

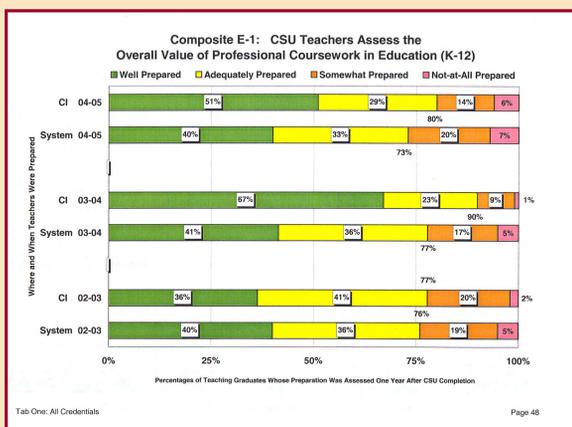


EDUCATION PROGRAM: STUDENT WORK

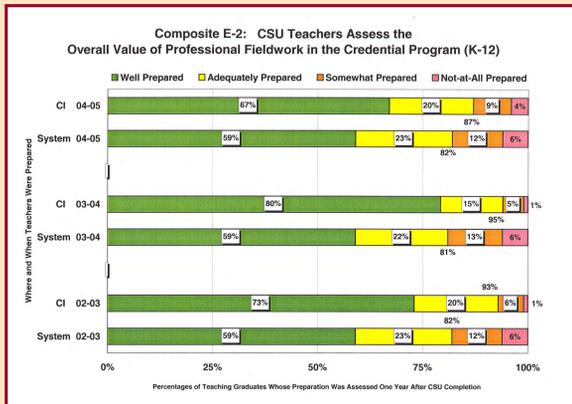
Presented By:

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Education Programs: Program Effectiveness



One year after graduation the CSU Chancellor's Office surveys the credential graduates and their employers (school site principals) to determine the effectiveness of their credential preparation at CSUCI. These charts show how CSUCI credential graduates, across all programs, have rated their professional coursework and fieldwork as compared to all other CSU credential graduates.



Single Subject Credential Program: Electronic Port-

Students (Learning About Students--Core Competency III)

- Overview of Students
- Specified Standards for Students
- Evaluation Method

Learning (Approaches to Learning)

Directions for Learning

File Attachments:

1. [Lesson presentation for class art](#) This is a power point covering Jerome's learning theories. The power point shows a visual approach to learning.
2. [LTC Interview](#) This is an interview done on one of my students for EDSS 540. This interview provided insight to me about how this student approaches learning and school.

Background/Culture

Directions for Background/Culture

File Attachments:

1. [Community Documentary](#) This is my community documentary done for seminar 2. In this power point I document the community surrounding my school.
2. [Film analysis: I am sam.doc](#) This is the film analysis for the movie "I am sam" from EDSS 540. The film analysis addresses the effects of a person's background and culture on their daily life.

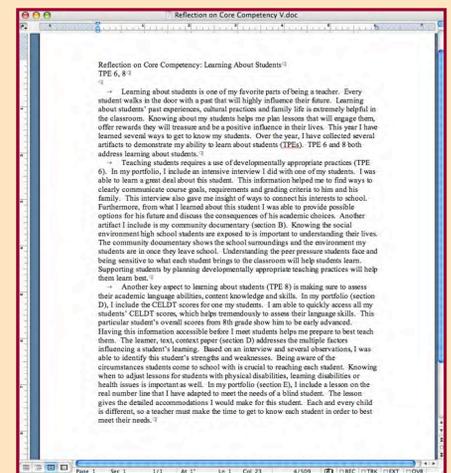
Behavior Assessments

Directions for Behavior Assessments

File Attachments:

1. [EASE behavior check](#) These are the signs I use to assess students behavior in our intervention program. The student mentor marks how many reminders they must give to a student and return the form to me, so I may assess this student's behavior when I am not present with them.
2. [General Adaptations.doc](#) This is a section from my curriculum and collaboration project from EDSS 540 in which I present the general daily adaptations for a student with Asperger's syndrome after I have assessed his behavior. Each adaptation includes a description of how I will adapt my class to meet his behavior needs.

In their final semester, students graduating from the Single Subject Credential Program complete a five part electronic portfolio. This picture is from one graduate's portfolio for the area: Learning About Students and shows the various artifact descriptions for each sub-section.



For each of the major sections of their exit portfolio, students graduating from the Single Subject Credential Program write a reflective narrative that is evaluated on the following criteria: their knowledge, skills, and dispositions related to the section; how they connect their artifacts to the Teacher Performance Expectations (TPEs) identified by the California Commission on Teacher Credentialing; and, their writing—including grammar and mechanics. This is an example of one graduate's reflective narrative on Learning About Students.

Education Specialist Level 1 Credential Program: Culminating Performance Assessment

Students in the Education Specialist program demonstrate integration of their knowledge about teaching in a poster session. The posters represent the student's ability to synthesize their learning from courses and fieldwork by showing their effectiveness as teachers while implementing interventions for students with mild/moderate disabilities.



Multiple Subject Credential Program: Culminating Assessment Tasks



For the culminating program assessment, Multiple Subject credential candidates design units of study, are video taped teaching, collect evidence of student learning and analyze their own performance. The collective work for these tasks is presented in a Professional Practice Portfolio. Students work in collaborative teams to critique and edit each other's portfolios. Most Multiple Subject classes are taught at the University Preparation School site. This allows authentic assessment of student performance to be made in a Pre-K – 5th grade setting. Final projects typically include small team collaboration to develop effective instruction, teaching tools and assessment instruments. Multiple Subject students receive feedback on their performance and teaching materials from the school's students as well as from their peers and instructors.