

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	Education Specialist-Level II and Masters of Science
Name of Program	Education Specialist-Level II and Masters of Science
Credential awarded	Education Specialist Level II Professional Clear Credential
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Professional Level II Education Specialist Credential Program at CSULB prepares candidates to be authorized to teach in the areas of Mild/Moderate and Moderate/Severe disabilities, and received initial approval in November, 1999. The Level II program is closely aligned with the Master of Science program in Special Education to encourage further professional growth and development. The Level II and Masters programs combined have seven Student Learning Outcomes (SLOs). Please refer to table 1 for a complete description of the SLOs. Each year we accept approximately 40-50 students in the Level II and Masters of Science program (See table 2 for specific data). Of these students about half are only completing the Level II program, and the other half are completing both the Level II and Masters of Science programs. Since there is significant overlap in the candidates in the Level II and Masters of Science program and the coursework in the programs, this report will discuss both programs.

For each of our program SLOs there is a signature assignment in a program course to measure the outcome. Candidates in our Level II program take 4 courses (12 units) which meet program SLOs 1-5 and, if the students are earning a moderate/severe professional credential, they also are required meet SLO 6. Candidates in the Masters of Science program complete all the 12 units of Level II coursework, and take an additional 18+ units of coursework (for a total of 30 units) which includes research methods, electives, and culminating experiences (i.e., a Master's thesis or comprehensive examination; See table 3 for detailed data on culminating experience). Candidates in the Masters of Science program have an additional SLO, SLO 7 (analyze and synthesize research in special education through written communication). Each year we have approximately 20 students complete the Masters of Science in Special Education and between 30-50 apply for the Professional Clear credential (See table 4).

The Level II and Master's program reflects the 6 key ideas in the College of Education Mission and Conceptual Framework (note: the framework was revised in Fall 2011, following the writing of this report): growth and learning, social responsibility, diversity, service and collaboration, school improvement, research, scholarship and evaluation. (See table 1 for the alignment of program SLOs to the conceptual framework.) The program builds upon the foundational knowledge and skills developed in the Level I program. The goals of the Level I program are to assist candidates to become: Effective and caring teachers, partners with parents and others in the development of high quality educational programs, lifelong learners engaged in program development reflective of practices in special education. The Level II program builds upon these capacities and extends candidate competence in key program areas: Collaboration, Diversity, Literacy, Technology, & Transition. The Level II program is designed to allow candidates to continue to develop as reflective practitioners in advanced skill areas and knowledge. The Masters of Science program in Special Education prepares candidates to attain leadership positions in public and private schools for individuals with disabilities. The program is aimed at developing advanced skills and knowledge of current research in special education, and demonstration of the ability to engage in reflective inquiry.

There have been a no major changes to the Level II and Masters of Science programs since the last CTC report in 2008-2009. One minor change is that changed program coordinators 2010-11.

The SLOs described in table 1 form the foundation of our Level II and Master's program. These SLOs were refined in Spring 2008 as part of a college-wide assessment project. The data presented in this report for AY 09-10 and 10-11 are related to these outcomes.

