



ANNUAL PROGRAM REPORT

College	CEAS
Department	Teacher Education
Program	Multiple and Single Subject Credential Programs
Reporting for Academic Year	2017-2018
Last 5-Year Review	Credential programs are not subject to 5 year reviews
Next 5-Year Review	
Department Chair	Eric Engdahl
Date Submitted	Oct 15, 2018

I. SELF-STUDY

A. Five-Year Review Planning Goals

Teacher Credential programs are not subject to 5 year review. Our 3 year review cycle is based on that of our accrediting agency, the California Commission on Teacher Credentialing (CTC). Our current plan goal is shared with accreditation unit.

STRENGTHEN SUPERVISOR RELIABILITY

UAO-16-6: Course of Study, Fieldwork and Clinical Practice (CTC Common Standard 3)

Explanation/rationale:

Our unit has agreed to focus on the improvement of fieldwork during the current improvement cycle. We have determined that documentation of improvement must be based on reliable assessment of candidate performance in the field. We recently measured the reliability of our supervisors in a calibration activity. Supervisors watched a video of a candidate teaching a lesson and evaluated the candidate's performance based on 11 Teacher Performance Expectations (TPEs). Most supervisors performed well, scoring the video performance consistent with their peers. However, nine of the 34 supervisors received deviation scores more than .40 from the mean across all 11 TPEs that were being evaluated. (.40 was selected as a cut point in terms of acceptable reliability.) We decided that improvement of supervisor scoring reliability is the objective we would like to address.

The Teacher Education Department has transitioned to a semester program **and to challenging new standards and TPEs determined by the Commission on Teacher Credentialing**. We regard the work on supervisor reliability as a model that can be applied

to the more complex and numerous TPEs being implemented.

Data source:

Data were collected in a calibration activity at the first supervisor meeting of the 2016-2017 academic year. 20% of the supervisors were found to deviate from the norm and be in need of more calibration.

B. Progress Toward Five-Year Review Planning Goals

Based on the calibration exercise in 2016-2017, supervisors have come to expect calibration as an important and on-going topic of conversation at twice yearly meetings. (It should be noted that university supervisors are all adjunct faculty and as such cannot be required to attend training per the CBA. However, around 80% of supervisors attend voluntarily. We generally have 40 to 45 supervisors.)

When we introduced the new TPEs to supervisors we included calibration as an embedded topic in meetings in 2017-2018. While there are 6 TPEs under the new standards, as opposed to 13 in the old standards, there are over 50 elements which need to be evaluated. As we have been learning the new TPEs we have also been discussing calibration.

Based on the changes, we are in a continuous improvement cycle. As a faculty will examine supervisor reliability at the end of the 2018 -2019 year.

C. Program Changes and Needs

Overview: The CTC has issued new program standards for credential programs. All candidates entering the programs in summer, 2018 will be taught using the new standards. It is a drastic change, going from 13 program standards to over 50. There is also more intense data collection required.

Curriculum: The curriculum in the multiple and single subject programs has transformed completely, due to the semester transformation and the new CTC program standards. We are interrogating the curriculum in a continuous improvement cycle. All teacher credential candidates are required to complete a Teacher Performance Assessment (TPA). Due to the change in standards we have also had to change from the PACT (Performance Assessment for California Teachers) to the edTPA. Faculty and candidates are learning the new requirements.

Students: While our application pool has been increasing the number of qualified applicants has remained static.

Faculty: We completed our fifth successful faculty hire in five years in 2017-2018. Based on retirements our faculty size has remained static.

Staff: No changes.

Resources: As the TPA has changed, our needs for technical resources have grown. edTPA requires high quality video and we are looking for ways to acquire SWIVL cameras to help candidates in this.

Assessment: It should be noted that the multiple and single subject credential programs went through accreditation by the CTC in April – May, 2018. (This was part of a larger accreditation of all programs offering credentials through the CTC.) The accreditation results were the best that could be, full accreditation with no stipulations, conditions, or follow-up.

Other:

II. SUMMARY OF ASSESSMENT

In 2017-2018 credential candidates were assessed against the 13 TPEs. The assessment occurs as summative evaluations of their clinical field work and in a state mandated TPA. Without the TPA, candidates cannot be recommended for a teaching credential.

A. Program Learning Outcomes (PLO)

The 13 TPEs are the PLOs for our credential programs (and all teacher credentialing programs in the state.)

