April 22, 2019

To: Jane de Witt, UAAAC
From: Josephine Arce, EED Chair & Professor
Re: EED Assessment Activity Report (Assessment focus)
Cc: Dr. Robert Williams, Associate Dean

Assessment Activity Report Due April 22, 2019 to the Office of Academic Planning

Mission Statement Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their mission statement.

The program’s mission statement concisely articulates its guiding purpose and identity, clarifies the educational value of its curriculum, and aligns with the university’s broader public mission.

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<td>Clear statement of program’s purpose and identity, the educational value of curriculum, and its link to university’s mission</td>
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<td>Posted on our website Spring 2019</td>
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San Francisco State University Mission Statement  Academic Senate Policy #S15-176

Department of Elementary Education
College: Graduate College of Education

MA Programs:
Master of Arts: Concentration Elementary Education; Concentration Mathematics Education; Concentration Early Childhood Education

California Preliminary Credentials:
Multiple Subject Credential + Multiple Subject Credential, Bilingual Authorization (Chinese & Spanish)

1. What was your most recent mission statement prior to any revisions?
The Department of Elementary Education prepares educators to teach and become leaders in
culturally and linguistically diverse schools. Our vision is to create and advocate for educators to develop their pedagogy with caring, critical and culturally responsive lenses. We apply theories that guide our practices on the principles of teaching for equity and breaking barriers that exclude under-represented communities. We provide opportunities for teacher candidates and graduate students to understand and engage the multi-faceted identities of children, their families and their communities.

Our Multiple Subject Credential and Master of Arts programs provide a thorough grounding in current educational research and theories, innovative teaching practices, and guided field experiences in diverse schools. Our candidates and graduate students put theories into practice such as implementing primary and second language practices in pre-kindergarten to sixth grade classrooms. We support teachers at all levels of their careers to create more equitable teaching and learning environments for their students.

Our curriculum in the MSC and MA graduate programs reflect the Teaching Performance Expectations (TPEs) State Standards. Our candidates develop competencies in TPEs, but they are also challenged and supported to go beyond mainstream standards by connecting and exploring the multi-dimensions of their students’ lives. While our Multiple Subject Credential, including the Bilingual Authorization Programs certifies candidates with their Preliminary Credential to teach in California schools. Our MA programs prepare educational leaders to transform school environments to support all students’ success academically and socially.

2. Please describe the process of revising or developing your mission statement. What informed your discussions about your new or revised mission statement (e.g. changes in the profession, new focus of the department)? How were department faculty members involved? Was it developed in department meetings or other gatherings?

Faculty met during spring 2019 faculty meetings to revise our Mission Statement. See 2016-17 AY submission.

3. New Revised Version, spring 2019, it is more concise.

The Department of Elementary Education prepares skilled, transformative educators to teach and become leaders in culturally and linguistically diverse schools. We guide and support educators to develop a pedagogy of caring and cultural responsiveness, and to teach for social justice and equity for children and their families. Our Multiple Subject Credential and Master of Arts programs provide current educational theories, innovative teaching practices, and guided field experiences in diverse schools. The curriculum in the MSC and MA graduate programs reflect the Teaching Performance Expectations (TPEs) State Standards and Common Core Standards. The department’s Multiple Subject Credential, including the Bilingual Authorization Programs, certify candidates with their Preliminary Credential to teach in California schools. Our MA programs prepare educational leaders to transform learning environments to support all students’ success academically and socially.
4. Please post your revised mission statement on your department web page.  
2019 revised mission statement is on the EED website and our updated 2019 Multiple Subject Credential Handbook that is distributed to all credential candidates, district Cooperating Teachers, University student teacher supervisors.

Background information for MA Programs

2018 the Dept. of Elementary Education continues to implement our program goals and PLOs. Faculty representing MA: Concentration Mathematics Education: Dr. Maria Zavala, Elementary Ed. Co-Coordinator. This is a shared MA with Secondary Education. Dr. Judith Kysh, Co-coordinator for Secondary Education.

