of students eam 85% or better on the Standard 1's points.	Findings for Student Teaching Assessment Form- InTASC Standard 1	Exceeded	Exceeded		X	X			
	muitaning inclusive learning environments enabling all learness to meet high standards white recognizing androhan and enhant of offerences.	Program Exit Survey	Indirect - Survey		Likert scale questions w/80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two Yery Confident Two Yero Satisfied (2) Confident or Yero Satisfied (2) Confident Two Yero Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied Satisfied S	Likert scale questions w/ Likert scale questions: 90% of students rated (1) Satisfied of very Satisfied (2) Confident or Very Confident or Very Confident or questions: w/ 90% of the students answered: (1) Yes	Findings for Program Exit Survey				X	X			
	Integrate how bodge and shibties in entablishing and maintaining inclusive braining environments enabling all learners to meet high standards while recognizing understant and enthural differences.		Artifact	Easy and Teacher Interview Candidates inserview as (California) bands or a socied area (special education or general obscission, K. de of 7-12) and obtain information souther the school "Soft (bedood report and all report Candidates source's the California) bands or as an unbro- Candidates source's the California bands or as a surface Candidates source's the California bands or as the practice of feetbooking and of the meaning of "Candidates source the California" bands supplement and so the candidates to strength the surface of the candidates candidates to strength their interview information, consequent candidates to strength their interview information, consequent candidates to strength or a strength of candidates to strength or candidates to strength or candidates to strength or candidates to the candidates to strength or candidates to strength or candidates to candidates the candidates br>candidates candidates candidates can	on the assignment	90% of students will score 90% or better on total 'pager' 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.	eam 85% or better on the Standard 2's points.	eam 85% or better on the Standard 2's points.		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		eam 85% or better on the assignment	score 90% or better on total 'paper' rubric points.	Findings for TED 616A				X	X			
	matataing learing environment hat support infrished and colhaborate learing and encourage position distinction, and colhaborate learing and encourage position entire state, such engagement in learning, and self- ments of				Likert scale questions w/80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident or Very Confident or Very Confident or Very Confident or Very Confident or Very Confident of the students answered: (1) Very C2) Why? or Why not?	Likert scale questions w/ Likert scale questions w/ Likert scale questions: 90% of students rated (1) Satisfied of very Satisfied (2) Confident or Very Confident or Very Confident or Very Confident or questions: w/ 90% of the students answered: (1) Yes answered: (2) Why? or Why not?					X		X	Х	
	Integrace how belogs and shalikes in establishing and maintaining learning consoneurs that support individual and collaborates learning, and encourage positive social and collaborates learning, and encourage positive social and collaborates learning, and estimates and self-uniformatic contraction, exists engagement in learning, and self-uniformatic.			Casesons Observation and Pope Candidates select a based orfecting the overall enlougenity of a California charcone, including recordinating (E. Dan) and offeren concentration for the whole Desiry and con- cessions attent on the whole Desiry and con- ditions to dislowing in your paper. Oncorde how the tracker addresses the diverse needs of interactions with the analogue of the contraction of the interactions with the analogue of the con- centration of the contraction of the con- traction of the contraction of the contraction of the operation of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the contraction of the c		on total "paper" rubric points.	Fadings 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-	Sign Assign TED 626	Direct - Student Artifact		eam 85% or better on the assignment	score 90% or better on total 'paper' rubric points.		Exceeded	Exceeded		X		X	X	
	motivation 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.	eam 85% or better on the Standard 3's points.	eam 85% or better on the Standard 3's points.	Teaching InTASC standard 3	Exceeded	Exceeded		X		X	X	
Outcome 4	Integrate the discipline(s) extent denotespe, took of length, and structure countle harming experiences seemed and an examine the seemed and an examine the seemed and contact.	Program Exist Survey	Indirect - Survey		Likert scale questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or	Likert scale questions w/ Likert scale questions: 90%	Findings for Program Exist Survey				X			X	

						2010	Juttomic	es Assessme	iii t						
		Integrate the disciplined) contral concepts, nobe in engage, and structures coracle braining experiencies incepts, and structures coracle braining experiencies accessible and meaningful for learners in mastering the content.	Sign. Assign. TED 602	Direct - Student Artifact	leasy and Teacher Interview Candidates instrucives (Caldionia) students as schedule are reported elucation or general elucation, K. do of C7-12) and obtain information general elucation, K. do of C7-12) and obtain information or candidates instruce the Caldidates instruce, the Caldidates instruce, the Caldidates instruce, the Caldidates instruce, the Caldidates instruce, the Caldidates instruce, the Caldidates instruce, the Caldidates instruce, the Caldidates instruction in the classroom, of the role candidates to integrate their instrucer instructions, concept from their ranking assignments also gwin personal the candidates to integrate their instrucer instructions, concept from their ranking assignments also gwin personal the candidates to integrate their interview instructions, concept from their ranking assignments along with personal from their ranking assignments along with personal from their ranking assignments along with personal from their ranking assignments along with personal from their ranking assignments and their state of the control of the control of the importance, concept from the control of the importance of their state of insure, actualing Matsion's 18 tennelly of Proced. There reflective prompte centered on the importance of Passic nock being met and their relationships to being successful in Acl 21 administration.	80% of students will score 85% or better total "paper" rubric points.	90% of students will score 90% or better on total 'page' rubele 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. Assingn. TED 616B	Direct - Student Artifact		score 85% or better total 'paper' rubric	90% of students will score 90% or better on total 'paper' rubric points.	Findings for Sign. Assingn. 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	Student Teaching InTASC standard 4	Direct - Other	This InTASC standard 4 measures 9 competencies	eam 85% or better	90% of students eam 85% or better on the Standard 4's	Findings for Student Teaching InTASC standard 4	Met	Exceeded		X		X	
