



**Commission on Teacher Credentialing
Biennial Report**

(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	Fall 2011
Program documented in this report	Reading and Language Arts
Name of Program	Reading and Language Arts
Credential awarded	Reading and Language Arts Specialist
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
Program Contact	Paul Boyd-Batstone
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Reading Certificate Program, Reading/Language Arts Specialist Credential Program and the Master of Arts in Education Option Reading/Language Arts are based in the Department of Teacher Education in the College of Education. The Program Coordinator serves as the day-to-day administrator of the program and has responsibility for overall coordination of the program.

The Graduate Reading Programs at CSULB prepare caring, effective, and highly skilled teachers and specialists who in turn provide appropriate reading and language arts instruction for culturally and linguistically diverse students in grades K-12. In connection with the conceptual framework of the College of Education we provide our candidates with the theoretical and professional knowledge necessary to develop innovative, research-based reading and language arts curricula, and instill the leadership skills necessary for successful reading program implementation for all students, including English language learners. Our program is designed to “spiral” the candidates’ content knowledge and pedagogy so that they are able to synthesize and apply their understandings about teaching and learning over time.

Currently, there are approximately 35 32 candidates enrolled in the program. Thirteen Fourteen candidates completed the Masters degree in the 2009-10 academic year (Table 4) and 22 credentials were awarded (Table 4). In the same academic year three full-time and two part-time faculty members taught in the program (Table 5).

Because the program conducts an annual review the following changes were implemented:

- The holistic grading rubrics used for the signature assignments have been revised to analytic rubrics.
- To address the issue of writing proficiency a peer-review component of the literature review in EDRG 540 and the case study in EDRG 551 have been added. Candidates read one another’s penultimate papers and reports and provide written feedback.
- In the final class in the program, EDRG 695, the instructor provided samples of outstanding and good quality signature assignments so that candidates have a clearer understanding of what is expected.

In June 2010, the Commission on Teacher Credentialing (CTC) approved new standards for the program. The California Reading Certificate is to now be called the “Reading and Literacy Added Authorization” (RLAA); the Specialist Credential is now to be called the “Literacy Leadership Specialist Credential” (LLSP). Table 1 below summarizes the Program Student Learning Outcomes and Related Standards according to the new CTC standards. Consequently, our program is transitioning from the previous authorization to the new authorization. The reported data is based upon the previous program standards and signature assignments. (In November 2011, CTC withdrew the program regulations in order to consider further revisions. Therefore, until CTC approves the regulations, the program will operate under the previous standards, while being informed by the new 2010 standards.)

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:	Outcome 5:	Outcome 6:
SLOs	Provide literacy leadership at the school site or district level.	Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures	Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.	Articulate and apply theoretical foundations in reading/language arts to current theory and research.	Integrate technology into reading / language arts instruction.	Communicate information to other professionals in the education community
Signature Assignment(s)	<ul style="list-style-type: none"> • EDRG 558: Word Study • EDRG 554: 2-year plan 	EDRG 551/EDRG 651: Observation and case study	<ul style="list-style-type: none"> • EDRG 559: Intervention plan • EDRG 651: Diagnosis and implementation of Intervention plan 	EDRG 540/EDRG 544/EDRG 556: Research papers	EDRG 543: WebQuest lesson	<ul style="list-style-type: none"> • EDRG 554: Culminating learning experience MA only: • EDRG 695: Comps or • EDRG 698: Thesis
National PROFESSIONAL Standards	IRA Standard 5	IRA Standard 3	IRA Standard 2, 4	IRA Standard 1	IRA Standard 4	IRA Standard 5
State Standards (Approved June 2010)	CTC : RLAA/LLSCP Standards 8, 10	CTC: RLAA/LLSCP Standards 3, 4, 5	CTC: RLAA/LLSCP Standards 2, 3, 5,9	CTC: RLAA/LLSCP Standards 1, 6, 7	CTC : RLAA/LLSCP Standards 2, 3, 4,5	CTC: RLAA/LLSCP Standards 8, 10
Conceptual Framework	Leadership	Evidence-based Practices	Effective Pedagogy; Advocacy	Scholarship	Innovation	Collaboration
CSULB Learning Outcomes	Collaborative Problem Solving	Integrating liberal education	Engaged in global and local issues; Knowledge and respect for diversity	Well-prepared	Integrating liberal education	Well-prepared; Collaborative problem solving
NCATE Elements	Professional Dispositions	Knowledge and Skills-Other	Student Learning-Other	Knowledge and Skills-Other	Knowledge and Skills-Other	Professional Dispositions

Table 2*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	Transition Point 1 Admission to Program					
	2009-2010			2010-2011		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
TOTAL	14	14	14	25	22	18

Table 3*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)¹*

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	2010-2011
Comps²	11	11

¹ Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

² This is data on the number of students who *applied* to take the comprehensive examination in Fall 2009, Spring 2010, or Summer 2010. The data include students who may not have taken or passed the examination(s).

Table 4*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	Transition Point 3 Exit	
	2009-2010	2010-2011
Degree	9	12
Credential³	11	8

Table 5*Faculty Profile 2009-2011⁴*

Status	2009-2010	2010-2011
Full-time TT/Lecturer	4	5
Part-time Lecturer	2	1
Total:	6	6

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

Fall 2010, The program was streamlined to have students graduate in 2 years vs. 3 years. This was done by eliminating a Children's literature course and reducing the number of research methods courses.

Fall 2010, Dr. Paul Boyd-Batstone took over the coordinating responsibilities from Dr. Joan Theurer, who continues to teach in the program.

June 2010, the Commission on Teacher Credentialing approved new program standards

Fall 2011, the Program Assessment Document (PAD) for CTC was written to address the new standards. These standards impacted the specific emphases of the program and the future names of the program's components: Reading and Literacy Added Authorization and Specialist Credential for Literacy and Leadership. They have also impacted the number of signature assignments for the future program.

³ Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

⁴ Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program complete performance or program effectiveness is collected and analyzed that informs programmatic decision making

Table 6 provides an overview of student learning outcomes and related signature assignments, while Table 7 identifies instruments used to assess program effectiveness.

Table 6*Program Student Learning Outcomes and Signature Assignments*

Student Learning Outcomes	Signature Assignment(s)	Description of Assignment
SLO 1: Provide literacy leadership at the school site or district level.	<ul style="list-style-type: none"> • EDRG 554: Two-year Plan • EDRG 558: Word Study 	<ul style="list-style-type: none"> • [EDRG 554] Candidates will create a needs assessment survey and perform a thorough investigation of a current reading/language arts program. From this data, candidates will develop a two-year plan with recommendations for improving the effectiveness of a reading/language arts program including a literacy vision, a literacy team, instructional materials, technology resources, a professional development plan in each of these three areas: developmental, recreational and intervention/remedial reading/language arts instruction. • [EDRG 558] Candidates select one element of language study and/or word development and instruction (e.g., phonemic awareness, phonics, vocabulary, spelling, oral language acquisition, literacy development in a second language, etc.). The assignment is designed to develop an in-depth and thorough knowledge base of word study.
SLO 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures	<ul style="list-style-type: none"> • EDRG 551/651: Observation and Case Study 	<ul style="list-style-type: none"> • [EDRG 551] Candidates will conduct case studies of two children, one who is a beginning reader and the other who is an older child exhibiting reading difficulties. One of the students must be an English Learner. This field experience requirement involves data collection using a wide range of reading assessments and inventories for intervention, interpreting results and making instructional recommendations. • [EDRG 651] Candidates will assess a student (a child or an adolescent) who has been referred to the Educational Psychology Clinic and diagnose the child's literacy strengths and needs. Based on the diagnostic profile, candidates will develop an intervention plan to address the areas of needs.
SLO 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results	<ul style="list-style-type: none"> • EDRG 559: Intervention Plan • EDRG 651: Diagnosis and Implementation of Intervention Plan 	<ul style="list-style-type: none"> • [EDRG 559] Candidates will develop a comprehensive intervention plan that utilizes a variety of assessment tools. The plan requires writing a summary of the strengths and needs of a group of students, a description of the intervention(s), and a comprehensive plan of action. • [EDRG 651] At the end of the semester, candidates will complete a final case study report that details the teaching they did with their student and recommendations for future interventions.
SLO 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research	<ul style="list-style-type: none"> • EDRG 540/544/556: Research Papers 	<ul style="list-style-type: none"> • [EDRG 540] Candidates write a 5 - 6 page paper which provides an overview of an area of literacy research including current practices and recommendations made by the authors of the articles students select. • [EDRG 544] Candidates write a research literature review that summarizes and synthesizes the state of knowledge in one topic of literacy research; identifies key issues (questions about which there is disagreement, controversy, concern, or uncertainty) in the topic; and suggests important directions for new research, including substantive research questions and issues that should be addressed, and research methodologies that should be used to address these questions and issues. • [EDRG 556] Candidates write a 12-14 page paper which provides an overview of a "hot topic" in the field