1A (1) – Teaching Reading/Language Arts in a Multiple Subject Assignment The candidate demonstrates the ability to teach state-adopted academic content standards in English- Language Arts (K – 8).

1A (2)– Teaching Mathematics in a Multiple Subject Assignment The candidate demonstrates the ability to teach state-adopted academic content standards in mathematics (K – 8).

1A (3) – Teaching Science In A Multiple Subject Assignment The candidate demonstrates the ability to teach state-adopted academic content standards in science (K – 8).

1A (4) – Teaching History-Social Science In A Multiple Subject Assignment The candidate demonstrates the ability to teach state-adopted academic content standards in history-social science (K – 8).

1B – Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments The candidate demonstrates the ability to teach state-adopted academic content standards in his or her subject area (Grades 7 – 12).

2 – Monitoring Student Learning During Instruction The candidate monitors student behavior at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted content standards.

3 – Interpretation and Use of Assessments The candidate uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.

4 – Making Content Accessible The candidate selects instructional strategies and activities that proceed in a logical sequence, align with students' level of achievement, and make state academic content accessible to students.

5 – Student Engagement The candidate clearly communicates instructional objectives to students, ensures equitable participation of all students, and implements strategies to keep all students on task.

6 – Developmentally Appropriate Teaching Practices The candidate implements teaching practices that are appropriate for students' level of cognitive, emotional, and physical development.

7 – Teaching English Learners (ELs) The candidate implements instructional strategies that promote: (1) the English listening and speaking abilities of ELs. (2) English literacy abilities of ELs, and (3) ELs' acquisition of grade-level academic content.

8 – Learning About Students The candidate uses a variety of formal and informal methods to understand students' mastery of academic language, content knowledge, academic skills; to understand students' abilities,

ideas, interests, and aspirations, and the candidate uses this information to identify students needing specialized instruction.

9 – Instructional Planning The candidate writes both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students' current level of achievement.

10 – Instructional Time The candidate allocates instructional time to maximize student achievement.

11 – Social Environment The candidate develops and maintains clear expectations for students' academic and social behavior and creates an equitable, positive, and productive climate for learning.

12 – Professional, Legal, and Ethical Obligations The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

13 – Professional Growth The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.

B. Program Learning Outcome(S) Assessed

All PLOs (TPEs) must be assessed.

C. Summary of Assessment Process

Instrument(s): Summative Clinical Field work Assessments and PACT scores

Sampling Procedure: All candidates must be assessed per the CTC.

Data Collection: Summative field work assessments are collected at the end of fall quarter and spring quarter. PACTs are submitted and scored in April.

Data Analysis: The faculty annually looks at scores and makes adjustments to curriculum.

D. Summary of Assessment Results

Main Findings: In order to be recommended for a credential all candidates completing the program most complete a Teaching Performance Assessment (TPA). The data below lists the original submission for April. For the multiple subject candidates 7 out of 84 candidates submitting failed on their original submission. For single subject candidates 14 out of 93 candidates failed on their original submission.

It is important to note that these numbers do not reflect all candidate submissions, only those that submitted on time. Nor does pass/fail rate include candidates who pass the PACT after remediation and resubmission. This anomaly is due to the reporting requirements of the CTC. The final pass rate for 2017-2018 will be available in December 2018. At this point there are five candidates who have not passed.

It should also be noted that we have determined that the largest number of fails and the lowest scores are among "student teachers under contract." "Student teachers under contract" are employed by school districts and work as the legal teacher of record to fulfill the clinical field experience of their credential program, as opposed to the traditional student teacher model. It is challenging but based on the teacher shortage, the hiring needs of our partner school districts, and

the economic needs of the candidates it is a necessary component of the program. In 2017-2018, 65 out of 218 candidates were employed as “student teachers under contract.”

In reading the results we also find that the lowest scores for multiple subject candidates are in the following areas: analyzing student performance to propose next steps in instruction (7) and integrating academic language (11 and 12). For single subject candidates the lowest scores are in monitoring student during instruction (6) and assessment (7).