		learners in critical thinking, cratinity, and collaborative problem solving related to authentic local and global issues.	Progam Exist Survey	Indirect - Survey		Likert scale questions w/ 80% of students nated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two 'recommendation' questions: w/ 80% of the students answered: (1) Yes	noints. For this PLO—Two Likert scale questions w/ Likert scale questions w/ Likert scale questions w/ Likert scale questions w/ Likert scale questions w/ 90% of students rated v/ (1) Satisfied or Very Satisfied (2) Confident or Very Confident or Very Confident Two "recommendation" questions: w/ 90% of the students answered: (1) Yes (2) Why' or Why not?	Findings for Progam Exist Survey			X	X		X	
vievada		Integrate concepts and differing prospectives to engage terms in critical things, creatively, and collaborative problems obing related to authoritie boal and global sease.	Sign Assign, TED 666		school reflecting the overall demographics of a California disasseous, including recordinative (Ed Dais) and diverse searce-cosmic status of the school. During the school control of the school. During the address the following in your paper. 1 Overview of the clinic diversity in the clustroom; 2 Describe low the school radiances the following con- trol of the school of the school of the school of the interactions with the students, and interactions with the students meting. Interactions with the students meting, and discussions in a diverse clustroom setting. Interactions with the students meting, and paper demonstrates in a diverse clustroom setting. Interactions with the students, and in textual language acquisition only, in the school of the school of the school of the paper paper paper references, APA format, and a reference paper paper paper paper references, APA format, and a reference paper paper paper references, APA format, and a reference paper paper 80% of students and the students are students and the students are stu	90% of students early of the students early of the students of the students on the assignment.	Findings for Sign Assign. TID 606	Exceeded	Exceeded	X	X		X		
		learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global	Sign. Assign. TED 616A	Direct - Student Artifact	instruction and critique of your own beliefs.	eam 85% or better	90% of students earn 85% or better on the assignment		Met	Exceeded	X	X		X	
		Integrate concepts and differing perspectives to engage	Student Teaching InTASC standard 5	Direct - Other	InTase standard 5 measures 8 competencies	eam 85% or better on the Standard 5's points.	eam 85% or better on the Standard 5's points.	Teaching InTASC standard 5	Exceeded	Exceeded	X	X		X	
	Outcome 6	Integrate how-bedge and shifteet in tectipinity and similar makingle methods of assessment that fureness one to market their own growth and decision-making as well as guide the treather is instructional planning.		Indirect - Survey		Likert scale questions w 80% of students nated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident or Very Confident or Very Confident Two "recommendation" questions: w 80% of the students answered: (1) Yes (2) Why? or Why not?	Likert scale questions w/ Likert scale questions w/ Likert scale questions: 90% of students rated (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two Trecommendation* questions: w/ 90% of the students answered: (1) Yes.					X		X	
		Integrate how-bedge and shiftien in designing and using managing methods of consecuent that learness so to mondate their own growth and decision-making as well as peak for teacher in nonrotational planning.	Sup Assign, TED 606	Direct - Student Artifact	classroom Observation and Paper Candidates select as second reflecting the would enlargespitch of california classroom, including race/chain(y) (2d Data) and diverse selected reflecting the control of the classroom and address the following in your paper. **Describe how the teacher addresses the diverse rocks of the classroom; **Describe how the cluster addresses the diverse rocks of the classroom; **Describe how the cluster addresses the diverse rocks of the clusters and address the following in your paper. **Describe how the clusters and the clusters and nove and the clusters and addresses the diverse rocks of the clusters and a paper addresses in a diverse clusterous serting. **Describe how the clusters and the clusters and the clusters and the clusters and the clusters are consistent and created and the clusters of the clusters of the clusters of the clusters of the clusters of the clusters of the clusters of the clusters of verbal language acquisition and the clusters of verbal languages and the clusters of verbal languages and the classroom studied in extension and a reference page. **Number of anadests with special rocks: **United by the clusters of a rock in the classroom **Suddest engagement in activation of verbal languages and riviness and in extratal language acquisition only activities; and a reference page of the clusters of verbal languages and reference and acceptance for student diversity, and appreciation, report and acceptance for student diversity, and a paper admits not provided and acceptance for student diversity, and a minute and admits and a reference page.	70% of students will southern self- sore 80% or better total 2 project makes a con- traction of the contraction of the con- traction of the contraction of the con- traction of the contraction of the con- traction of the contraction of the con- traction of the contraction of the con- traction of the contraction of the con- traction of the contraction of the contraction of the con- traction of the contraction of the contraction of the con- traction of the contraction of the contraction of the con- traction of the contraction of the contraction of the contraction of the con- traction of the contraction of the contrac	50% of adulents will society of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the	Fadings for Sign Assign, TED 606	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 is instructional planning.		Direct - Student Artifact		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 Sign. Assign. TED616A	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 is instructional planning.				points.	90% of students earn 85% or better on the Standard 6's points.	Teaching InTASC standard 6	Exceeded	Exceeded		X		X	
Outcome 7	Integrate knowledge of Famenes and the community connects in planning instruction that supports every student in meeting rigorous learning goals of content areas.	Program Exit Survey			questions w/ 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two Trecommendation' questions: w/ 80% of the students answered: (1) Ves (2) Why? or Why not?	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?					X		X	
	student in meeting riigoroon learning goals of content areas.	Sign. Assign. SPD 604		Case Study, Candidates select the case and symposium of the content earns and respond to five promps with desided aurees and clear retinosides. In the content earns and contract retinosides, and the content earns and clear retinosides, and contract the contract earns and contract retinosides and preferred way of learning. A contract which is the following fart the selection exclusion of the southern design of the contract which is the following fart for the clear design and contract the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the c			Fadings for Sign, Awign, SPD 604		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	Student Teaching InTASC standard 7	Direct - Other		eam 85% or better on the Standard 7's	on the Standard 7's	Teaching InTASC standard 7	Exceeded	Exceeded		X		X	
Outcome 8	Integrate howerdage and abilities in using a variety of interactional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.	Program Exit Survey			questions wi 80% of students rated: (1) Satisfied or Very Satisfied (2) Confident or Very Confident Two Trecommendation' questions: wi 80% of the students answered: (1) Ves (2) Why? or Why not?	questions wl. Likert (1) Satisfied or Very 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?					X		X	