Student Learning Outcomes	Signature Assignment(s)	Description of Assignment
		of reading and literacy including current practices and recommendations made by the authors of the articles candidates select.
SLO 5: Integrate technology into reading/language arts instruction	<ul style="list-style-type: none"> • EDRG 543: WebQuest Lesson 	<ul style="list-style-type: none"> • [EDRG 543] Candidates use a range of current informational technology tools to develop a comprehensive WebQuest lesson that addresses curricular and content standards.
SLO 6: Communicate information to other professionals in the education community	<ul style="list-style-type: none"> • EDRG 554: Culminating Learning Experience <p>MA only:</p> <ul style="list-style-type: none"> • EDRG 695: Comprehensive Exam or • EDRG 698: Thesis 	<ul style="list-style-type: none"> • [EDRG 554] Candidates will create a needs assessment survey and perform a thorough investigation of a current reading/language arts program. From this data, candidates will develop a two-year plan with recommendations for improving the effectiveness of a reading/language arts program including a literacy vision, a literacy team, instructional materials, technology resources, a professional development plan in each of these three areas: developmental, recreational and intervention/remedial reading/language arts instruction. • MA ONLY: [EDRG 659] Successful completion of a Master's degree brings with it certain rights and responsibilities. Candidates' formal education will soon conclude, but as a life-long learner they will want to engage in personal inquiry projects. As a scholar who has earned an advanced degree, candidates have a responsibility to share their knowledge with the larger community. The culminating learning experience is an opportunity to begin exploring these rights and responsibilities. Candidates may choose one of the following scholarly culminating experiences: Publishable Article or Individual Inquiry Project

Table 7

Program Effectiveness Data

Data Collection Instrument	When Administered
Exit Survey	Annually

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 Student Learning Data

Figure 1

Reading and Language Arts AY09-10 SLOs Comparison

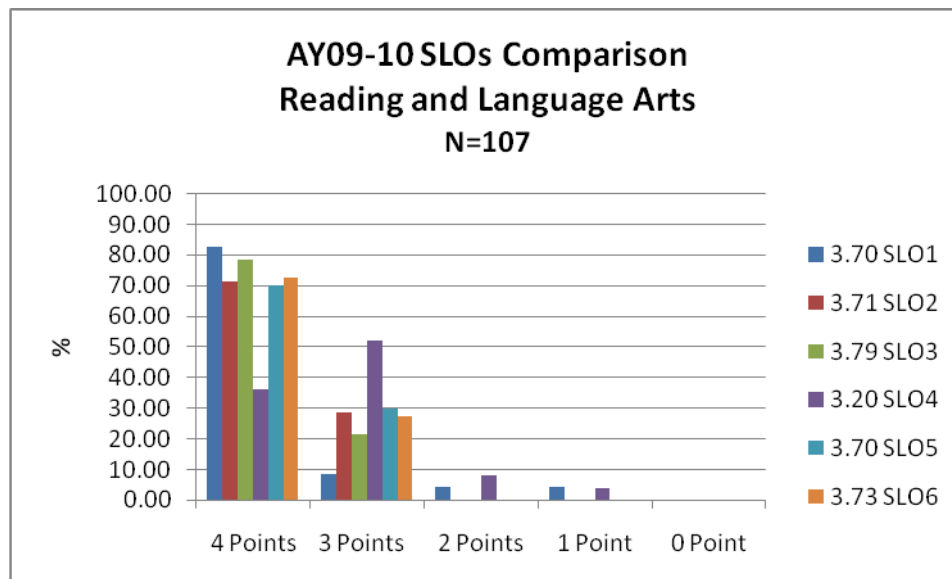
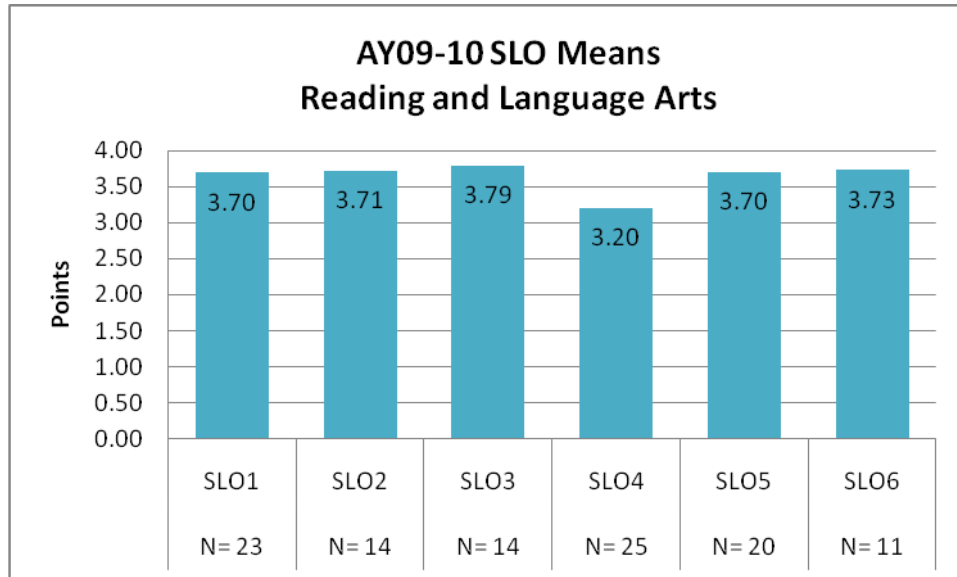


Figure 2

Reading and Language Arts AY09-10 SLO Means



Outcome 1: Provide literacy leadership at the school site or district level.

Figure 3

Reading and Language Arts AY09-10 Score Distribution-SLO 1

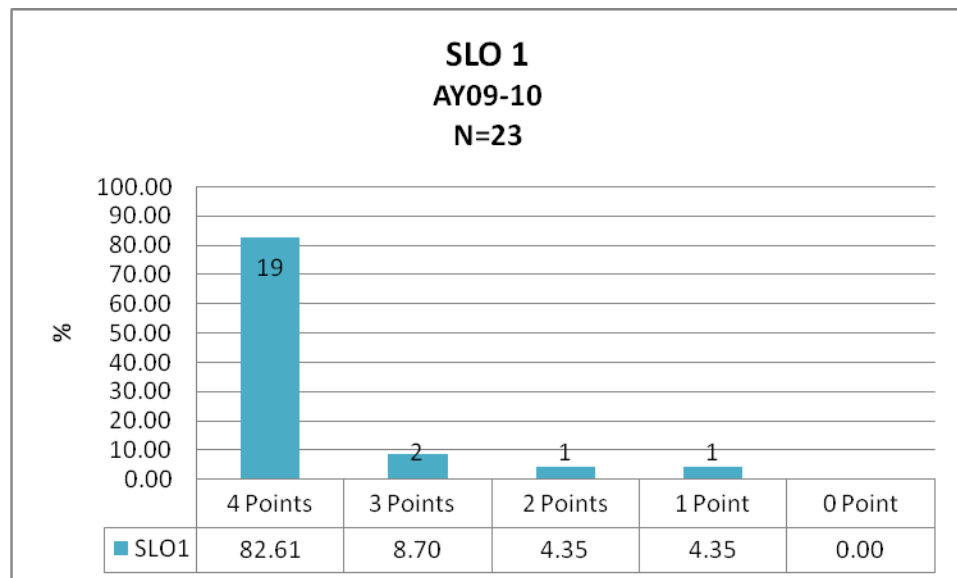
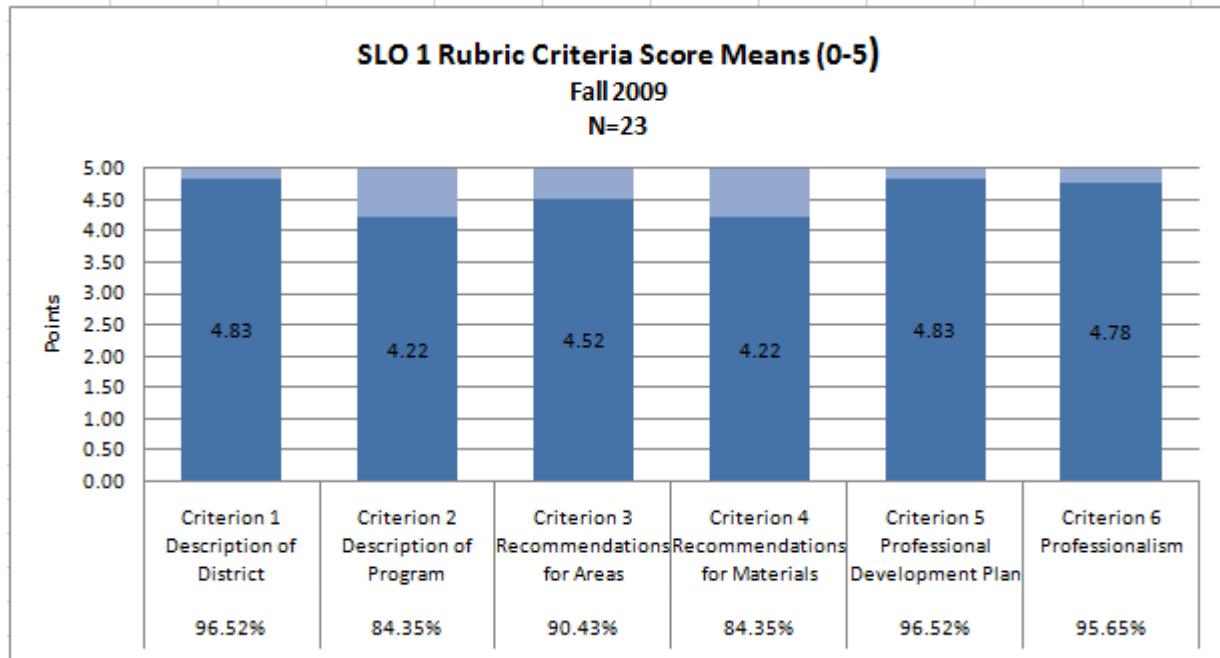