PACT Results Multiple Subject

Final Score	1	2	3	4	5	6	7	8	9	10	11	12	Average Rubric Score
Pass	2	2	2	2	3	2	2	2	2	2	2	2	2.08
Pass	3	2	3	3	3	3	3	4	2	2	3	2	2.75
Fail	1	1	1	1	2	1	1	1	2	1	2	1	1.25
Pass	3	3	3	3	3	3	3	3	3	3	2	3	2.92
Pass	3	2	3	3	3	2	3	3	2	3	3	2	2.67
Pass	2	2	2	2	2	2	2	3	2	2	2	2	2.08
Pass	3	3	3	4	3	4	2	3	4	3	3	3	3.17
Pass	2	2	2	2	2	3	2	2	2	2	2	2	2.08
Pass	3	2	3	2	3	3	2	3	3	3	2	2	2.58
Pass	3	3	3	3	3	2	2	2	2	2	2	3	2.5
Pass	2	2	2	2	2	3	3	3	2	2	2	2	2.25
Pass	3	3	3	2	2	2	2	3	2	2	2	2	2.33
Pass	3	3	3	2	3	3	2	2	3	3	2	3	2.67
Pass	3	2	3	2	2	2	2	2	3	2	2	2	2.25
Pass	3	3	3	3	2	3	3	2	3	2	2	2	2.58
Pass	2	3	2	2	2	2	2	1	2	2	2	1	1.92
Pass	3	3	3	2	2	3	3	3	3	2	2	2	2.58
Pass	2	3	3	3	3	3	3	3	3	3	2	3	2.83
Pass	3	3	3	2	2	3	2	2	2	2	2	2	2.33
Fail	1	2	1	1	1	2	2	1	1	2	1	1	1.33
Pass	3	3	3	2	2	3	2	2	2	2	2	2	2.33
Pass	3	2	2	3	3	2	2	2	3	2	3	1	2.33
Pass	4	3	4	3	3	3	3	3	3	2	3	3	3.08
Pass	3	3	2	2	2	2	2	3	3	2	3	2	2.42
Pass	3	3	3	3	3	2	3	3	2	2	3	3	2.75
Pass	4	3	3	3	4	4	3	3	3	3	3	3	3.25
Fail	3	3	3	2	2	1	2	1	3	2	3	2	2.25
Pass	2	2	3	3	2	2	3	3	3	3	3	2	2.58
Pass	2	3	3	3	3	3	3	4	3	3	3	3	3
Pass	2	2	3	2	2	2	2	2	1	2	3	3	2.17
Pass	3	3	3	3	3	2	2	3	4	2	3	3	2.83
Pass	3	2	2	2	3	2	2	2	2	2	1	2	2.08
Pass	2	2	2	2	2	2	1	3	2	1	2	3	2
Pass	2	3	2	2	3	2	2	3	2	3	3	3	2.5
Pass	3	3	3	2	3	3	3	3	3	3	3	3	2.92
Pass	3	3	3	3	2	3	3	3	3	2	3	3	2.83
Pass	3	3	3	3	4	4	3	4	3	3	4	3	3.33