Table 1

Student learning outcomes (SLOs), signature assignment related to the SLO, and the college key principles of the conceptual framework, state and national standards which both the SLOs and signature assignments are aligned.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
SLOs	Effectively apply theory to practice	Analyze data to guide instructional decision-making.	Determine effective behavioral, emotional, and environmental supports for student learning	Effectively plan for transition	Effectively collaborate and consult with teachers, parents, and other school professionals	Demonstrate leadership skills in systems change efforts (Level 2 Moderate/Severe ONLY)	Analyze and synthesize research in special education through written communication (M.S. degree only)
Signature Assignment(s)	Reflective practice assignment	Model Program project/case study	Model Program project/case study	Transition plan	MAPS assignment	Model Program project/case study	Exam
National Standards		CEC Standard 4: Effective instructional Strategies CEC Standard 6: Language CEC Standard 7: Instructional Planning CEC Standard 8: Assessment	CEC Standard 5: Learning Environments and Social Interactions		CEC Standard 10: Collaboration	CEC Standard 9: Professional and Ethical Practice	
State Standards	CTC Standard 15: Current and Emerging Research and Practices	Practices CTC Standard 13: Data-based Decision Making Standard 18: Assessment (M/M) Standard 19: Curriculum & Instruction (M/M) CTC Induction Standard 19: Teaching EL Learners	CTC Standard 14: Advanced Behavioral, Emotional, and Environmental Supports CTC Standard 15: Current and Emerging Research and Practices	CTC Standard 16: Transition and Transition Planning CTC Standard 15: Current and Emerging Research and Practices	CTC Standard 20: Collaboration and Consultation (M/M only) CTC Standard 18: Advanced Communication Skills (M/S only) CTC Standard 15: Current and Emerging Research and Practices	CTC Standard 19: Leadership and Management (M/S only)	CTC Standard 15: Current and Emerging Research and Practices
Conceptual Framework	Promotes Growth, Prepares Leaders, Research and Evaluation	School Improvement, Values Diversity	School Improvement, Values Diversity	School Improvement, Prepares Leaders	Prepares Leaders, Service and Collaboration	Promotes Growth, Service and Collaboration	Research and Evaluation
NCATE Elements	Pedagogical Content Knowledge	Pedagogical Content Knowledge, Student Learning	Pedagogical Content Knowledge, Student Learning	Pedagogical Content Knowledge	Professional Knowledge and Skills, Professional Dispositions	Professional Knowledge and Skills, Professional Dispositions	Pedagogical Content Knowledge

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	33	23	20	70	53	50

*Note: Due to budget cuts and CSU mandates, we were not allowed to accept students into our graduate program in Spring 2010. Therefore our numbers are much lower in this year.

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
Thesis (698)²	2	3
Comps³	25	20

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 students who were enrolled in thesis work during Fall 2009 and Spring 2010. This figure may include students who actually “crossed into” this transition point prior to Fall 2009 and were still making progress on their theses at this time.

³ 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	20	23
Credential⁴	40	25

Table 5*Faculty Profile 2009-2011⁵*

Status	2009-2010	2010-2011
Full-time TT/Lecturer	6	6
Part-time Lecturer	0	0
Total:	6	6

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

No major program changes have been made since the last Biennial Report.

⁴ 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.

⁵ 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?

Once being admitted to the Level II/Master's program there are 7 signature assignments that are directly aligned to our 7 SLOs (See table 6 for SLO, signature assignment, and description of assignment). The Level II only program (without the Master's degree) has 6 key assessments which meet the 6 program SLOs.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Candidates will effectively apply theory to practice	EDSP 546C: Reflective Practice Project	Action research project in which candidates reflect on theory and relate it to a practice they chose to implement
SLO 2: Candidate will analyze data to guide instructional decision-making	<ul style="list-style-type: none"> EDSP 563: Model Program Project EDSP 565: Case Study 	Model Program project: Candidates develop a model program that supports students with significant disabilities in general education. Focus is on using academic and behavior data to develop the program
SLO 3: Candidate will determine effective behavioral, emotional, and environmental supports for student learning	<ul style="list-style-type: none"> EDSP 563: Model Program Project EDSP 565: Case Study 	Case Study: Candidates design and intervention that includes both academic and behavior components and is based on data
SLO 4: Candidate will effectively plan for transition	EDSP 566: Transition Plan	Candidates write transition portion of IEP, IFSP or SOP
SLO 5: Candidate will effectively collaborate and consult with teachers, parents, and other school professionals	EDSP 535: MAPS Project	Candidates work with one student and the important people in their lives to create an action plan that focuses on the students goals and dreams
SLO 6: Candidate will demonstrate leadership skills in systems change efforts (Level 2 M/S ONLY).	In development	In development
SLO 7: Candidate will analyze and synthesize research in special education through written communication (M.S. degree only)	EDSP 550: Final Exam	Exam that requires candidates to synthesize and analyze literature in special education

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

Two data sources were used to examine program effectiveness: an employer survey and a candidate exit survey. The employer survey is distributed to each candidate's principal to complete. The survey asks how well the employer feels the candidate performs in regards to each of the CTC standards for the advance education specialist credential which are directly related to program SLOs. The survey is likert scale with 1-4 ratings. The candidate exit survey is given to candidates at the end of the program. This survey is a college-wide survey that has general questions and then more specific program questions. The candidates are asked to respond to 28 questions; several items are program specific. Questions are a mix of multiple selection, likert scale, and open-ended questions. Data from both surveys was collected in Spring 2010 and Spring 2011.