Figure 4

Reading and Language Arts Fall 2009 Criteria Means-SLO 1



Outcome 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures

Figure 5

Reading and Language Arts AY09-10 Score Distribution-SLO 2

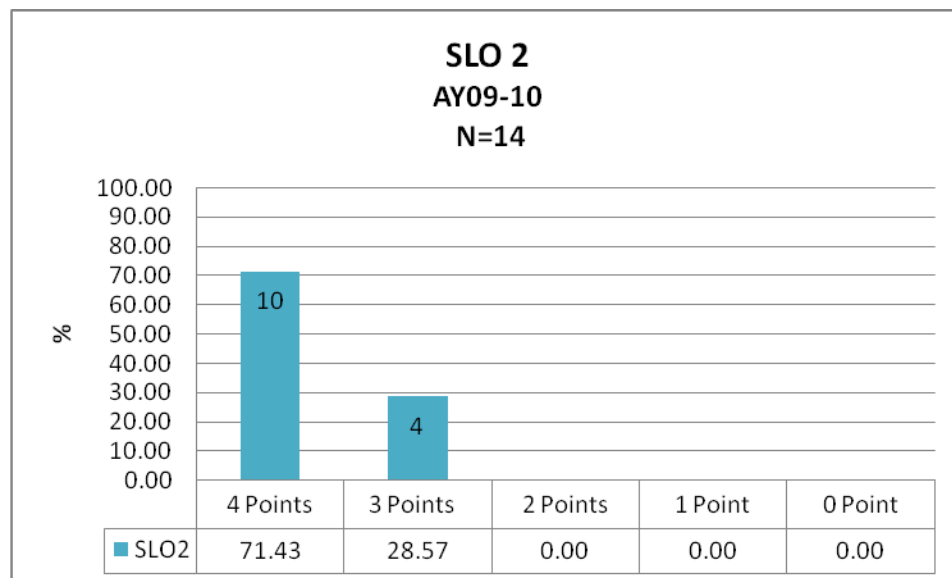
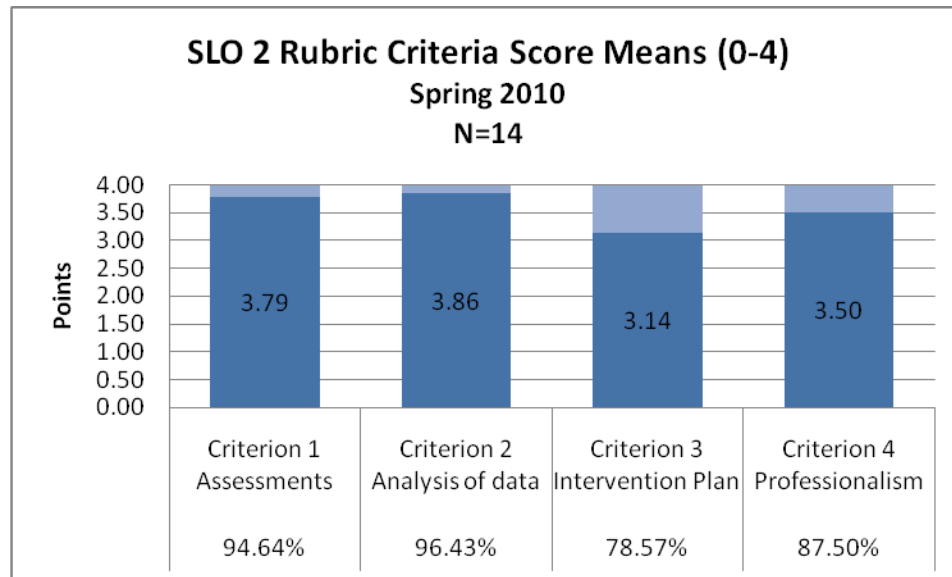


Figure 6

Reading and Language Arts Spring 2010 Criteria Means-SLO 2



Outcome 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.

Figure 7

Reading and Language Arts AY09-10 Score Distribution-SLO 3

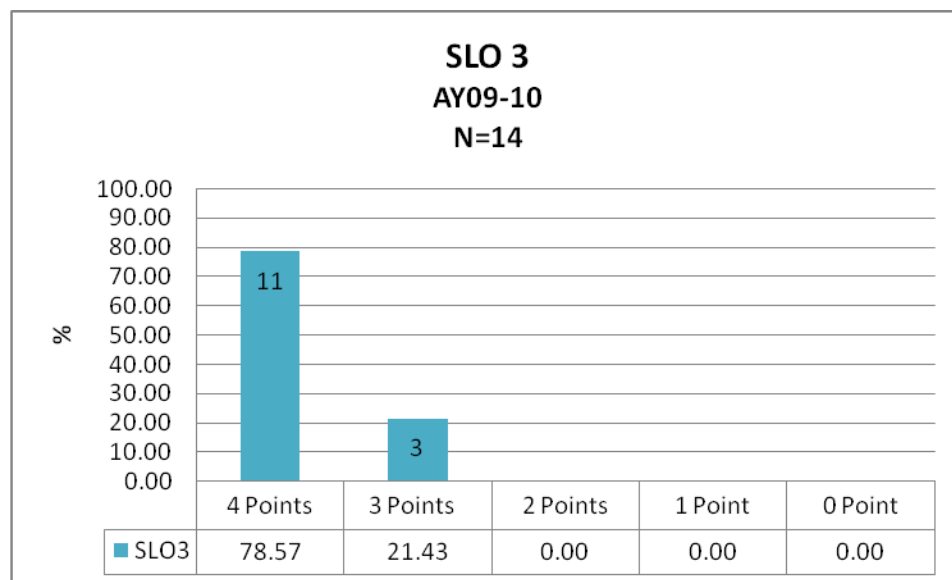
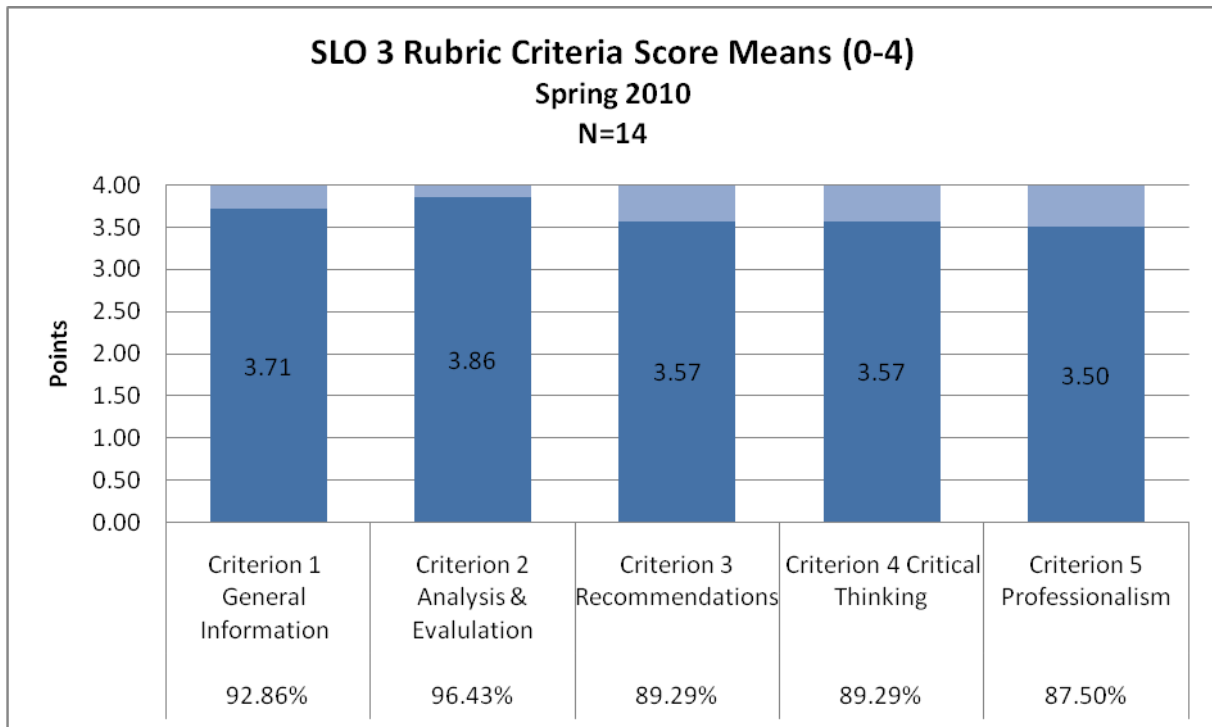