Pass	3	4	3	4	3	4	4	3	3	4	3	3	3.42
Pass	4	3	3	4	3	3	3	2	3	4	4	3	3.25
Pass	4	3	3	4	4	4	3	3	3	4	3	3	3.42
Pass	3	3	3	2	2	2	2	3	2	2	2	2	2.33
Pass	4	4	3	3	3	4	3	3	3	2	3	3	3.17
Pass	2	2	3	3	3	3	3	2	2	3	2	2	2.5
Pass	2	2	2	2	3	2	2	2	2	2	2	2	2.08
Pass	3	2	2	3	2	2	2	2	2	2	2	2	2.17
Pass	1	2	3	2	2	2	2	2	2	2	2	2	2
Pass	3	2	2	2	2	2	2	2	2	2	2	2	2.08
Pass	3	2	2	2	2	2	2	2	2	2	2	2	2.08
Pass	3	3	3	2	2	2	2	2	2	2	2	2	2.25
Pass	3	2	2	2	2	3	2	2	2	2	2	2	2.17
Fail	1	2	2	1	1	1	2	2	2	2	2	2	1.67
Pass	3	3	3	2	2	3	3	3	3	3	2	3	2.75
Fail	2	2	2	1	1	1	1	1	2	2	2	2	1.58
Pass	3	3	3	2	2	2	2	2	3	2	3	2	2.42
Pass	3	3	3	3	3	3	3	2	3	3	2	3	2.83
Pass	2	2	3	2	3	2	2	2	2	2	2	2	2.17
Pass	2	2	2	2	2	2	3	3	3	2	2	2	2.25
Pass	3	3	3	2	2	3	3	3	3	2	2	2	2.58
Pass	3	2	2	2	2	2	2	2	2	2	2	2	2.08
Pass	3	2	2	2	2	2	2	3	2	2	2	2	2.17
Pass	3	2	2	2	2	2	2	2	2	2	2	2	2.08
Pass	3	3	3	2	2	3	3	3	3	2	2	2	2.58
Pass	3	2	3	2	3	3	2	3	2	2	2	2	2.42
Pass	3	2	3	2	2	2	2	3	2	2	2	2	2.25
Pass	3	2	2	2	2	2	2	2	2	2	2	3	2.17
Pass	3	2	2	2	2	3	3	2	2	2	2	2	2.25
Pass	3	2	2	2	2	2	2	2	2	2	2	2	2.08
Pass	3	4	3	3	3	3	3	3	2	3	3	3	3
Pass	2	3	3	3	3	2	3	2	4	4	3	3	2.92
Pass	3	3	2	1	2	2	3	2	2	2	2	2	2.17
Pass	3	3	3	2	2	2	2	2	2	2	2	3	2.33
Pass	3	3	3	3	3	2	2	3	3	3	3	3	2.83
Pass	2	3	2	3	3	2	2	3	2	2	3	2	2.42
Fail	2	1	2	2	2	1	2	1	2	2	1	2	1.67
Pass	3	2	4	3	3	3	3	2	2	2	3	2	2.67
Pass	3	3	2	3	3	2	2	3	2	2	2	2	2.42
Pass	3	3	3	3	2	3	2	3	3	2	3	3	2.75
Pass	3	4	3	2	2	3	3	3	2	3	3	3	2.83
Pass	3	3	2	3	2	3	2	3	3	3	2	2	2.58
Pass	3	2	3	2	2	2	2	2	3	3	2	2	2.33
Pass	3	3	3	3	3	2	2	2	2	2	2	3	2.5
Fail	3	2	3	2	1	2	1	1	2	2	2	2	1.92
Pass	3	3	3	4	4	3	2	4	3	4	3	4	3.33
Pass	3	2	3	2	2	3	2	3	2	2	1	2	2.25
77 Pass 7 Fail	2.74	2.56	2.63	2.39	2.43	2.45	2.33	2.46	2.43	2.33	2.33	2.33	2.45

The 12 criterion for Multiple and Single Subject Candidates in the PACT and the relation to the TPEs is as follows:

Criterion 1

PLANNING ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS

EL1: How do the plans support student learning of skills and strategies to comprehend and/or compose text? (TPEs 1,4,9)

Criterion 2

PLANNING MAKING CONTENT ACCESSIBLE

EL2: How do the plans make the curriculum accessible to the students in the class? (TPEs 1,4,5,6,7,8,9)

Criterion 3

PLANNING DESIGNING ASSESSMENTS

EL3: What opportunities do students have to demonstrate their understanding of the standards/objectives? (TPEs 2,3)

Criterion 4

INSTRUCTION ENGAGING STUDENTS IN LEARNING

EL4: How does the candidate actively engage students in their own understanding of skills and strategies to comprehend and/or compose text? (TPEs 1,5,11)

Criterion 5

INSTRUCTION MONITORING STUDENT LEARNING DURING INSTRUCTION

EL5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs? (TPEs 2,5)

Criterion 6

ASSESSMENT ANALYZING STUDENT WORK FROM AN ASSESSMENT

EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3)

Criterion 7

ASSESSMENT USING ASSESSMENT TO INFORM TEACHING

EL7: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3,4)

Criterion 8

ASSESSMENT USING FEEDBACK TO PROMOTE STUDENT LEARNING

EL8: What is the quality of feedback to students? (TPEs 3,4)

Criterion 9

REFLECTION MONITORING STUDENT PROGRESS

EL9: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment? (TPEs 2,10,12,13)

Criterion 10

REFLECTION REFLECTING ON LEARNING

EL10: How does the candidate use research, theory, and reflections on teaching and learning to guide practice? (TPEs 10,11,12,13)

Criterion 11

ACADEMIC LANGUAGE UNDERSTANDING LANGUAGE DEMANDS AND RESOURCES

EL11: How does the candidate identify the language demands of learning tasks and assessments relative to the students' current levels of academic language proficiency?