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

Figure 1 shows the means for the signature assignment data for AY 2009-2010, and figure 2 shows means for signature assignment data for AY 2010-2011. Each of the signature assignments was measured by rubrics that were all on a 0-4 scale. This period we wanted to take a closer look at SLO 4 specifically because although on average students met or exceeded expectations the scores went down somewhat in AY 10-11 from AY 09-10. These data are displayed in Figures 3-6. Additionally for our master's degree students we wanted to carefully exam the data for SLO 7, which includes data from EDSP 550 and comprehensive exams since this is an SLO we have been concerned about and in previous reports have stated a need to carefully examine the rubric. Data for EDSP 550 is for AY 09-10 and 10-11 is displayed in figures 7 and 8. Comprehensive exam data is displayed in Table 7 and Table 8 display the comprehensive exam data for candidates who completed the program in Spring 2010 and Spring 2011.

Candidate Level Data

All data presented in the figures and tables below includes aggregated data from both the mild/moderate and moderate/severe Level II credential program and master's degree.

Figure 1

Education Specialist II AY09-10 SLO Means

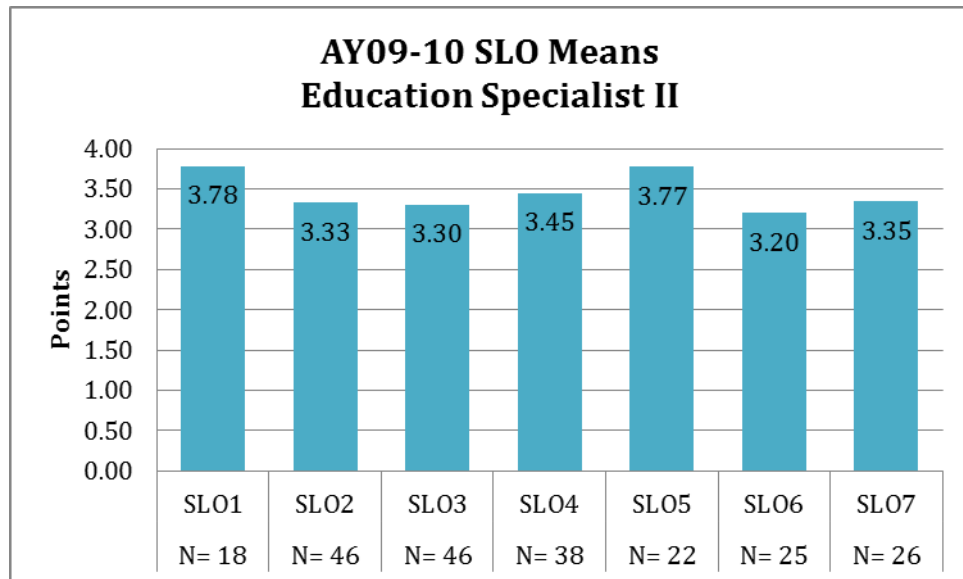
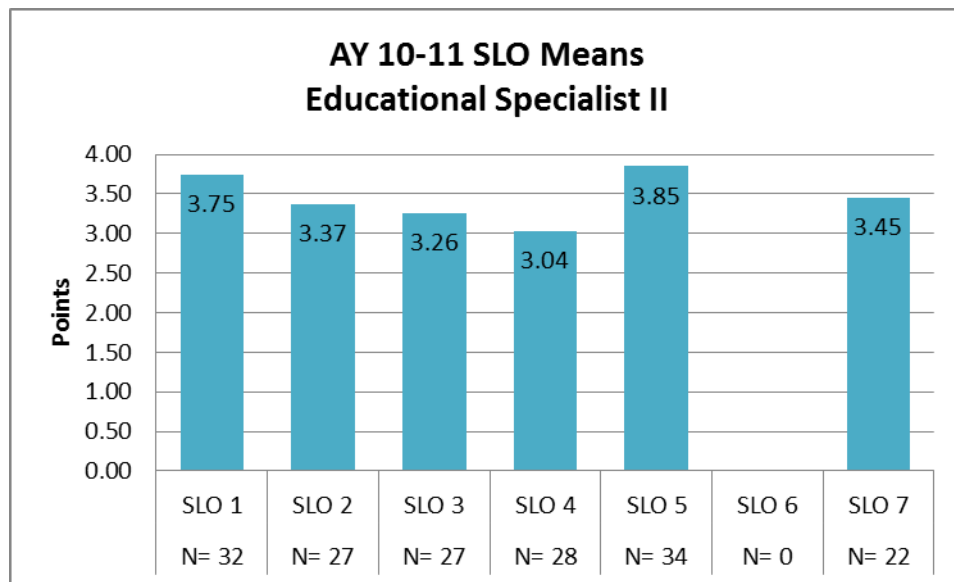