Figure 8

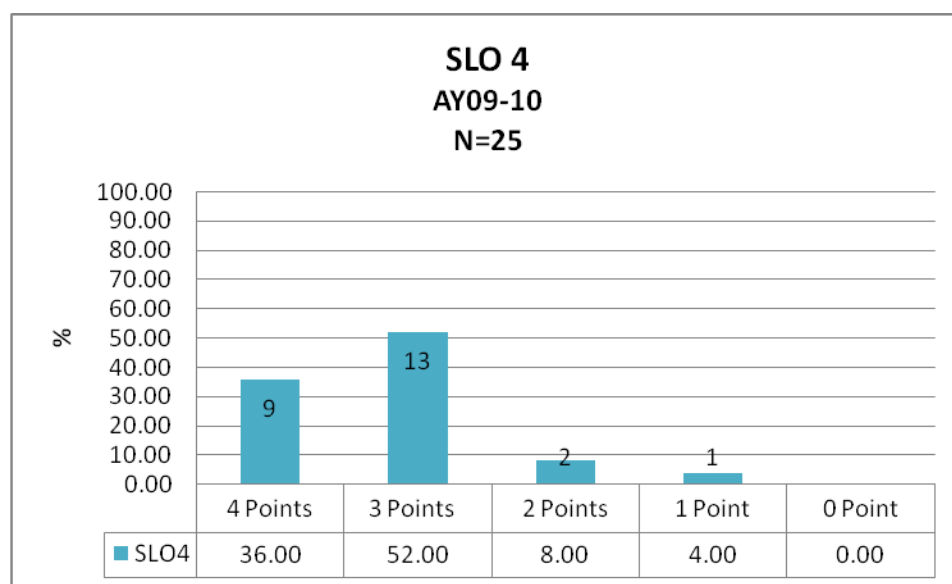
Reading and Language Arts Spring 2010 Criteria Means-SLO 3



Outcome 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research.

Figure 9

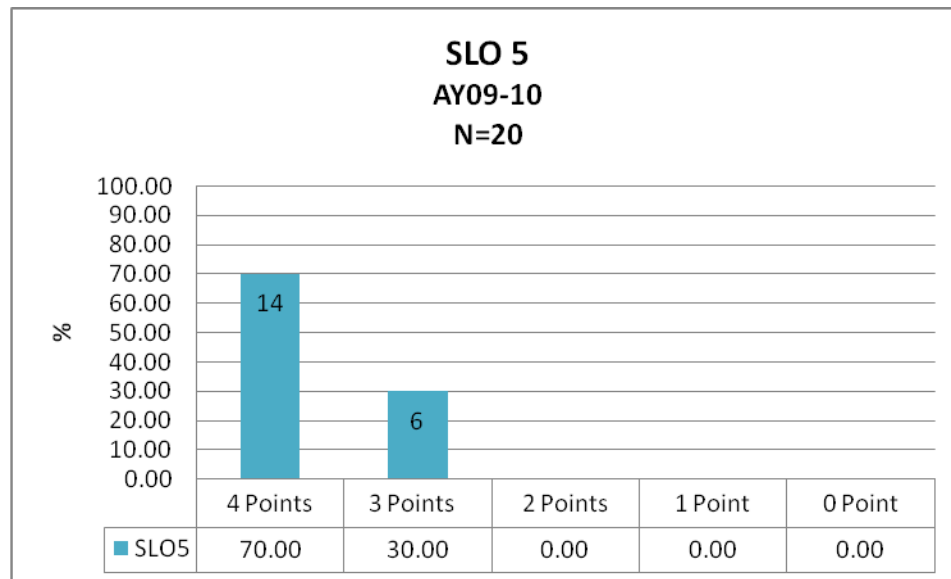
Reading and Language Arts AY09-10 Score Distribution-SLO 4



Outcome 5: Integrate technology into reading / language arts instruction.

Figure 10

Reading and Language Arts AY09-10 Score Distribution-SLO 5



Outcome 6: Communicate information to other professionals in the education community

Figure 11

Reading and Language Arts AY09-10 Score Distribution-SLO 6

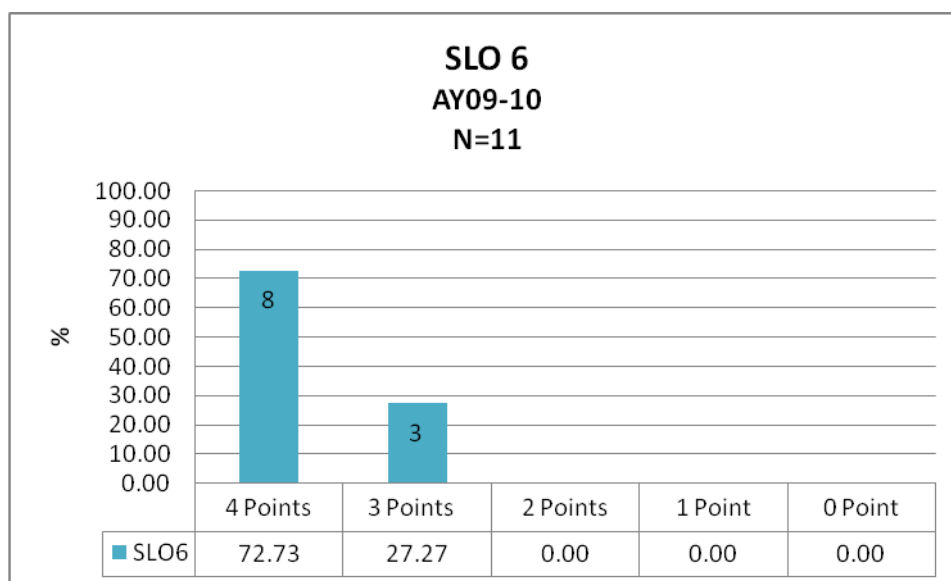
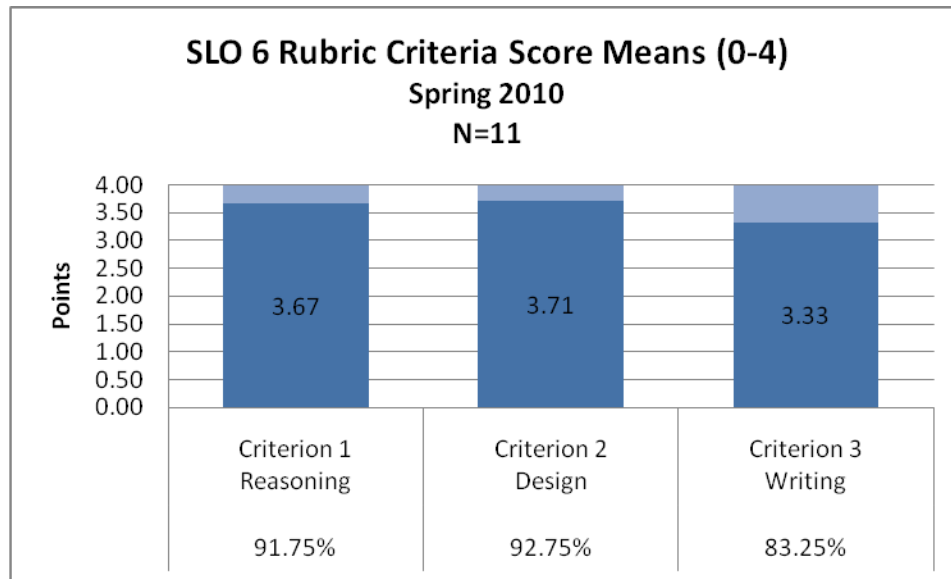