Criterion 12

ACADEMIC LANGUAGE DEVELOPING STUDENTS' ACADEMIC LANGUAGE REPERTOIRE

EL12: How do the candidate's planning, instruction, and assessment support academic language development? (TPEs 1,4,7,8)

PACT Results Single Subject

Final Score	1	2	3	4	5	6	7	8	9	10	11	12
Pass	3	2	2	2	2	2	2	3	2	2	2	1
Pass	2	2	2	3	2	2	3	3	3	3	2	2
Pass	3	3	2	2	1	4	2	2	2	2	2	2
Pass	2	2	2	2	2	2	2	3	3	2	2	2
Pass	3	2	3	3	3	3	2	3	3	3	2	2
Fail	2	2	2	2	1	2	1	3	2	1	2	1
Pass	2	2	2	2	2	2	2	2	2	2	2	1
Pass	2	2	1	2	2	2	2	2	2	2	2	2

Fail	2	2	2	2	1	2	1	2	2	2	2	1
Fail	2	2	2	1	1	2	1	1	1	2	1	1
Pass	2	3	3	2	2	4	2	2	2	2	2	2
Pass	2	2	2	2	2	2	1	2	2	2	2	2
Pass	4	4	3	3	3	3	3	3	3	2	3	3
Pass	3	2	3	2	2	3	3	3	3	2	2	2
Fail	2	1	2	1	1	2	1	1	1	1	1	1
Fail	3	2	3	1	1	2	3	3	2	2	2	2
Fail	2	2	2	2	1	2	1	2	2	2	1	1
Fail	3	2	2	1	1	2	3	2	2	2	2	2
Pass	2	3	2	2	2	2	2	2	2	2	2	2
Pass	3	3	3	2	1	3	2	3	2	2	3	2
Pass	3	3	3	2	2	3	3	3	2	2	2	2
Pass	3	2	2	2	2	2	1	2	3	2	2	2
Pass	3	2	3	2	2	2	2	2	2	2	2	2
Pass	3	2	2	2	1	2	2	2	2	2	2	2
Fail	2	2	2	2	1	2	2	2	2	1	2	1
Pass	3	3	2	2	2	2	2	2	2	2	2	2
Pass	3	1	3	2	2	3	2	2	2	2	2	2
Fail	2	2	2	1	2	1	1	1	2	2	1	2
Pass	3	3	3	2	1	2	2	2	2	2	2	2
Pass	3	2	3	2	2	3	2	2	2	2	2	2
Pass	3	2	3	2	2	3	2	3	2	2	3	2
Pass	3	2	3	2	2	3	2	3	2	2	2	2
Pass	3	2	3	2	2	3	2	2	2	2	2	2
Pass	3	2	3	2	2	2	2	2	3	2	2	2
Pass	3	2	3	2	2	2	3	2	3	2	2	2
Pass	3	3	2	4	4	3	2	2	2	2	2	2
Fail	2	2	2	2	1	1	1	1	2	2	1	2
Pass	3	3	4	3	2	2	2	3	2	3	3	3
Pass	3	2	2	2	3	2	2	2	2	2	2	2
Pass	3	3	3	2	2	3	3	2	3	2	3	2
Pass	3	2	3	2	2	2	2	2	2	2	2	2
Fail	3	2	3	1	2	2	1	2	2	2	2	1
Pass	3	3	3	2	2	2	2	2	2	2	2	2
Pass	2	3	2	2	3	2	1	3	2	2	2	2
Pass	4	4	4	3	3	4	3	3	3	2	3	2
Pass	3	3	3	2	3	2	2	3	2	2	2	3
Pass	3	3	2	4	3	3	3	3	3	3	3	3
Pass	3	3	2	3	2	3	3	2	3	3	3	3
Pass	3	3	3	2	3	2	2	3	2	2	2	2
Pass	3	3	3	3	3	2	2	2	2	3	3	3
Pass	3	4	3	4	3	3	4	4	4	4	4	3
Pass	3	2	3	3	2	3	3	3	3	2	2	3
Pass	3	2	2	2	2	2	2	1	2	2	1	2
Pass	4	3	3	3	2	3	3	3	2	3	2	2
Pass	2	2	2	2	2	2	1	3	2	2	2	2
Pass	3	2	3	3	3	3	2	3	2	2	3	2
Fail	2	1	2	2	1	1	1	2	1	2	1	1
Pass	3	3	2	3	2	2	2	3	2	3	2	3
Pass	3	3	3	2	2	2	2	3	3	2	2	2