Figure 2

Education Specialist II AY09-10 SLO Means



Outcome 4: Candidate will effectively plan for transition.

Figure 3

Education Specialist-Level II & Masters of Science AY09-10 Score Distribution-SLO 4

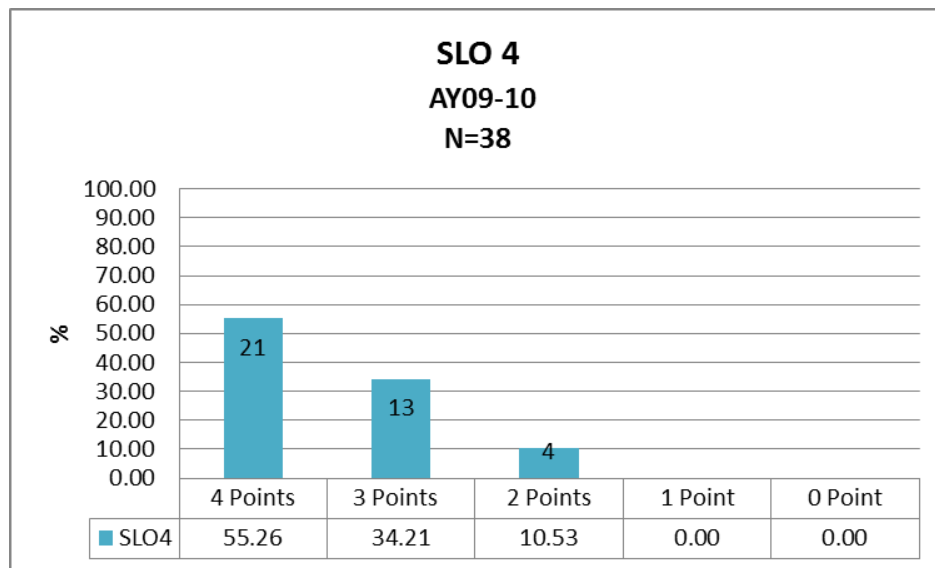
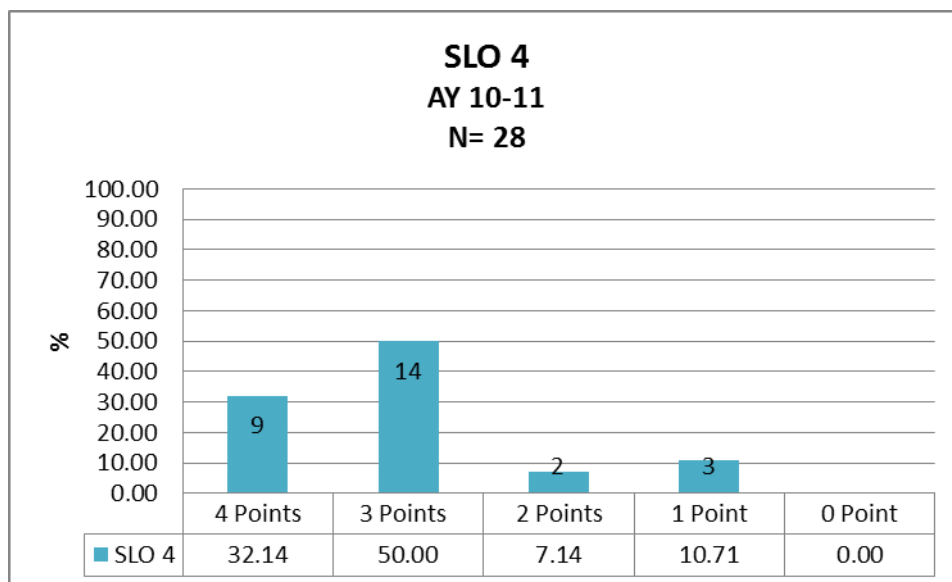