	Integrate knowledge and abilities in using a variety of interactional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.			Cardialistic startives the Caldonnia justices on a similar Cardialistic startives the Caldonnia justices on a similar cardialistic startives of the protect of selicions in the classroom, of the mile diversity plays in texhing, and of the mening of "cardialisty encoparts strateging," the assignment asks the candidates is integrate their interves withoution, compound the cardialistic startives are startives and practices. First protection for texhing philosophies and practices. First Experience and Teacher Interview Candidates interview a real-selected texher in general or specular interview a real-selected texher in general or specular interview as real-selected texher in general or specular interview as real-selected texher in general or specular interview as real-selected texher in general or specular interview as real-selected texher in general or specular interview as real-selected texher in general or specular interview.			TED ÁG	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.				total 'Lesson Plan' rubric points.	on total 'Lesson Plan' rubric points.	Findings for Sign. Assign. TED 616C				X		X	
	instructional strategies to encourage learners to develop deep understanding of content areas and build skills to	Student Teaching InTASC standard 8	Direct - Other	InTASC standard 8 measures 9 competencies	eam 85% or better on the Standard 8's	eam 85% or better on the Standard 8's	Teaching InTASC standard 8	Exceeded	Exceeded		X		X	
Outcome 9	annik knowledne in mentinefil kussa. Integrate knowledge and abilities in ougoing professional thingues to brokely and abilities in ougoing professional professional practices, choixes, and actions on learners, families, other professionals, and the community.	Program Exit Survey	Indirect - Survey		Likers 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	nonins. For this PLO—Two Likert scale questions w/ Likert scale questions w/ Likert scale questions red%: of students rate of students rate of students rate of students rate of students rate of students rate (2) Confident or Very Confident Two Two Trecommendation* questions: w/ 90% of the students answered: (1) Yes (2) Why? or Why not?	Findings for Program Exit Survey				X	X	X	

Stanford College of Education 2018 Outcomes Assessment | Toth of students will | More of students will | Findings for Sign. Assign | Exceeded score 80% or better | score 90% or better | Sign Of Sign. Assign | Exceeded | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assign | Sign. Assi

				Integrate involvedge and shillice in coping professional tearning by using evidence to evaluate the influences of tearning by using evidence to evaluate the influences families, other professionals, and the community.	604	Artifact	A. Grown the information from the case study identifies, and additioning for the submert strengths, needs, fasterests, and affectiving for the submert strengths, needs. In the case of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of th	score 80% or better total *Essay* rubric points.	score 90% or better on total Tessay, rubeic points.	SPD 664		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.				points.	rubric points	Findings for Sign. Assign. TED 649		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.		Direct - Other	InTASC standard 9 measures 5 competencies	eam 85% or better	90% of students eam 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	No Measure specified										X	X		X	
			Outcome 1	elementary education 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.	made the candidate familiar with the	Findings for Candidate Exit Survey			X	X				X	
								2.5 on how well the program prepared the candidate for the implementation of the InTASC standards.	program prepared the candidate for the implementation of the InTASC standards.										
				Apply educational research, evidence-based practice and academic writing in secondary education.	Evaluation of Student Teaching		during student teaching. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates course schedules.	must successfully complete student teaching to receive the degree, 100% is both acceptable and ideal.	must successfully complete student teaching to receive the degree, 100% is both acceptable and ideal.	Findings for TED 640 Supervisor Evaluation of Student Teaching	Met	Approaching	X	X				X	
			Outcome 2	planning	Survey	Indirect - Survey	candidates' satisfaction is the teacher preparation program.	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.	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.	, and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second					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.		diversity completed by Student teaching Supervisor during student teaching. Candidate evaluations are strong in Singularity. Data will be collected based on the	meet standards.	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	Nexesta sensitivities: Assignment charitation in the best of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the Bold of the B	candidates meet	95% of candidates exceed standards.	Findings for TED 640 Teaching Lesson Plan	Met	Approaching			X	X			
			Outcome 3	Apply Tocher Performance Expectations and subject specific pedagogical compenencies.	Candidate Exit Survey	Indirect - Survey	candidates' satisfaction is the teacher preparation 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.	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.				X	X	X	X	X	X	X
				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	100% of candidates pass student teaching.	pass student teaching.	Supervisory Evaluation of Student Teaching	Met	Approaching	X	X	X	X	X	X	X
				specific pedagogical competencies.	TED 649 Classroom Management Plan	Artifact	The focus of TED 649, the Student teaching Seminar, is 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.	pass assignment.	assignment	Findings for TED 649 Classroom Management Plan	Exceeded	Exceeded	X	X	X	X	X	X	X
			Outcome 4	Doign and assess subject specific content and polargog appropriate to be age and specific needs of secondary level students.	Candidate Survey	Indirect - Survey	Survey conducted after random teaching to determine candidates* astifulation in the teacher preparation program.	made the candidate familiar with the INTASC standards. An average of 2 to 2.5 on how well the program prepared	made the candidate familiar with the INTASC standards. An average of 2.5 to						X			X	
I	Department of Teacher Education	Master of Education with Nevada Secondary Licensure		Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.	Analysis	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 exceptionality: Signature Assignment for Nevada candidates will be extracted from the eCollege drop boxes. Candidate course architecture.	90% 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 Evaluation of Student Teaching	Direct - Other	Student teaching supervisors evaluate candidates' ability to meet the needs of all students on the evaluation form. Evaluations are done during IED 640 N B. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course schedules.		candidates pass	Findings for TED 640 Supervisory Evaluation of Student Teaching		Exceeded			X			X	

Examine and apply historical, philosophical, cultural.