Since fall 2017 and specifically 2018 we devoted EED Graduate Committee meetings to review programs our four Master of Arts Programs: Concentration Language and Literacy, Concentration Early Childhood Education, Concentration Elementary Education and Concentration Mathematics Education. Summer 2018 we submitted proposals for full degree elevation, in compliance with EO 1071, for the following MA Programs: Early Childhood Education and MA: Concentration Elementary Education.

The new titles are: MA in Early Childhood Education and MA in Curriculum and Instruction

Due to low enrollment we plan to submit suspension of the MA: Concentration Mathematics Education during the summer 2019. It is a joint program between Elementary and Secondary Education.

5. PLOs for Master of Arts: Concentrations Elementary Education, Early Childhood Education, Mathematics Education. 2018-2019. These were written and agreed upon by the entire faculty April 13, 2017.

Teacher Inquiry: Apply ideas and practices for teacher inquiry and reflection based different qualitative research methodologies.

Envision and Participate in Supporting Democratic Schools: Apply democratic principles to authentic teaching, learning and social contexts in schools.

Global Perspectives: Analyze and evaluate international education beliefs, practices, and systems.

Curriculum Design: Understand curriculum development processes and curricular decisions to meet diverse needs of all learners (bilingual-bicultural, learners with special challenges, gifted, diverse cultural and orientations, genders).

Language-Based Approaches: Utilize theories and research on children’s multilingual learning and narrative inquiry, memoir, literacy development, and mathematical problem solving.

Culturally Responsiveness Practice: Analyze issues and make ethical decisions within diverse social and educational contexts.
6. Multiple Subject Credential Program Learning Goals

PLOs for the Multiple Subject Credential Program were submitted in 2016-2017. We are required to follow the California State Standards for the Teaching Profession. Our Teaching Performance Expectations (TPEs) are distributed throughout the credential program. These TPEs are either Introduced, Practiced or Assessed throughout the credential courses. TPEs are implemented in all our courses where they may be addressed more in-depth, practiced and assessed.

6a. Program Learning Outcomes

TPE 1: Engaging and Supporting All Students in Learning
Candidates will gain skills and knowledge in curriculum, instruction, issues of equity in order to provide a full and vibrant learning environment that meets the needs of all students.

TPE 2: Creating and Maintaining Effective Environments for Student Learning
Knowing students and what they need will drive the creation of a socially and emotionally strong and effective environment in which all students can learn, thrive and excel.

TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
By deepening content knowledge and expertise, candidates will be able to provide elementary pedagogy in order to effectively deliver quality curriculum to all students.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students
Candidates will have opportunities in classroom settings under the supervision of an experienced master teacher to design and deliver learning experiences to meet the needs of all students.

TPE 5 Assessing Student Learning
Assessment becomes an integral part of knowing one’s students, curriculum design and effective planning.

TPE 6: Developing as a Professional Educator
Candidates learn that being an integral part of a school community by participating in collegial work, continuing education, school organization, community outreach, all contribute to the ideal of becoming the best educator possible.

Elementary Education PLO 7: To prepare future teachers with a strong academic content knowledge and a culturally responsive pedagogy that will support candidates to develop teacher dispositions that can access and equalize learning opportunities for all children in elementary schools.

6b. MSC Umbrella Program Outcomes
In addition to the required TPEs, we are deeply committed to the following Program Learning Outcomes (PLOs) beyond the Commission on Teacher Credentialing Program Standard that are aligned with the mission and Initiatives of SFSU.
A. PLO is to sustain multiple program pathways for recruiting, retaining and graduating our Multiple Subject Credential candidates in a timely manner as evident in our multiple program pathways.