Figure 12

Reading and Language Arts Spring 2010 Criteria Means-SLO 6



2010-11 Student Learning Data

Figure 13

Reading and Language Arts AY10-11 SLOs Comparison

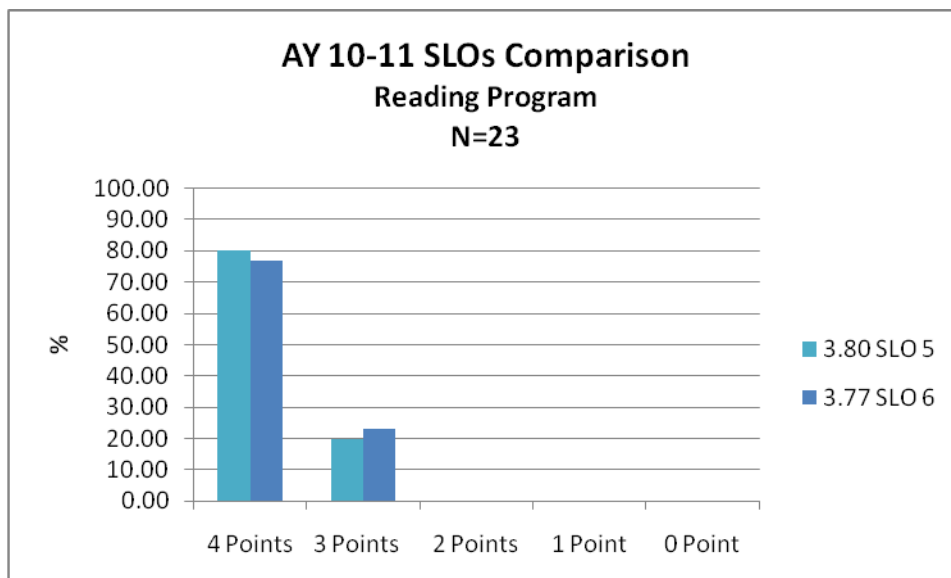
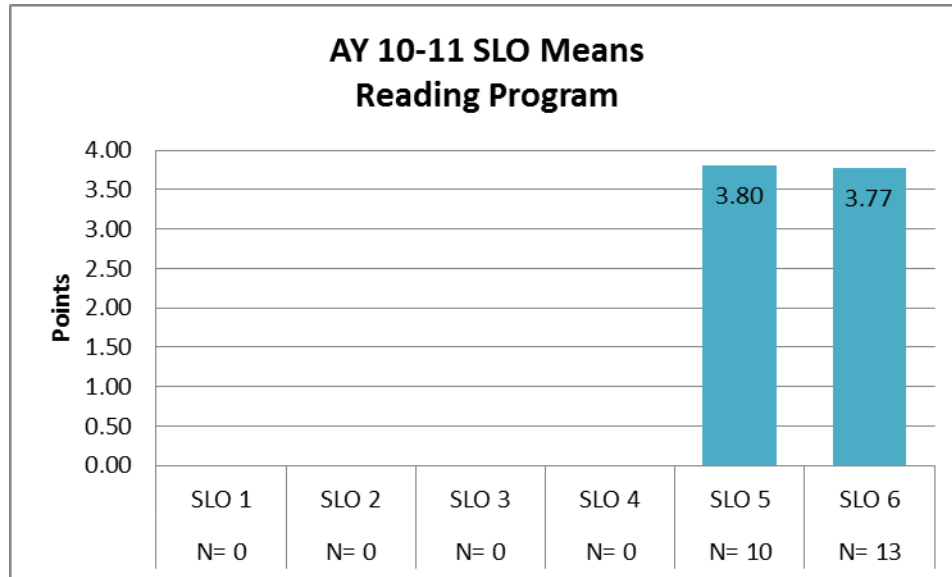


Figure 14

Reading and Language Arts AY09-10 SLO Means



Outcome 5: Integrate technology into reading / language arts instruction.

Figure 15

Reading and Language Arts AY10-11 Score Distribution-SLO 5

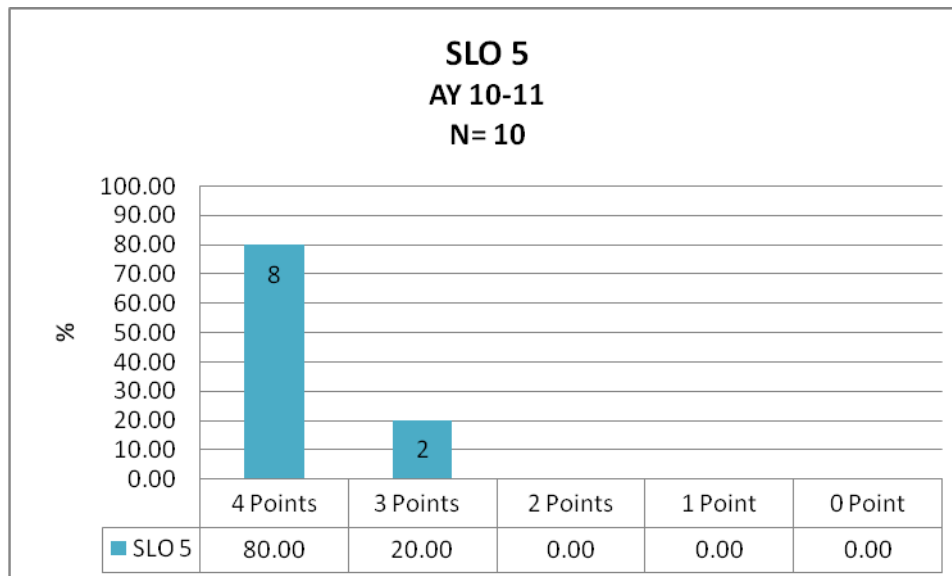
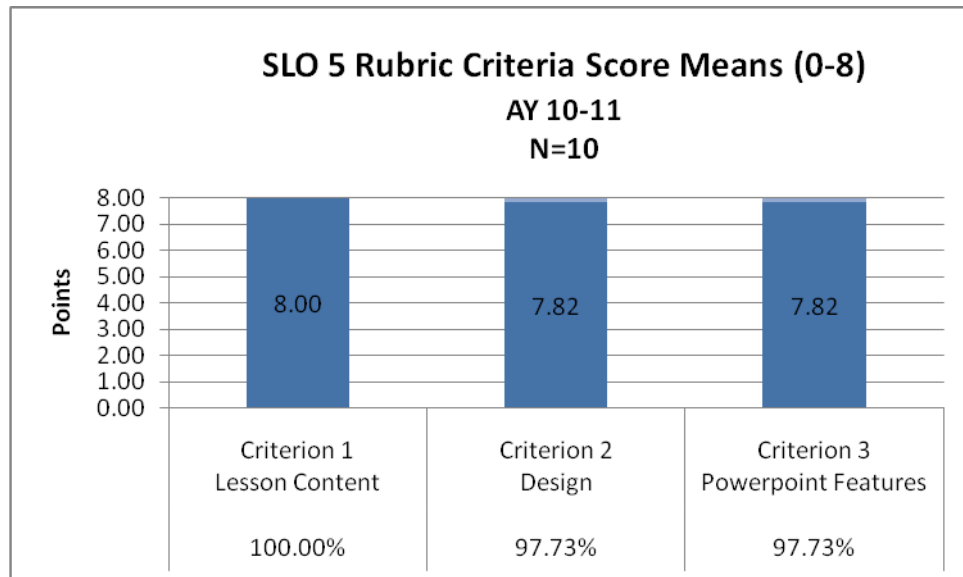


Figure 16

Reading and Language Arts AY10-11 Criteria Means-SLO 5



Outcome 6: Communicate information to other professionals in the education community

Figure 17

Reading and Language Arts AY10-11 Score Distribution-SLO 6

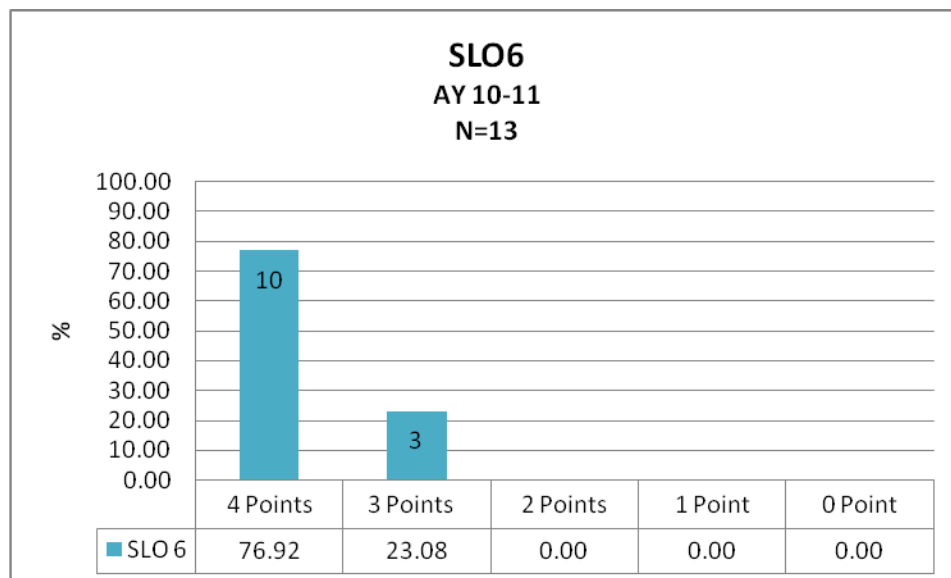
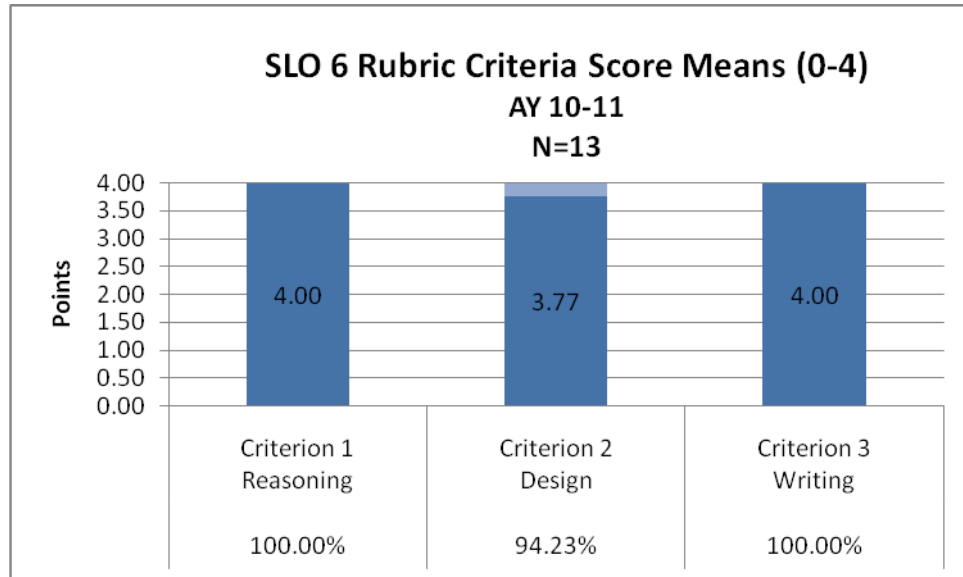