Candidate Exit Indirect - Survey
Survey conducted after student teaching to determine candidates (satisfaction in the teacher preparation program.

Survey

Su

			political, and social issues influencing K12 education.	Survey			INTASC standards.	INTASC standards. An average of 2.5 to 3 on how well the	Survey			Х			X		X	
							the candidate for the implementation of the InTASC standards.	the candidate for the implementation of the InTASC standards.										
		Outcome 5	Examine and apply historical, philosophical, echtral, polifical, and occul assess influencing K12 education.	TED 690 Capstone	Artifact	IED 000 Faul Project. The final project will be a three chapter capstone project with a reference section at the end, doubte supeced using 12 point fine, and prepared in APA. Leaght of the paper will be approximately 20 pages. The final product will contain: A tile page An abstrat. Chapter I, an overview of the project with appropriate headings as outlined in the worksheet Chapter I, an overview of the project with appropriate headings as outlined in the worksheet Chapter I, and some project when the project with appropriate headings are officially a soft of the project with appropriate headings are officially a soft of the project with appropriate headings are officially a soft of the project with a projection for the project with a projection for the project with a projection for the project with a projection for the project with a projection for the project with a projection for the project with a projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projection for the projectio	90% of candidates will meet target.	candidates will meet target.		Met	Approaching	X			X		X	
		Outcome 6	Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.		Indirect - Survey	candidates' assisfaction in the teacher preparation 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. ent.	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.				X	X	X	X	X	X	X
			Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.	o TED 632 A Student Profile/ Differentiation	Direct - Student Artifact	Student profile and differentiation assignment is created in TED 62. Signature Assignment for Newada 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
			Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.	Supervisory Evaluation of Student Teaching	Direct - Student Artifact	Student teaching supervisors evaluate candidates' ability to connect knowledge of students, content knowledge and appropriate standards. Evaluations is done during TED 640 At B. Candidate evaluations are stored in Singularity. Data will be collected based on the Nevada candidates' course evaluations.	candidates pass student teaching.	candidates pass student teaching.	Findings for TED 640 Supervisory Evaluation of Student Teaching	Exceeded	Exceeded	X	X	X	X	X	X	X
		Outcome 7	Demonstrate knowledge, skills and dispositions needed in ancess student learning of andemic goals based on learner characteristics.	Survey	Indirect - Survey		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.	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.	Survey			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	assignment that asks them to reflect about assessments and their connection to academic soals	candidates pass		Findings for TED 633 Teach and Reflect			X	X	X	X	X	X	X
			Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.	Supervisory Evaluation of Student Teaching	Direct - Other	Student teaching supervisors evaluate candidates' ability to create appropriate assessment tools for students. Evlauations is done during TED 640 A' B. Candidate evaluations are stored in Singularity. Data will be collected based on the	Acceptable: 100% of candidates pass student teaching.	teaching.	Student Teaching	Exceeded	Exceeded	X	X	X	X	X	X	X
		Outcome 1	Examine the theories and research related to effective reading and language arts instruction.	Curriculum Project on Fluency	Direct - Student Artifact	Nexada candidates' courses schedules: 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 rational for the instructional activities.	will score 24/30 or better.	will score 29/30or better.	Curriculum Project on Fluency	Exceeded	Approaching			X	X		X	
			Examine the theories and research related to effective reading and language arts instruction.	ARL 646-Final Exam	Direct - Exam	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.	will score 10/10	95% of candidates will score 10/10.	Findings for ARL 646-Final Exam	Not Met	Moving Away			X	X		X	
			Examine the theories and research related to effective reading and language arts instruction.	Reading Specialization/Reading & Literacy Added Authorization Exit Survey		present teaching position.	respondents will ragree or strongly agree on the survey items.	will agree or strongly agree on the survey items.	Authorization Exit Survey					X	X		X	
		Outcome 2	Analyze current research on elements of an effective culture of literacy at the classroom, school, district, and community levels. Analyze current research on elements of an effective	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. Candidates will read and briefly report on how they	score 24/30 or better.	score 29/30 or better	Experience Lesson Plan for Teaching a Fluency Lesson	Exceeded	Moving Away				X			
			culture of literacy at the classroom, school, district, and community levels. Analyze current research on elements of an effective	Reflection on Implementings Culture of Literacy Reading	Artifact Indirect - Survey	implement a culture of literacy in their tutoring sessions, classroom, school, family and community. A survey is conducted each year of recent and unter of the	will score 4/5.	will score 5/5.	Paper: Reflection on Implementings Culture of Literacy						X			
			culture of literacy at the classroom, school, district, and community levels.	Specialization/Readi ng & Literacy Added Authorization Exit Survey		ARL Reading Specialization/Reading & Liferarcy 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.	items.	items.	Authorization Exit Survey						X			
		Outcome 3	Analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction.	Disaggregated Data Assignment			will score 12/15 or better.	will score 12/15 or better.	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	their tutee's needs, the planned research-based literacy	will score 25/30 or	90% of candidates will score 25/30 or better.	Findings for ARL 647B Field- Study Proposal	Exceeded	Approaching	X		X			X	