Figure 4

Education Specialist-Level II & Masters of Science AY10-11 Score Distribution-SLO 4



Outcome 3: Candidate will determine effective behavioral, emotional, and environmental supports for student learning.

Figure 5

Education Specialist-Level II & Masters of Science Fall 2009 Criteria Score Means-SLO 3 (The first column is the data from EDSP 565 and the other 4 columns are from EDSP 563.)

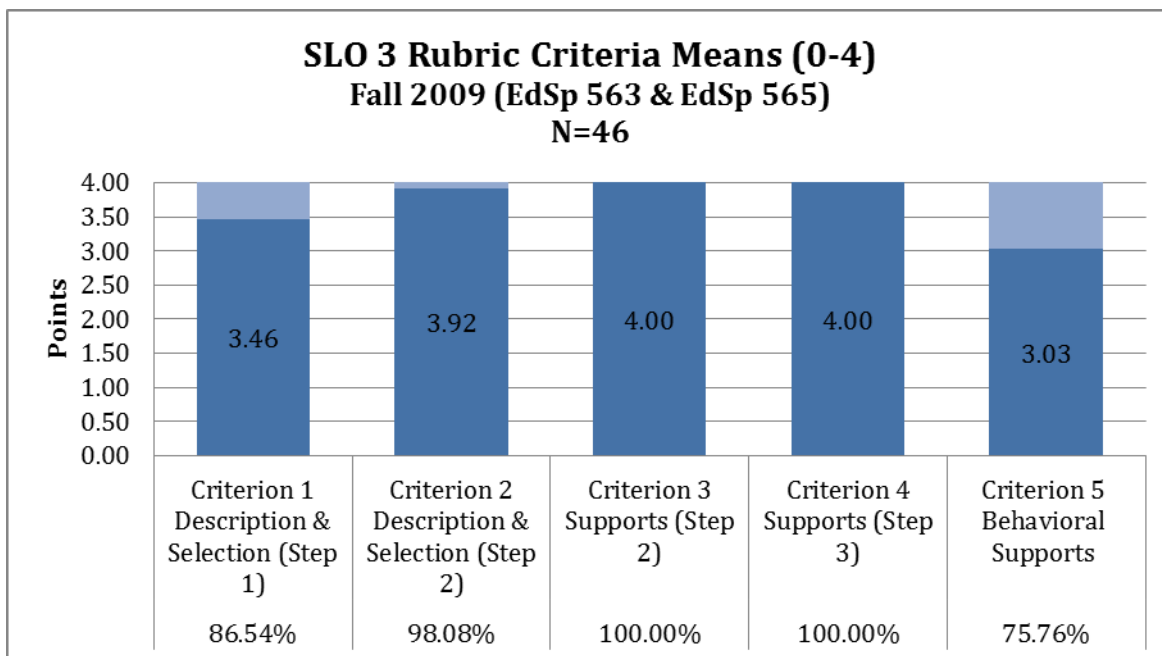
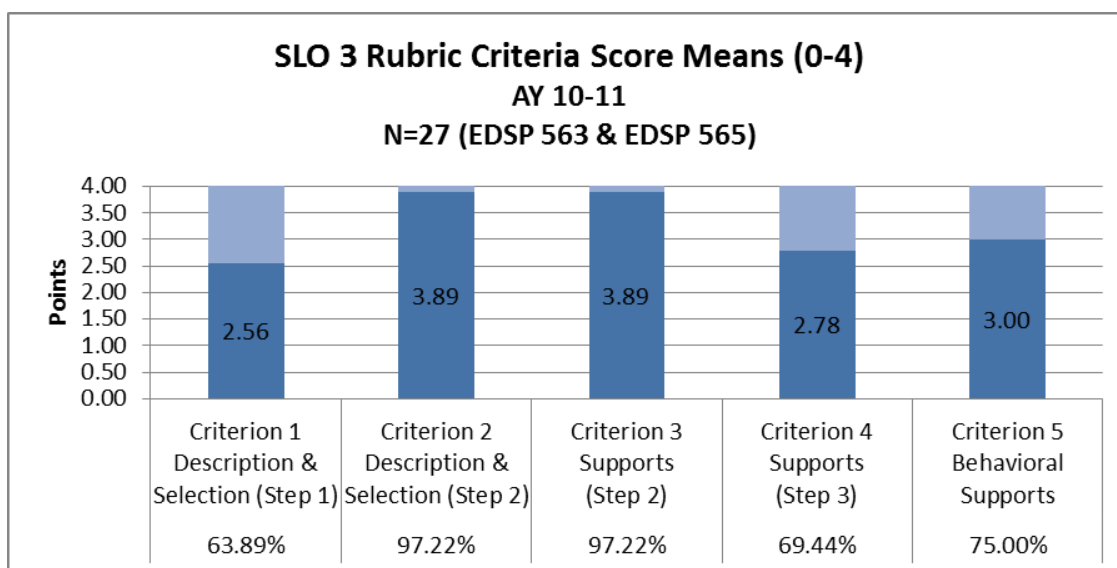