Figure 18

Reading and Language Arts AY10-11 Criteria Means-SLO 6



2009-10 Program Effectiveness Data

Reading & Language Arts Exit Survey Summary Report – Spring 2010

1. Gender

Item	Count	Percent %
Female	8	100.00%

2. Age

Item	Count	Percent %
30-34	3	37.50%
50 and above	2	25.00%
35-39	1	12.50%
40-44	1	12.50%
45-49	1	12.50%

3. Ethnicity (select one)

Item	Count	Percent %
Not Hispanic or Latino/a	6	75.00%
Hispanic or Latino/a	2	25.00%

4. Race (select one or more regardless of ethnicity)

Item	Count	Percent %
White	5	62.50%
Decline to state	2	25.00%
Asian	1	12.50%

5. Advanced Credential Programs

Item	Count	Percent %
Reading and Language Arts Credential	6	75.00%
Designated Subjects Credential	1	12.50%
Ed Specialist II Credential	1	12.50%

6. Master's Degrees

Item	Count	Percent %
Reading and Language Arts Master's Degree	7	87.50%
Curriculum and Instruction-Elementary Master's Degree	1	12.50%

7. Term

Item	Count	Percent %
Spring	7	87.50%
Winter	1	12.50%

8. Year

Item	Count	Percent %
2010	5	62.50%
2009	2	25.00%
2008	1	12.50%

9. How many years did it take you to complete the program? (Please include any educational leaves, time off from study, etc. in your calculation.)

Item	Count	Percent %
Between 2 and 3 calendar years	6	75.00%
Fewer than 2 calendar years	2	25.00%

10. How often did you seek program advising from either a staff or faculty member during your program?

Item	Count	Percent %
A few times per semester	3	37.50%
Once semester	2	25.00%
I don't remember	1	12.50%
Never	1	12.50%
Once a year	1	12.50%

11. Please rate your level of general satisfaction with each of the following:

Item	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Total
The ongoing advisement and program information I have received from my faculty/program advisor.	75.0% 6	12.5% 1	12.5% 1			8
My advisor's knowledge of my program requirements.	75.0% 6	12.5% 1	12.5% 1			8
My advisor's availability to meet at times that are convenient for me.	75.0% 6	12.5% 1	12.5% 1			8
The quality of service/advising provided by the Graduate Office.	50.0% 4	37.5% 3	12.5% 1			8
The accuracy and thoroughness of the information provided on the program web site.	50.0% 4	37.5% 3	12.5% 1			8
The accuracy and thoroughness of the information provided on the college web site.	50.0% 4	37.5% 3	12.5% 1			8
The orientation provided by the department/program.	87.5% 7		12.5% 1			8
The resources and services in the university library.	62.5% 5	25.0% 2	12.5% 1			8
Average %	65.6%	21.9%	12.5%	0.0%	0.0%	64.0

12. Please rate your level of agreement with each of the following:

Item	Strongly Agree	Agree	Not sure/Neutral	Disagree	Strongly Disagree	Total
My instructors used instructional technology and media to effectively promote learning.	50.0% 4	37.5% 3	12.5% 1			8
My instructors expected us to use instructional technology and media in completing our assignments.	50.0% 4	37.5% 3	12.5% 1			8
In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	62.5% 5	25.0% 2	12.5% 1			8
Average %	54.2%	33.3%	12.5%	0.0%	0.0%	24.0

13. Please indicate which of the following statements apply to you as a result of your program: (check all that apply)

Item	Count	Percent %
My academic and professional work is enhanced by the use of technology.	8	100.00%
I am able to evaluate the reliability and quality of online resources.	6	75.00%
I am familiar with most online resources in my field.	6	75.00%
I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.)	6	75.00%

14. How important do you think it is to:

Item	Very Important	Important	Somewhat Important	Not That Important	Total
promote intellectual growth for ALL students/clients?	100.0% 8				8
promote personal growth for ALL students/clients?	75.0% 6	12.5% 1	12.5% 1		8
promote interpersonal growth for ALL students/clients?	75.0% 6	12.5% 1	12.5% 1		8
be a socially responsible leader?	75.0% 6	25.0% 2			8
value diversity among your students/clients?	87.5% 7		12.5% 1		8
collaborate with the community?	75.0% 6	25.0% 2			8
promote school or organizational improvement for all students/clients?	87.5% 7		12.5% 1		8
engage in research to inform your practice?	75.0% 6	25.0% 2			8
engage in ongoing evaluation of your practice?	87.5% 7	12.5% 1			8
Average %	81.9%	12.5%	5.6%	0.0%	72.0

15. To what degree has your program contributed to your ability to:

Item	A great deal	Somewhat	Not at all	Total
promote intellectual growth for ALL students/clients?	100.0% 8			8
promote personal growth for ALL students/clients?	75.0% 6	25.0% 2		8
promote interpersonal growth for ALL students/clients?	75.0% 6	25.0% 2		8
be a socially responsible leader?	100.0% 8			8
value diversity among your students/clients?	100.0% 8			8
collaborate with the community?	62.5% 5	37.5% 3		8
promote school or organizational improvement for all students/clients?	87.5% 7	12.5% 1		8
engage in research to inform your practice?	100.0% 8			8
engage in ongoing evaluation of your practice?	100.0% 8			8
Average %	88.9%	11.1%	0.0%	72.0

16. Faculty in my program demonstrated sensitivity to issues of diversity

Item	Count	Percent %
Strongly Agree	5	62.50%
Agree	2	25.00%
Not sure/Neutral	1	12.50%

17. I had opportunities to learn about concepts and issues of diversity in my program.

Item	Count	Percent %
Agree	4	50.00%
Strongly Agree	3	37.50%
Not sure/Neutral	1	12.50%

18. I had opportunities to learn how to engage students/clients of diverse backgrounds.

Item	Count	Percent %
Strongly Agree	4	50.00%
Agree	3	37.50%
Not sure/Neutral	1	12.50%

19. If you expect to stop using this email address in the future, please provide an alternative email address where we may contact you in the future.

Item	Count	Percent %
changc1127@yahoo.com	1	100.00%

20. Using the scale provided, how satisfied are you with how the Reading program helped you develop the following skills and knowledge?

Item	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Total
Ability to diagnose reading, writing, and spelling strengths and needs.	75.0% 6	25.0% 2				8
Ability to plan appropriate instruction for all students based upon assessment data.	85.7% 6	14.3% 1				7
Understanding of the research in areas related to reading and language arts and its implication for instruction.	87.5% 7	12.5% 1				8
Knowledge of how to assume the role and responsibilities of a Reading/Language Arts Specialist.	75.0% 6	25.0% 2				8
Ability to base instructional decision on critical analysis and practical application of research.	87.5% 7	12.5% 1				8
Average %	82.1%	17.9%	0.0%	0.0%	0.0%	39.0

Summary and highlights of data from the Spring 2010 Exit Survey:

Participant's age range: 30-54 years old

Gender: 100% female (N=8)

Ethnicity: 2 Hispanic/Latina, 6 non Hispanic

General observations:

- There appeared to be 1 outlier on many of the content questions
- According to the Exit Survey, the college website was identified as an area with a lower satisfaction rating (50%), however that has been addressed with an updated version and newer information.