Department of Teacher Education	Master of Science in Advanced Teaching Practices - Advanced Reading Literacies		Analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction.	Reading Specialization/Readi ng & Literacy Added Authorization Exit 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 course, whether graduates believed the program outcomes were achieved, and whether graduates believe they are prepared for their present teaching position.	will agree or strongly r agree on the survey items.	will agree or strongly agree on the survey items.	/ Specialization/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 a Student's Reading Performance	Direct - Student Artifact	Candidates will assess a student's reading performance on a coded on leading 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-devel 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 a Student's Reading Performance	Not Met	Moving Away	X		X			Х	Х

	I	Design appropriate assessment, instruction, and lifterentiation 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
	I	Design appropriate assessment, instruction, and lifferentiation in the field.	Reading Specialization/Readi ng & Literacy Added Authorization Exit Survey	Indirect - Survey	A survey is conducted each year of recent graduates of the ARI. Reading Specialization Reading & Literacy Added Authorization to determine the value of the courses, whether graduates believed the program outcomes were achieved, and whether graduates believed 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 y Specialization/Reading & Literacy Added Authorization Exit Survey			X		X			Х	X
Ou	s i		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.	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	Х	
	s i	development.	and Analysis of Candidates Teaching Literacy Lessons to their Tutee.	Direct - Student Artifact	Candidates will prepare a video of a 30-minute literacy tutoring session using their tutee's, intervention strategy. An analysis of 12 reflection questions about their video will be completed. A survey is conducted each year of recent araduates of the	will score 4/6 or better.	will score 5/6 or better.	Video and Analysis of Candidates Teaching Literacy Lessons to their Tutee.	Exceeded	Approaching	X	X	X	X	X	Х	
	S i	school level, and identify how it supports or impedes students literacy development.	Specialization/Readi ng & Literacy Added Authorization Exit Survey	Indirect - Survey	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.	will agree or strongly agree on the survey items.	will agree or strongh agree on the survey items.	v Specialization/Reading &			Х	X	X	X	Х	X	
Ou	Outcome 1 6	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	EDA 670N As measured by candidate performance on the Vision of Leadership Simature Assimment	Candidates will score 90% or better	will score 90% or better on the signature		Exceeded	Exceeded							
	E	Create a vision of learning that is shared and supported by the school community.	create a vision of learning that is shared and supported by the school community.	Direct - Student Artifact	EDA. 670N EDA. 674N As measured by average of the scores on the Vision of Loadership assignment in EDA 670N and the Principal Action Plan/Final Project in EDA 674N.	as measured by average of the scores	Ideab 95% of Candidates will score 90% or better as measured by the average of the score 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							
	i i	Trate a vision of learning that is shared and supported by the school community.	Candidates will create a vision of kearning that is shared and supported by the school community.	Indirect - Survey		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 673N.	will average "4" (As an educational administration candidate, I believe lexhibit this dispositional characteristic 95% - 100% of the time) on question 6 of the student disposition in EDA 673N.			Exceeded							
Ou	Outcome 2	Develop a school culture conducion to student learning and staff professional growth.	Candidates will develop a school culture conducive to student learning and staff professional growth.	Indirect - Survey		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	average "4" (As an educational administration candidate, I believe lexhibit this dispositional characteristic 95% - 100% of the time) on question 7 of the student disposition	Findings for . Candidates will develop a school culture conducive to student learning and staff professional growth.	Exceeded	Exceeded							
	I	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 674N: as measured by candidate performance on the Principal Action Plan/Final Project.	score 90% or better	Candidates will score 90% or better on the signature	Findings for Candidates will develop a school culture conducive to student learning and staff professional growth.		Exceeded							
	I a	Develop a school culture conducive to student learning and staff professional growth.		Direct - Student Artifact	Performance in courses: EDA 6780 EDA 6780 Az measured by average of the scores on the Budget Development project in EDA 672N and the Community Resources/ Assets Mapping Plan in EDA 676N.	Candidates will score 90% or better as measured by average of the scores	Ideal: 95% of Candidates will score 90% or better as measured by average of the score in the identified course Signature Assignments.	Findings for Candidates will develop a school culture conducive to student karning and staff s professional growth.	Exceeded	Exceeded							
Ox	r	necessary to foster a safe, efficient, and effective learning environment.	analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen	Direct - Student Artifact		score 90% or better on the signature assessment for EDA 672N.	Candidates will score 90% or better on the signature assessments for EDA 672N.	necessary to foster a safe, efficient, and effective learning environmen		Exceeded							
	r c	necessary to foster a safe, efficient, and effective learning revironment.	analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen	Direct - Exam	EDA.671N EDA.674N As measured by average of the scores on The Educational Law Case Study in EDA.671N and the Principal Action Plan/Final Project in EDA.674N.	score 90% or better as measured by average of the scores in the identified course Signature Assignments	Candidates will score 90% or better as measured by average of the score in the identified course Signature Assignments.	necessary to foster a safe, s efficient, and effective learning environmen		Approaching							