B. To prepare future teachers with a strong academic content knowledge and a culturally responsive pedagogy that will support candidates to develop teacher dispositions that can access and equalize learning opportunities for all children in elementary schools. Since 2014, we have responded to the broader community and State’s teacher shortage by redesigning our program options. We offer a one-calendar year path; a Spanish or Chinese bilingual path that allows candidates to work in their final semester as emergency credential teachers; a three-semester option allowing candidates to work, and in their final semester obtaining jobs as emergency credential teachers; a MSC focus for Early Childhood Education teaching in Transitional Kindergarten to third grade (new option as of 2017); lastly an Intern pathway for those hired by school districts.

C. To support and recruit MSC candidates to enroll in the Master of Arts: Concentration in Elementary Education. A smooth transition is provided by allowing candidates to transfer twelve units from the MSC program to the MA program so they can obtain a graduate degree to further advance their employment opportunities.

6c. Student Learning Outcomes

We are required to follow the California State Standards for the Teaching Profession. Specific Teaching Performance Expectations (TPEs) are applied to each course depending on the content. Every syllabus in the MSC Program has TPEs explicitly stated.

**TPE 1:** Engaging and Supporting All Students in Learning  
**TPE 2:** Creating and Maintaining Effective Environments for Student Learning

**TPE 3:** Understanding and Organizing Subject Matter for Student Learning  
Content Specific Pedagogy

**TPE 4:** Planning Instruction and Designing Learning Experiences for All Students

**TPE 5:** Assessing Student Learning

**TPE 6:** Developing as a Professional Educator

**Elementary Education PLO 7:** To prepare candidates to develop a culturally responsive pedagogical disposition.

7. **Curriculum Map (See Attached)**

8. **Assessment 2018-2019 new submission to University Academic Assessment Advisory Committee (UAAAC)**

Assessment for MA Programs:

1. Candidates must meet admission requirements prior to being admitted. Posted in the SFSU Bulletin, Elementary Ed. Website and conveyed to applicants through informational sessions (monthly and major informational session October and February)
2. Advising is central to student success in the MA programs. Coordinators meet at least once each semester, but typically more. Program Coordinators maintain advising forms and attendance to group meetings.

3. Orientation early October and February to review ATC form, Culminating Experience/IRB Proposal. By attending these sessions, along with prior advising program coordinators assess and determine if students have successfully completed program course sequence to transition to the culminating field study event the following semester. Advising is very explicit, guided and evaluated to assist students in refining their field study research question/s, research design and methodology to be employed.

4. Academic progress is shared among E ED faculty & lecturers who are teaching in specific programs. We are informed if students are facing academic or personal challenges, timely intervention through conferencing with both program coordinators and Dept. Chair.

5. PowerPoint Presentations of candidates’ 895 research are presented to peers, faculty, Dept. Chair prior to final 895 Field Studies submission. Feedback is provided in writing by faculty. **Spring 2019 E ED MA: Concentration Elementary Education** all graduating candidates in E ED 895 Culminating Field Studies Experience are required to present a poster presentation of their study in the Graduate Student Research and Creative Works Showcase, SFSU, April 23, 2019. These poster presentations are a formative assessment demonstrating their research study: research question/s, literature review focus, and methodology design.

6. E ED 895 Field Studies. Candidates meet in a seminar with all their peers and assigned faculty. Pacing, time-lines and guidance, along with consistent feedback to chapter drafts are provided throughout the semester. Successful completion of the field study is a major summative assessment of students’ academic achievement.

**Assessment for Multiple Subject Credential Program:**

1. Extensive Prerequisites prior to admission. These are reviewed by the GCOE Credential Analysts, by two E ED faculty team and Chair, as well as the graduate application is reviewed by the Division of Graduate Studies. We use a scoring rubric uploaded to CalApply for faculty view only.