Q10-11. Advisement

- Sub-areas for further consideration:
 - Providing timely and convenient advisement

Q12-13. Academic Technology

- Sub-areas for further consideration
 - Increased application of technology in the classroom
 - Increased application of technology in field experiences

Q15. Collaboration

- Sub-area for further consideration
 - Explore ways to increase community collaboration

Q16-17. Diversity

- Sub areas for further consideration
 - Faculty sensitivity to diversity
 - Opportunities to learn about diversity issues

Q20. Overall satisfaction with the program

- Generally satisfied to very satisfied
- Sub area for further consideration
 - Ability to diagnose reading, writing, and spelling strengths and needs

2010-11 Program Effectiveness Data

Figure 19

7. Using the scale provided, how satisfied are you with how the Reading program helped you develop the following skills and knowledge?						
	Very Satisfied	Satisfied	Not sure/ Neutral	Dissatisfied	Very Dissatisfied	Response Count
Ability to diagnose reading, writing, and spelling strengths and needs.	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9
Ability to plan appropriate instruction for all students based upon assessment data.	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9
Understanding of the research in areas related to reading and language arts and its implication for instruction.	66.7% (6)	33.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)	9
Knowledge of how to assume the role and responsibilities of a Reading/Language Arts Specialist.	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	9
Ability to base instructional decision on critical analysis and practical application of research.	66.7% (6)	33.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)	9
answered question						9
skipped question						0

Figure 20

11. Please rate your level of general satisfaction with each of the following:						
	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Response Count
The ongoing advisement and program information I have received from my faculty/program advisor.	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	9
My advisor's knowledge of my program requirements.	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9
My advisor's availability to meet at times that are convenient for me.	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9
The quality of service/advising provided by the Graduate Office.	55.6% (5)	33.3% (3)	11.1% (1)	0.0% (0)	0.0% (0)	9
The accuracy and thoroughness of the information provided on the program web site.	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	9
The accuracy and thoroughness of the information provided on the college web site.	33.3% (3)	66.7% (6)	0.0% (0)	0.0% (0)	0.0% (0)	9
The orientation provided by the department/program.	55.6% (5)	33.3% (3)	11.1% (1)	0.0% (0)	0.0% (0)	9
The resources and services in the univeristy library.	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	9
answered question						9
skipped question						0

Figure 21

13. Please rate your level of agreement with each of the following:						
	Strongly Agree	Agree	Not sure/ Neutral	Disagree	Strongly Disagree	Response Count
My instructors used instructional technology and media to effectively promote learning.	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	9
My instructors expected us to use instructional technology and media in completing our assignments.	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	9
In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	66.7% (6)	22.2% (2)	11.1% (1)	0.0% (0)	0.0% (0)	9
answered question						9
skipped question						0

Figure 22

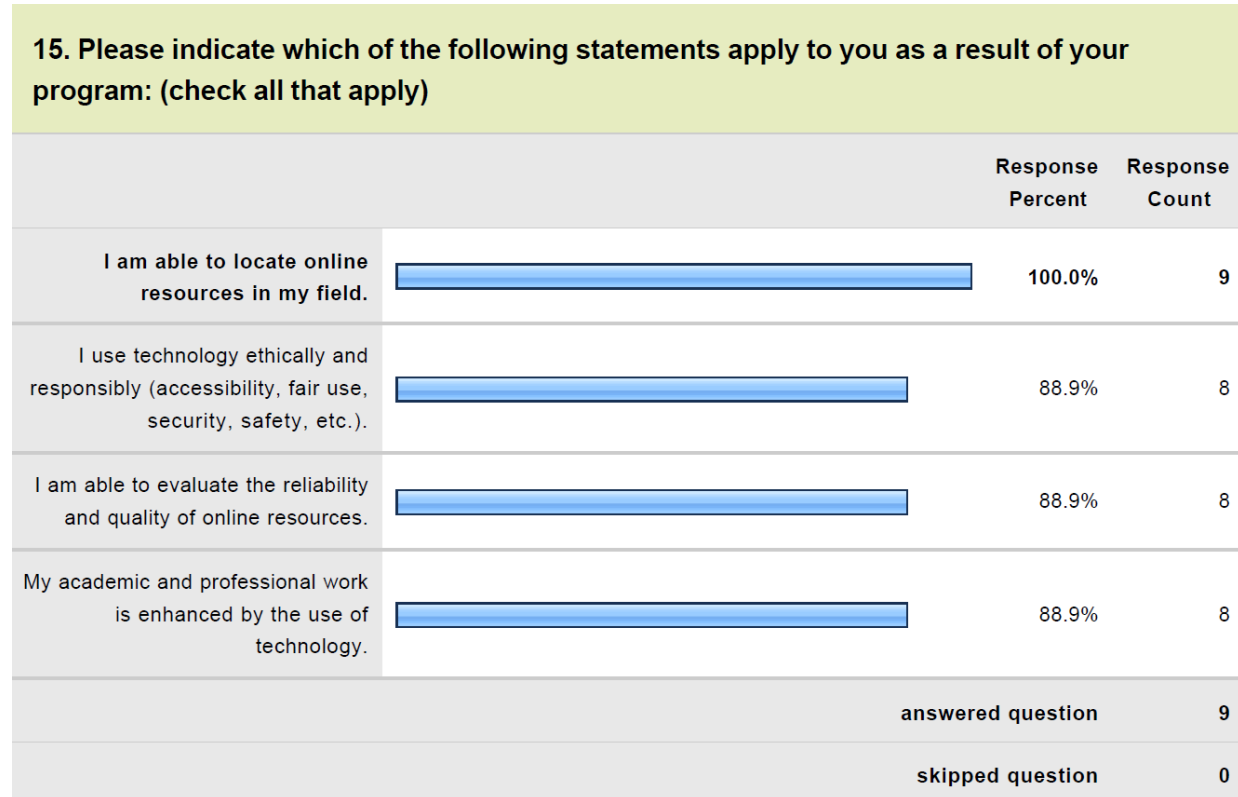


Figure 23

Page 16, Q16. How might your program better use technology to improve learning?		
1	It's hard to say since every school in which we were employed in has different technology available to us.	May 1, 2011 5:49 AM
2	It would be great if all teachers used technology equally.	Apr 21, 2011 10:53 AM
3	I was very satisfied with the use of technology in the program.	Apr 20, 2011 2:36 PM
4	Having every teacher be on blackboard to post current grades, syllabi, etc.	Apr 20, 2011 12:30 PM

Figure 24

19. To what degree has your program contributed to your ability to:				
	A great deal	Somewhat	Not at all	Response Count
promote intellectual growth for ALL students/clients?	77.8% (7)	22.2% (2)	0.0% (0)	9
promote personal growth for ALL students/clients?	88.9% (8)	11.1% (1)	0.0% (0)	9
promote interpersonal growth for ALL students/clients?	77.8% (7)	22.2% (2)	0.0% (0)	9
be a socially responsible leader?	88.9% (8)	11.1% (1)	0.0% (0)	9
value diversity among your students/clients?	88.9% (8)	11.1% (1)	0.0% (0)	9
collaborate with the community?	55.6% (5)	44.4% (4)	0.0% (0)	9
promote school or organizational improvement for all students/clients?	88.9% (8)	11.1% (1)	0.0% (0)	9
engage in research to inform your practice?	88.9% (8)	11.1% (1)	0.0% (0)	9
engage in ongoing evaluation of your practice?	100.0% (9)	0.0% (0)	0.0% (0)	9
answered question				9
skipped question				0

Summary and highlights of data from the Spring 2011 Exit Survey:

Participants' age range: 25-44 years old

Gender: 100% Female (N=9)

Ethnicity: 1 Hispanic/Latina; 1 Asian; 6 White; 2 declined to state

Q7. Developing knowledge and skills

- Sub-area(s) for further consideration:
 - Understanding research related to instruction
 - Role and responsibilities of the Reading/language arts specialist

Q11. General satisfaction with the program

- Sub-areas for further consideration:
 - The accuracy and thoroughness of the college and program websites
 - Program orientation

Q13/15. Instructional technology and media

- Sub-area(s) for further consideration:
 - Opportunities to learn about using computer technology to enhance academic and professional work

Q16. Comments about improving technology for learning

- “It’s hard to say since every school in which we were employed in has different technology available to us.”
- “it would be great if all teachers used technology equally.”
- “I was very satisfied with the use of technology in the program.”
- “Having every teacher be on blackboard to post current grades, syllabi, etc.”

Q19. Program contributing to facets of professional experience

- Sub-area(s) for further consideration:
 - Collaboration with the community

General comments included in the survey:

- “Dr. Theurer was an amazing advisor and professor throughout the program!”
- “I loved the MA program for reading and language arts. I think these classes are invaluable for all teachers, especially at the elementary level. Dr. Theurer is an excellent advisor and teacher. She leads with enough direction to leave students free to research and grow on their own.”
- “Dr. Xu always incorporated technology into every class I took with her.”

Additional candidate performance highlights of program impact:

- a. Rita Suh developed a community family literacy program in Hawthorne in collaboration with the Hawthorne Unified School District and the Public Library System.
- b. Robyn Reese nominated as Outstanding Teacher in LAUSD
- c. Carol Truitt was promoted to be the District-wide Literacy Resource Specialist for the Torrance Unified School District.
- d. Alexandra Duvnjak and Carolyn Holmes earned National Board Certification with a Specialization in Early and Middle-Childhood/Literacy: Reading-Language Arts.
- e. Three former candidates completed their Administrative Credentials. They are Carolyn Holmes, Jeannette Gutierrez, and Laura Miller.
- f. Caroline Muscato became National Board Certified.
- g. Dana Tate began the Doctor of Education (Ed.D.) program in School Leadership at USC.

- h. Edward Sarnoff stated that “After two years of the program, I was able to use reading theory to direct my teaching practices. As a result, I was able to help guide my 4th grade class from 7/28 proficient CST LA 3rd to 19/28 proficient by the end of their 4th grade year.”
- i. Cara Vorhies will be applying to an Ed.D. program for Fall 2012

PART III – Analyses and Discussion of Candidate and Program Data

The following discussion combines data from the past two years 2009-10 and 2010-11.