	r c	tecessary to foster a safe, efficient, and effective learning mylonoment.	analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environmen			will average "3" (As an educational administration candidate, I believe I exhibit this dispositional characteristic 80% - 94% of the time) or greater on question I of the student disposition in EDA 673N.	average "4" (As an educational administration candidate, I believe exhibit this dispositional characteristic 95% - 100% of the time) on question I of the student disposition in EDA 673N.			Exceeded							
Ou		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	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 626.	Candidates will score 90% or better on the signature	Findings for Candidates will design a system of collaboration that includes families and community members, and responds to diverse community interests a	Exceeded	Approaching							

									ge of Educa						
	ı		Design a system of collaboration that includes families	Candidates will	Direct - Student	Performance in courses:	Acceptable: 80% of	Jutcome Ideal: 95% of	es Assessme	nt Not Met	Moving Away				
			and community members, and responds to diverse community interests and needs, and mobilizes	design a system of collaboration that	Artifact	EDA 670N EDA 677N	Acceptable: 80% of Candidates will	Candidates will	Findings for Candidates will design a system of collaboration that includes						
			community resources.	includes families and		As measured by average of the scores in the Vision of	as measured by	as measured by	families and community						
				community members, and		Leadership in EDA 670N and the Power Point Presentation in EDA 677N.	average of the scores in the identified	average of the score in the identified	members, and responds to diverse community interests						
				responds to diverse			course Signature	course Signature	a '						
				community interests	Y F 0	EDA 673N - Collected Candidate exit Surveys		Assignments.	E F 6 0 FL 3						
			Design a system of collaboration that includes families and community members, and responds to diverse	Candidates will design a system of	Indirect - Survey	EDA 673N - Collected Candadate exit Surveys	Acceptable Target: 90% of Candidates	Ideal Target: 60% of Candidates will	Findings for Candidates will design a system of collaboration that includes	Exceeded	Approaching				
			community interests and needs, and mobilizes community resources.	collaboration that includes families and			will average "3" (As an educational	average "4" (As an educational	collaboration that includes families and community						
			community resources.	community			administration	administration	members, and responds to						
				members, and responds to diverse			exhibit this	exhibit this	diverse community interests						
				community interests			dispositional characteristic 80% -	dispositional							
Department of Teacher	faster of Science in Educational administration with Nevada			ľ			94% of the time) or	100% of the time)							
Education I	ndorsement as Administrator of a chool Option (Nevada Only)						greater on question 14 of the student	the student							
2	enool Option (Nevada Only)						disposition in EDA 673N.	disposition in EDA 673N.							
		Outcome 5	Analyze aspects of professional and personal ethics that	Candidates will	Direct - Student	Performance in course EDA 677N:	Acceptable: 80% of	Ideal: 95% of	Findings for Candidates will	Not Met	Moving Away				
			are conducive to leading a school or school system.	evaluate aspects of professional and	Artifact	as measured by candidate performance on the Power Point Presentation Project.	Candidates will score 90% or better		evaluate aspects of professional and personal						
				personal ethics that		Treatmann Troject.	on the signature	on the signature	ethics that are conducive to						
				are conducive to leading a school or			on the signature assessment for EDA 677N.	EDA 677N.	leading a school or school system.						
				school system.											
			Analyze aspects of professional and personal ethics that are conducive to leading a school or school system.	Candidates will evaluate aspects of	Direct - Exam	Performance in courses: EDA 671N	Acceptable: 80% of Candidates will	Ideal: 95% of Candidates will	Findings for Candidates will evaluate aspects of						
				professional and personal ethics that		EDA 675N	score 90% or better	score 90% or better	professional and personal ethics that are conducive to						
				are conducive to		Law Case Study in EDA 671N and the Final Exam in EDA	average of the scores	on the identified course Signature	leading a school or school						
				leading a school or school system.			in the identified course Signature	Assessments.	system.						
							Assignments								
			Analyze aspects of professional and personal ethics that are conducive to leading a school or school system.	Candidates will evaluate aspects of	Indirect - Survey	EDA 673N Collected Candidate exit Surveys			Findings for Candidates will evaluate aspects of	Met	Approaching				
				professional and			will average "3" (As	average *4* (As an	professional and personal ethics that are conducive to						
				personal ethics that are conducive to			administration	administration	leading a school or school						
				leading a school or school system.			candidate, I believe I	exhibit this	system.						
				жими аумень			dispositional characteristic 80% -	dispositional							
							94% of the time) or	100% of the time)							
							greater on question 15 of the student	on question 15 of the student							
							disposition in EDA 673N	disposition in EDA 673N							
	}	Outcome 6	Analyze the larger political, social, economic, legal, and	Candidates will	Direct - Student	Performance in course EDA 671N:	Acceptable: 80% of	Ideal: 95% of	Findings for Candidates will	Met	Approaching		-		
			cultural context that impacts a school or school district.	analyze the larger political, social,	Artifact	as measured by candidate performance on the Educational Law Case Study.	Candidates will score 90% or better	Candidates will	analyze the larger political, social, economic, legal, and						
				economic, legal, and			on the signature	on the signature	cultural context that impacts						
				cultural context that impacts a school or			on the signature assessment for EDA 671N.	assessments for EDA 671N.	a school or school system.						
				school system.											
