Assessment Activity Report Due April 22, 2019
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Curriculum Map Annual Assessment Report

Department of Secondary Education  Graduate College of Education

Degree Program(s) Single-Subject Credential Program

1. Please present your curriculum map.

We have attached a document titled, "CTC matrix."

2. Who was involved in the development of your curriculum map and how did the work go forward?

After the California Commission on Teacher Credentialing adopted the new Teacher Performance Expectations, faculty and staff in the Department of Secondary Education discussed the matrix at faculty meetings during the state-sanctioned transitional year. Faculty in the department individually filled in the matrix on Google Docs for the seminars they taught. We then discussed the matrix at faculty department meetings. Our Program Learning Outcomes are aligned with the six Teacher Performance Expectations (TPEs) on the matrix.

3. As the map was being developed, what did you learn about your curriculum as a whole?
   - Were all PLOs adequately supported along the path from introduced to mastered?
   - Did all courses contribute to one or more PLOs?
   - Was there too much emphasis on a few PLOs and not enough on others?
   - Are your courses and PLOs adequately aligned or is some refinement needed?

Our current program is strongly aligned with the Teacher Performance Expectations; however, the main area that we need to strengthen is the integration of special education and general education. Until 2014, we had a tenure-track faculty member with expertise in special education, who led modules on special education in our SED 751/752 cohort classes; however, due to a faculty separation, the modules are no longer part of the curriculum. Faculty agreed that a related area to examine more closely is Instructional Technology. In order to apply for a preliminary teaching credential, our students need to fulfill an instructional technology requirement either through standardized testing (CSETs), university-level coursework prior to the credential program or through a winter or summer session seminar at SF State. Our faculty would like to discuss how we might incorporate the TPEs related to instructional technology within our fall/spring or spring/fall/spring programs.

4. What is the next step you will take as a department to improve your program? For example, do you want to look more closely at the content of courses and how they support the PLOs? Are you ready to identify the course and assignment that will be used to assess a PLO? Do you need to develop new courses or adjust the scope and sequence and/or structure of your curriculum to fill in gaps in fulfilling PLO’s and facilitate in student learning?

Our faculty decided to attend first to meeting the TPEs related to special education. In order to do this, our faculty requested professional development. The Dean’s Office of the Graduate College of Education, with support from CEEDAR, awarded us funding to pay a small honorarium to Dr. AnnMarie Baines for two days of professional development, where we adopted a framework on inclusion (facilitating access, personalizing experiences, challenging perceptions and cultivating community). We engaged in more curricular mapping aligned with the four components of this inclusion framework.
After this professional development, faculty who teach the seminars, SED 751/752 met during the summer to identify how they would modify the existing signature assignment to attend to special education teacher performance expectations. They have adopted the changes to the signature assignment across all sections of these seminars. In addition, the department applied for a curricular development grant through the Dean’s Office in the Graduate College of Education to provide an honorarium for Dr. Janelle Rodl, an assistant professor in the Department of Special Education, to deliver two seminars on Inclusion during the fall/semester academic year. These seminars will be video taped so we can use them with future cohorts.

5. Your curriculum map and program learning goals should not be kept secret! Post them on your department website, put your map up where students can see it, provide it to new faculty and lecturers so that they can see how the course they teach fits into the curriculum. Keep refining the content of courses to better support the curriculum overall and keep refining the map to make sure that every course in the curriculum makes a contribution.

Give that this year you created a curriculum map, the next step would be to assess one or more program learning goals in the next academic year.