- Overall, the program is meeting its Student Learning Outcome goals across the six SLOs with an average of 3.64 out of 4.00.
- The highest area was SLO #3 at 3.79- Design and deliver appropriate instruction in reading/language arts for all students including diverse learners, based upon assessment results.
- The lowest area was SLO #4 at 3.20- Articulate and applies theoretical foundations in reading/language arts to current theory and research. A strategy that has shown great promise is the use of a mentor text to demonstrate how theory and research are articulated and applied.
- In SLO #2 (Assess and evaluate students’ strengths, needs, and achievement in literacy by using a variety of measures), Criterion #3- Intervention plan; there was reported score of 78.57%, the lowest of all the criterion scores. As a faculty, we determined that the low score reflected the need for closer review among cross age group experienced teachers. In other words, secondary teachers were not as adept at responding to the instruction needs of elementary students and elementary teachers tended to assign developing level activities to secondary students.
- Although SLO #5 (Integrate technology into reading/language arts instruction) is considered a strong area in the program with a 3.70 score, it was determined that increased demonstration and use of instructional technology should be evident across the entire program and not limited to the EDRG 543 course alone. This prompted the consideration for offering the first 12 units of the program for the California Reading Certificate as a hybrid (face to face & online) course. Other institutions, such as UC Irvine offer a fully online certificate of reading program, which prospective applicants inquire about frequently. Although this may create some additional challenges to faculty, the instructional tools are currently in place at CSULB.
- According to the Exit Survey, the college website was identified as an area with a lower satisfaction rating (50%), however that has been addressed with an updated version and newer information.
- Also in the Exit Survey, the instructors’ use of technology received a lower satisfaction rating (50%) prompting the need for increased use of instructional technology across the program.
- An identified strength of the program was the level of satisfaction with the opportunities for professional and intellectual growth with ratings of 87.5-100%.
- The Exit Survey and the SLO data both confirmed the need to address student interventions in reading, writing, and spelling.

- Of note is the difference in emphasis from the previous report to this years' report. The action items tended to be more focused on addressing the functional aspects of the newly implemented Unit-wide Assessment System. Action items were characterized by making adjustments to rubric criteria and clarification of SLOs and signature assignments.
- An area to continue to address is guiding candidates in the peer review process for consuming and utilizing the research literature and the development of quality instructional intervention plans.
- The other area of action is in supplying students with quality examples of research reviews and intervention plans. Student examples have been incorporated; however the use of a mentor text particularly with research literature reviews will be an important addition to the program.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Common or Program Standard
First	Rewrite the program in alignment with the new CTC Standards	Dr. Boyd-Batstone	Oct. 2011	2011 CTC standards 1-10
Second	Examine field-based case studies across grade level areas of expertise by pairing up secondary and elementary teachers.	Dr. Xu, Dr. Theurer Dr. Boyd-Batstone	Begin Spring 2011	CTC: RLAA/LLSCP Standards 2, 3, 5,9
Second	Use mentor texts to help students understand the process of utilizing educational research principally in the EDRG 540, EDRG 544, EDRG 556 courses. Encourage students to participate in the College Graduate Research Colloquium.	Dr. Boyd-Batstone Dr. Theurer and participating faculty	Begin Summer 2011	CTC: RLAA/LLSCP Standards 1, 6, 7
Third	Increase the use of appropriate instructional technologies across all courses Offer selected courses in a hybrid (face-to-face and online format)	Dr. Xu Dr. Theurer Dr. Boyd-Batstone and participating faculty	Begin Summer 2011	CTC : RLAA/LLSCP Standards 2, 3, 4,5
Third	Consider for the mid-term future of offering the first 12 units that correspond to the California Reading Certificate as a hybrid (face to face & online) series of courses	Dr. Boyd-Batstone and participating faculty	Begin Fall 2011	CTC : RLAA/LLSCP Standards 2, 3, 4,5



Data Discussion Guide

Please complete the following form and forward it to the Assessment Office with your final report. This will serve as a record of your workshop discussion.

Date of Workshop Discussion: _____ November 15, 2010 _____

Purpose: _____ Review and discuss 2010 program data and exit survey _____

Attendees:

Paul Boyd-Batstone (Professor)

Joan Theurer (Associate Professor)

Shelley Xu (Professor)

Carole Cox (Professor)

Stacy Griffin (Adjunct lecturer)

Michael Fender (Linguistics Dept.)

Graduate Program for Reading and Language Arts

November 15, 2010

Minutes

ED2-218

1. Faculty members present: Paul Boyd-Batstone, Joan Theurer, Shelley Xu, Carole Cox, Stacy Griffin, Michael Fender
2. Announcements: Program Changes (3 years teaching experience); Next year rewriting the program documents to map onto the new Certificate and Credential Standards
3. Review data from the signature assignments
 - a. Overall, the program is meeting its Student Learning Outcome goals across the six SLOs with an average of 3.64 out of 4.00.
 - b. The highest area was SLO #3 at 3.79- Design and deliver appropriate instruction in reading/language arts for all students including diverse learners, based upon assessment results.

- c. The lowest area was SLO #4 at 3.20- Articulate and applies theoretical foundations in reading/language arts to current theory and research. A strategy that has shown great promise is the use of a mentor text to demonstrate how theory and research are articulated and applied.
- d. In SLO #2 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures), Criterion #3- Intervention plan; there was reported score of 78.57%, the lowest of all the criterion scores. As a faculty, we determined that the low score reflected the need for closer review among cross age group experienced teachers. In other words, secondary teachers were not as adept at responding to the instruction needs of elementary students and elementary teachers tended to assign developing level activities to secondary students.
- e. Although SLO #5 (Integrate technology into reading/language arts instruction) is considered a strong area in the program with a 3.70 score, it was determined that increased demonstration and use of instructional technology should be evident across the entire program and not limited to the EDRG 543 course alone. This prompted the consideration for offering the first 12 units of the program for the California Reading Certificate as a hybrid (face to face & online) course. Other institutions, such as UC Irvine offer a fully online certificate of reading program, which prospective applicants inquire about frequently. Although this may create some additional challenges to faculty, the instructional tools are currently in place at CSULB.

4. Review alumni survey

- a. According to the Exit Survey, the college website was identified as an area with a lower satisfaction rating (50%), however that has been addressed with an updated version and newer information.
- b. Also in the Exit Survey, the instructors' use of technology received a lower satisfaction rating (50%) prompting the need for increased use of instructional technology across the program.
- c. An identified strength of the program was the level of satisfaction with the opportunities for professional and intellectual growth with ratings of 87.5-100%.
- d. The Exit Survey and the SLO data both confirmed the need to address student interventions in reading, writing, and spelling.



Data Discussion Guide

Please complete the following form and forward it to the Assessment Office with your final report.
This will serve as a record of your workshop discussion.

Date of Workshop Discussion: November 14, 2011

Purpose: Review and discuss 2010 program data and exit survey

Attendees:

Paul Boyd-Batstone (Professor)

Joan Theurer (Associate Professor)

Shelley Xu (Professor)

Ruth Knudson (Professor)

Graduate Program for Reading and Language Arts

November 14, 2011

Minutes

ED2-218

1. Faculty members present: Paul Boyd-Batstone, Joan Theurer, Shelley Xu, Ruth Knudson
2. Announcements: Program Changes (3 years teaching experience); Next year rewriting the program documents to map onto the new Certificate and Credential Standards
3. Review data from the signature assignments
 - a. Generally the SLOs show a high level of attainment (3.70-3.79) in all but one area.
 - b. The lowest of the SLO #4 at 3.20- Articulate and applies theoretical foundations in reading/language arts to current theory and research. A strategy that has shown great promise is the use of a mentor text to demonstrate how theory and research are articulated and applied. The discussion that followed considered establishing a coordinated emphasis in the three foundational classes of theory and research (EDRG 540, 544, & 556). EDRG 540 is offered at the start of the program. Students, however, had mentioned to faculty that

they would have preferred taking EDRG 544 Foundations of Literacy Research, prior to EDRG 556, Theoretical Models and Processes of Reading, in order to better understand the research methods and data addressed in the various reading models. It was also discussed to not only address current research, but to orient students to the seminal studies that influence current research and practice. A final suggestion was to encourage students to participate in the Graduate Research Colloquium to share poster presentations of their case studies work.

- c. In SLO #3 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures), Criterion #3- Intervention plan; there was reported score of 78.57%, the lowest of all the criterion scores. As a faculty, we determined that the low score reflected the need for closer review among cross age group experienced teachers. In other words, secondary teachers were not as adept at responding to the instruction needs of elementary students and elementary teachers tended to assign developing level activities to secondary students.
- d. Although SLO #5 (Integrate technology into reading/language arts instruction) is considered a strong area in the program with a 3.70 score, it was determined that increased demonstration and use of instructional technology should be evident across the entire program and not limited to the EDRG 543 course alone. This prompted the consideration for offering the first 12 units of the program for the California Reading Certificate as a hybrid (face to face & online) course. Other institutions, such as CSU Fullerton offer a fully online certificate of reading program, which prospective applicants inquire about frequently. Although this may create some additional challenges to faculty, the instructional tools are currently in place at CSULB.