			Analyze the larger political, social, economic, legal, and cultural context that impacts a school or school district.		Direct - Exam	Performance in courses: EDA 674N	Acceptable: 80% of Candidates will	Candidates will	Findings for Candidates will analyze the larger political,	Exceeded	Exceeded				
			Cumula Context mat impacts a sensor of sensor district.	political, social,		EDA 670N As measured by average of the scores on the Principal	score 90% or better	score 90% or better of the scores in the	social, economic, legal, and						
				economic, legal, and cultural context that		Action Plan/Final Project in EDA 674N and the Vision of	average of the scores	identified course	a school or school system.						
				impacts a school or school system.		Leadership assignment in EDA 670N.	in the identified course Signature	Signature Assignments.							
							Assignments								
			Analyze the larger political, social, economic, legal, and cultural context that impacts a school or school district.	Candidates will analyze the larger	Indirect - Survey	EDA 673N Collected Candidate Surveys	Acceptable Target: 90% of Candidates	Ideal Target: 60% of	Findings for Candidates will	Exceeded	Approaching				
			cultural context that impacts a school of school distract.	political, social,			will average "3" (As	average "4" (As an	analyze the larger political, social, economic, legal, and cultural context that impacts						
				economic, legal, and cultural context that			administration	administration	a school or school system.						
				impacts a school or school system.			candidate, I believe I	exhibit this							
				ALLOOI SY ACIII.			dispositional characteristic 80% -	dispositional							
							94% of the time) or	100% of the time)							
							greater on question 4 of the student	on question 4 of the							
							disposition in EDA	in EDA 673N.							
		Outcome 7	Critically analyze a topic related to educational leadership	n Candidates will	Direct - Student	Performance in course EDA 677N as measured by	Acceptable: 80% of	Ideal: 95% of	Findings for Candidates will	Not Met	Moving Away				
			through the lens of a researcher.	demonstrate the	Artifact	candidate performance on the Signature Assessment Ethics	Candidates will	Candidates will	demonstrate the ability to						
				ability to evaluate leadership within the		Power Point final presentation.	score 90% or better on the signature assessment for EDA	on the signature	the lens of ethics and						
				lens of ethics and philosophy.			assessment for EDA	assessments for EDA 677N.	philosophy.						
			Critically analyze a topic related to educational leadership	p Candidates will	Direct - Student	Performance in courses EDA 672N and EDA 671N as	Acceptable: 80% of	Ideal: 95% of	Findings for Candidates will	Exceeded	Exceeded		-		
			through the lens of a researcher.	demonstrate the ability to evaluate	Artifact	measured by average scores on the signature assessment budget evaluation in EDA 672N and the signature	Candidates will score 90% or better	Candidates will score 90% or better	demonstrate the ability to evaluate leadership within						
				leadership within the		assessment Educational Law Case study in EDA 671N	as measured by	of the scores in the	the lens of ethics and						
				lens of ethics and philosophy.			average of the scores in the identified	Signature	philosophy.						
				'			course Signature Assignments	Assignments.							
			Critically analyze a topic related to educational leadership	p Candidates will	Indirect - Survey	EDA 673N - Collected Candidate Surveys	Acceptable Target:	Ideal Target: 60% of	Findings for Candidates will	Met	Approaching		-		
			through the lens of a researcher.	demonstrate the			90% of Candidates	Candidates will	demonstrate the ability to evaluate leadership within		"0				
				leadership within the			an educational	educational	the lens of ethics and						
				lens of ethics and philosophy.			administration candidate, I believe I	administration candidate, I believe l	philosophy.						
				J			exhibit this	exhibit this							
							characteristic 80% -								
							94% of the time) or greater on question	on question 11 of							
							11 of the student disposition in EDA								
							673N.	673N							
		Outcome 8	Evaluate leadership within the lens of ethics and philosophy.	Critically analyze a topic related to	Direct - Exam	Performance in course ILD 625 as measured by candidate performance on the Final Examination.	Acceptable: 80% of Candidates will	Ideal: 95% of Candidates will	Findings for Critically analyze a topic related to						
				educational			score 90% or better	score 90% or better	educational leadership through the lens of a						
				leadership through the lens of a			assessment for ILD	assessments for ILD	researcher						
				researcher			625.	625.							