   **Applicants must submit in addition to CALapply application the following that help us determine if they should be admitted:**
   - Unofficial transcripts from all colleges or universities attended for application review; official transcripts required for admitted students
   - Bachelor’s Degree must be posted before starting the program • GPA: 2.67 overall or 2.75 in the last 60 semester units or 90 quarter units
   - Statement of Purpose
   - Resume or Curriculum Vitae
   - Early Field Experience in a California public classroom setting requiring completion of forty-five hours and evaluation from the sponsoring teacher supervisor.
   - Letters of recommendation ((minimum of two for application review; three required for admission)
   - Fulfill Subject Matter Competency (CSET Exam) Requirements • Fulfill Basic Skills (CBEST exam) Requirement

Note: CSET is not always completed before admission date. If all other pre-requisites are met with high evaluation scores we conditionally admit until CSET is completed.
2. **During enrollment in the MSC Program.**

Students must follow a cohort model that provides sequential course plan. Individual students who are Interns (hired by school districts with a CTC Intern Status Permits) have a tailored course sequence because they cannot carry the same course load as non-teaching candidates.

- **Advising:** Spring 2019 we have applied an Advising Form to keep both students and advisors of the students’ academic success and meeting requirements. It will be fully electronically implemented with all the faculty advising fall 2019. Since 2014 to the present, the program advisors and the Dept. Chair do all the advising.

- Each C & I course has signature assignments. These assignments determine if students are meeting content and methods. They are scored with a California Task Stream Content Area Task Rubric. The assessment data is submitted to GCOE for data analysis. Elementary Ed. Faculty use this data to help us assess students’ progress and our teaching focus, which may require reviewing, updating and revising our signature assignments.

- **Student Teaching Field Practicum:** Students’ Learning Outcomes are assessed throughout the entire duration they are enrolled in the program. In each student teaching experience (E ED 687, 746, 747 & final practicum E ED 748) they are formally assessed in through two instruments:
  1. University supervisors who make three or more as needed to observe how students demonstrate competencies in teaching and applying methods, dispositions provided in the courses. TPEs are also included as part of their competencies. Supervisors debrief visits with the candidates. (See attached Observation Report sample F’18 with TPEs)
  2. Field Experience Evaluation for Phase I, II, I/II and Phase III mid-term and final of each semester. (See Attached.) Each category is based on TPEs (PLOs & SLOs). This assessment is critical for candidates. Cooperating Teachers/Master Teachers, who are the school site supervisor of the candidate complete these evaluations. Students, sign it and debrief, submit to our department. We maintain this data and use it for supporting students, as a guide to provide recommendations to future employers, and for CTC accreditation purposes. This is a major assessment to advise students about their success, challenges and improvement. In a few cases to disqualify or have candidates self-withdraw from the MS Credential Program.

- **Reading Instruction Competency Assessment (RICA California State Exam)** Students must pass this exam consisting of multiple-choice, three written essays, and one major case study before applying for the Preliminary MSC. E ED addresses practice case studies in E ED 782 Teaching Reading and Language Arts, TK-6th. Students generally take the exam after the course and during the winter or summer breaks. The GCOE Credential Office maintains test results. E ED faculty will check off on the Advising form.

- **edTeacher Performance Assessment (edTPA)** This major summative assessment focused on Math and Literacy Events is prepared by each student with the careful guidance of an instructor during their final student teaching seminar and practicum. Emphasis is on the full-time student
teacher demonstrating through fifteen essays addressing three areas: planning, instruction and assessment competencies. Students submit a video with the written portfolio toward the 10th or 11th week of the semester. Submission is to Pearson Publication, and evaluated by external evaluators. Students must score 41 to pass. Elementary Ed 44 Candidates’ mean score from July Dec 2018 was 46.7. The edTPA is the major assessment used throughout California. Passing this and completing the entire program course sequence, including student teaching confirms their competencies to obtain a Preliminary California Teaching Credential. They can then apply for their license.

Conclusion

The Department of Elementary Education makes yearly efforts to review our programs (MA and Multiple Subject Credential) with an effort to provide excellent student success as measured by the variety of assessments used throughout the programs sequence. We are committed to continue this self-study approach to make our educational programs relevant to our students who work in diverse educational settings.