

Gather more information and have a more concise idea to pitch to the team
Multiple Subjects Credential Program
Assessment System
Signature Assignments 2010-11

Course	Assessment Focus ¹	P ²	I	A	R	Assignment Type	Purpose(s)
EDTE 162 Meeting the Needs of English Learners	Planning and academic language, knowledge of Ss (TPE ³ 4, 7 and 9)	X				Analysis of a lesson plan (language demands)	<ul style="list-style-type: none"> • Transition point to 143A • Scaffolding for TE/formative feedback • Program evaluation • Course grade
EDEL 102 Psychological Foundations	Instruction and reflection on theoretical rationale for best practices = justifiable pedagogy (TPE 4, 5, 6, and 13)		X		X	Analysis of a videotaped lesson re learning theories	<ul style="list-style-type: none"> • Scaffolding for TE/formative feedback • Course grade
EDEL 103 Socio Multicultural Foundations	Knowledge of Ss, families and communities (TPE 8, 12 and 13)				X	Community Investigation/ Cultural Study	<ul style="list-style-type: none"> • Valued program outcomes • Scaffolding for TE/formative feedback • Course grade
EDEL 108A Curriculum: Reading and Language Arts	Literacy subject matter pedagogy, Academic language, Assessment: Analysis of student work to inform planning, knowledge of Ss (TPE 1, 2, 3, 7 and 8)			X		Case study of Ss literacy development	<ul style="list-style-type: none"> • Scaffolding for TE/formative feedback • Course grade

¹ Elementary Education assessment focus areas include FOUR aligned with the PACT Teaching Event: 1) Planning a progression of lessons to support deep understanding of big ideas, 2) Academic language development beyond vocabulary, 3) Assessment: analysis of student work to inform instruction, 4) Defensible pedagogy (theory/practice connections); AND TWO additional highly valued program outcomes: 5) Positive Learning Environments, 6) Knowledge of children, families and communities. **NOTE: theory/practice connections are to be explicitly embedded in ALL signature assignments across all courses.**

² PIAR refers to the PACT Teaching Event framework of Planning, Instruction, Assessment and Reflection. Academic Language is embedded in all four parts. The Context task is not scored in PACT but will be scaffolded through the signature assignments in EDEL 102, EDEL 103, EDTE 162 and EDTE 246.

³ Not all TPE are formally assessed in each signature assignment. Those noted represent assignment foci, but not necessarily scoring dimensions.

Course	Assessment Focus	P	I	A	R	Assignment Type	Purpose(s)
EDEL 108B Curriculum: Science	Science subject matter pedagogy, Reflection on instruction: intellectual engagement, monitoring Ss learning (TPE 1, 2, 4, 5, and 6)		X			Analysis of a videotaped lesson	<ul style="list-style-type: none"> • PACT 'mini task' • Course grade • Program evaluation
EDEL 108C Curriculum: Social Science	Social Science subject matter pedagogy, Planning around big idea and S needs, assessment, academic language (content access) (TPE 1, 8 and 9)	X		X		Unit plan	<ul style="list-style-type: none"> • PACT 'mini task' • Course grade • Program evaluation
EDEL108D Curriculum: Mathematics	Mathematics subject matter pedagogy, Academic language, Planning around a big idea, assessment alignment (TPE 1, 2, 4, 7, and 9)	X		X		Unit plan with focus on language demands	<ul style="list-style-type: none"> • PACT 'mini task' • Course grade • Program evaluation
EDTE 246 Learning Environments	Learning environments, Knowledge of Ss (TPE 8, 10 and 11)		X		X	Analysis of a videotaped lesson	<ul style="list-style-type: none"> • Valued program outcomes • Course grade
EDEL 143A Student Teaching	Most areas and most TPE	X	X	X	X	Coaching Cycle	<ul style="list-style-type: none"> • Transition point to 143B • Scaffolding for TE/ formative feedback • Program evaluation
EDEL 143B Student Teaching	All	X	X	X	X	PACT Teaching Event	<ul style="list-style-type: none"> • Summative evaluation (program exit) • Program evaluation