Pass	3	3	3	3	2	2	3	2	3	3	2	2
Pass	3	3	3	3	3	3	3	4	3	3	2	2
Pass	3	4	4	3	3	3	3	3	4	4	4	3
Pass	3	3	2	2	3	2	3	2	2	3	2	2
Pass	3	3	4	4	4	3	2	3	2	3	3	3
Pass	3	3	3	3	3	3	3	3	3	3	3	3
Pass	3	3	3	3	3	3	3	3	3	3	3	3
Pass	2	3	2	3	3	3	3	2	2	2	2	2
Pass	2	2	2	3	2	2	2	3	2	2	3	3
Pass	2	1	2	2	2	3	3	2	2	2	2	2
Pass	3	3	3	3	3	3	3	3	4	3	3	3
Pass	4	2	3	2	2	3	2	3	2	2	2	2
Pass	2	2	2	2	2	2	1	2	2	2	1	2
Pass	3	2	2	2	2	3	2	2	3	2	2	2
Pass	3	4	3	3	3	3	3	3	3	3	3	2
Pass	3	2	3	1	2	2	2	2	2	2	2	2
Pass	3	2	2	2	2	2	2	2	2	2	2	1
Pass	3	2	2	2	2	2	2	1	2	2	2	2
Fail	2	3	2	2	2	2	1	2	1	1	2	1
Pass	3	3	3	2	3	2	2	2	3	3	2	2
Fail	1	1	2	2	2	2	1	2	1	2	1	1
Pass	1	2	2	3	2	2	2	3	2	3	2	2
Pass	3	3	2	2	2	2	2	2	3	1	2	2
Pass	2	3	3	3	2	2	2	1	2	2	2	2
Pass	3	3	3	2	2	3	2	3	3	3	3	2
Pass	3	2	2	2	2	2	1	2	2	2	2	1
Pass	3	3	3	3	3	4	2	3	3	2	3	2
Pass	3	3	3	3	3	3	3	3	3	3	3	3
Pass	3	2	2	2	2	2	2	3	2	2	2	1
Pass	3	3	3	2	2	2	2	2	2	2	3	2
Pass	3	3	3	3	3	2	3	3	3	3	3	3
Pass	3	3	3	3	3	3	3	3	3	3	3	3
Pass	3	3	3	3	3	3	3	3	3	3	3	3
Pass	3	3	3	2	2	2	1	2	2	2	2	2
Pass	3	2	2	2	2	3	2	3	2	2	2	2
Pass	3	2	3	2	2	2	2	2	2	2	2	2
Pass	2	3	3	2	2	2	2	2	2	2	2	2
Pass	3	3	3	2	2	3	2	2	3	3	2	2
Pass	3	3	3	2	2	2	2	2	2	3	2	2
Pass	3	3	3	2	2	2	2	2	2	2	2	2
Pass	3	2	3	3	3	3	3	3	2	3	2	2
Pass	4	3	3	3	2	2	3	2	3	2	3	2
Pass	3	3	3	3	2	2	3	2	3	3	N/A	N/A
Pass	3	2	2	3	3	2	2	3	2	2	N/A	N/A
Pass	3	3	3	2	2	2	2	2	2	2	3	2
Pass	3	3	3	2	2	3	2	1	2	2	2	2
Pass	3	3	2	2	2	2	2	2	2	3	N/A	N/A
Pass	3	3	2	3	2	2	2	2	3	3	N/A	N/A
Pass	3	3	3	2	2	2	3	2	3	2	N/A	N/A
Pass	3	2	3	2	3	2	1	3	3	2	N/A	N/A
	3	3	2.5	2.6	2	2	2.4	2.165	2.4	2.4	2.32	2.27

E. Assessment Plans for Next Year

Assessment for the next year, as required by our accrediting agency, will include all data as the current year. The difference, noted earlier, is that we are using a new TPA, the edTPA.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends:

The CAPR data dashboards do not include any data on teaching credential candidates.

Reflections on Trends and Program Statistics:

The CAPR data dashboards do not include any data on teaching credential candidates.

B. Request for Resources

1. Request for Tenure-Track Hires

No requests this year.

2. Request for Other Resources

No request this year