			Evaluate leadership within the lens of ethics and philosophy.	Critically analyze a topic related to	Direct - Student Artifact	Performance on Key Assessment – Revised Project Timeline EDA 637	Acceptable: 80% of Candidates submit	Ideal: All candidates will submit and pass	Findings for Critically analyze a topic related to						
				educational leadership through			and pass the key assessment	the key assessment.	analyze a topic related to educational leadership through the lens of a						
				the lens of a					researcher						
			Evaluate leadership within the lens of ethics and	Critically analyze a	Indirect - Survey	EDA 673N - Collected Candidate exit Surveys	Acceptable Target:	Ideal Target: 60% of	Findings for Critically analyze a topic related to	Met	Exceeded				
			philosophy.	topic related to educational			will average "3" (As	average "4" (As an	educational leadership						
				leadership through the lens of a				educational administration	through the lens of a researcher						
				researcher			candidate, I believe I	candidate, I believe l							
							dispositional	exhibit this dispositional							
							characteristic 80% - 94% of the time) or	characteristic 95% - 100% of the time							
							greater on question 5	on question 5 of the student disposition							
							disposition in EDA	in EDA 673N							
			1	1	I	I	673N.	I	1					1	

		EDT 600A	C. (A) In (A) (A) (A) (A) (A) (A) (A) (A) (A) (A)	onstruction and pplication of an structional Project All PLO's stroduced)	Direct - Student Artifact	Detail Descriptor: The EDF 60th class in April 2018 will be reviewed and exhibited. As the introductory program course, all 8 FLO's will introduced. Students construct as more and the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contra	80% of students will score 90 or higher on the scoring rubric. The assignment is 200 points.	students will score 90 or higher on the scoring rubric.	Construction and Application of an Instructional Project (All PLO's Introduced)	Exceeded	Exceeded			
			Pr 1.: 4.:	DT609 Final roject (Outcomes 2,7 Developed; 5,6 Developed and fastered)	Artifact	The EDT 609 Class for January 2018 will be reviewed and evaluated. The instructional module for EDT 609 is complexely delivered online using a course management tool, Moodle. The projects are hosted at the NU Moodle site and has been maintained by a full-time faculty member. Evaluation of the instructional module is done by a Post Mortum report (reflective tone with analysis applied).	score 88 points or higher using the	score 88 points or	Findings for EDT609 Final Project (Outcomes 1.2.7 Developed; 4.5.6 Developed and Mastered)	Exceeded	Exceeded			
			60 Lo	urvey for EDT 00A Course earning Outcomes feasurement and effection (PLO 2)	Indirect - Survey	The students is the April 2016 class will be asked to rate the dispositions on the Glowing five fresh in three areas: Needs Improvement, Emerging, or Developed Scholmship. Committed to econtinuous, self-directed learning, critical thinking and reflections in order to refler professional practice and deepen knowledge and skills in the academic displience. Connection of the professional practice and deepen knowledge and skills in the academic slope of the professional practice and deepen knowledge and skills in the academic solutions into new forms.	80% of all students will respond to the Dispositions Index.	will recoond to the	Findings for Survey for EDT 600A Course Learning 600A Course Learning Outcomes Measurement and Reflection (PLO 2)	Not Met	Approaching			
						Demonstrates pride in the education profession and participates in collisions three fall-unitaries win collegues, students, parents, and social and professional communities and agreeies. Active Reflection Committed to the expression and use of democratic values and to creating a learning environment that fosters active originations in learning and encourages positive social interaction.								
						Responsible Citizenship Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, sects to foster approxiate communications and demonstrates best practices in his or her field. Standards of Exemplary Practice								
Department of Teacher Education	Master of Science in Educational and Instructional Technology	EDT 601	In A: 1.; D:	sstructional Design ssignment (PLO 4,7 Introduced & leveloped)		analyzing a performance gap. Data will be analyzed from one online section in May 2018.	on the scoring rubric. The assignment is 200 points	on the scoring rubric.	Assignment (PLO 1,4,7 Introduced & Developed)	Exceeded	Exceeded			
		EDT 605	M (C D In In	fedia Assignment Outcome 2 & 8 leveloped; 3,5,6 ltroduced and leveloped		lesson around it. The student will also create a sample completed lesson that students can use as a resource. Work will be analyzed from January 2018 class.	85% of students will score 85 or higher on the grading/scoring rubric.	students will score 85 or higher on the grading/scoring rubric.	Media Assignment (Outcome 2 & 8 Developed; 3,5,6 Introduced and Developed		Exceeded			
			(P	DT 693 Prospectus or Capstone Project PLO 1,7,8)	Artifact	project is the foundation for the Capstone and a detailed rubric is used to provide the student with specific criteria. The December 2017 Class will be evaluated.	85% of students will score 85 or higher on the scoring rubric. The assignment is 200 points.	students will score 85 or higher on the scoring rubric.	Prospectus for Capstone Project (PLO 1,7,8)	Exceeded	Exceeded			
			EI Pr m	DT695 Capstone roject (All PLO's astered.)		implementation can be directly associated with the completion of the Capstone Project. Grades are Satisfactory (S), Honors (H), and Unsatisfactory (U).	score 88% or higher on the scoring rubric	score 90 % or higher on the scoring rubric.	Findings for EDT695 Capstone Project (All PLO's mastered.)	Exceeded	Exceeded			
		EDT 607		DT 607 Media	Direct - Student	Elements of instructional design are heavily integrated into the Capatone Polyce. This course is a culmination of skills and methods applied from the feeder classes, EDT601, EDT708, STE0704 and EDT7089, STE0704 and EDT708, A control of Toronto	Harl Towns 00% of	Findings for EDT 607 Media		Exceeded				
		ED (00/	Bi	DT 607 Media ased Learning bjects (PLO 6,7)	Artifact	integrates connections from a variety of disciplines. Data will be analyzed by grading criteria (holistic scoring guide) for one online section which is the July 2017 Class.	85% of students will score 85 points to be within the acceptable target range.	students will score 85 points or better to be in acceptable target range.	Based Learning Objects (PLO 6,7)		s.ACCOUGU			
			Pr	DT 631 Video roject (Outcome 3,7)	Direct - Student Artifact	Data for the final interdisciplinary video project for this lints will be analyzed by grading criteria for one online section March 2018. Both a reflection and a grading subvic for the project are used for the final evaluation which is worth 150 points.	85% of students will	Ideal Target: 90% of students will score 128 or better to be in ideal target range.	Findings for EDT 631 Video Project (Outcome 2,3,7)	Exceeded	Exceeded			