Figure 6

Education Specialist-Level II & Masters of Science AY10-11 Criteria Score Means-SLO 3 (In this figure the first 4 column are from EDSP 563 and the last column EDSP 565.)



Outcome 7: Candidate will analyze and synthesize research in special education through written communication (M.S. degree only).

Figure 7

Education Specialist-Level II & Masters of Science AY09-10 Score Distribution-SLO 7

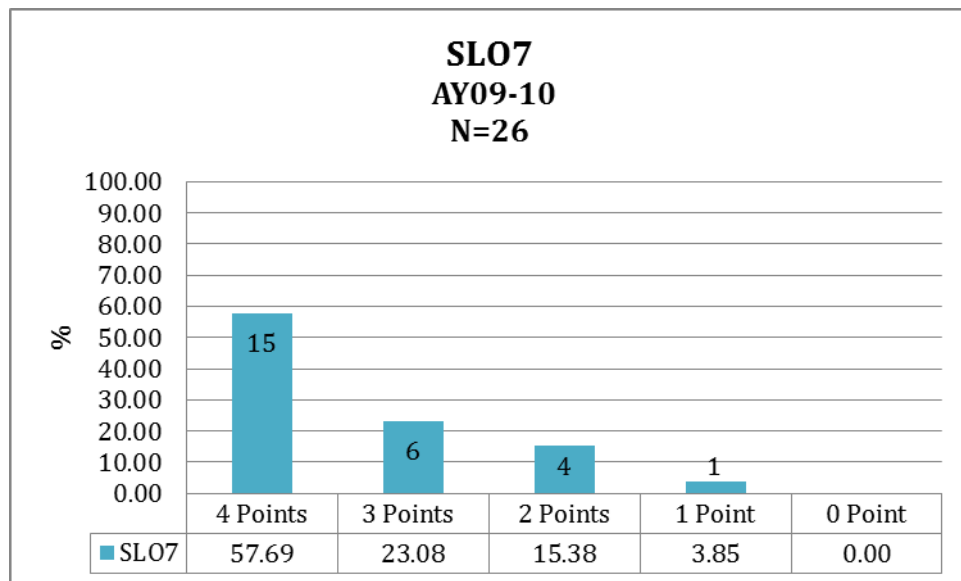


Figure 8

Education Specialist-Level II & Masters of Science AY10-11 Score Distribution-SLO 7

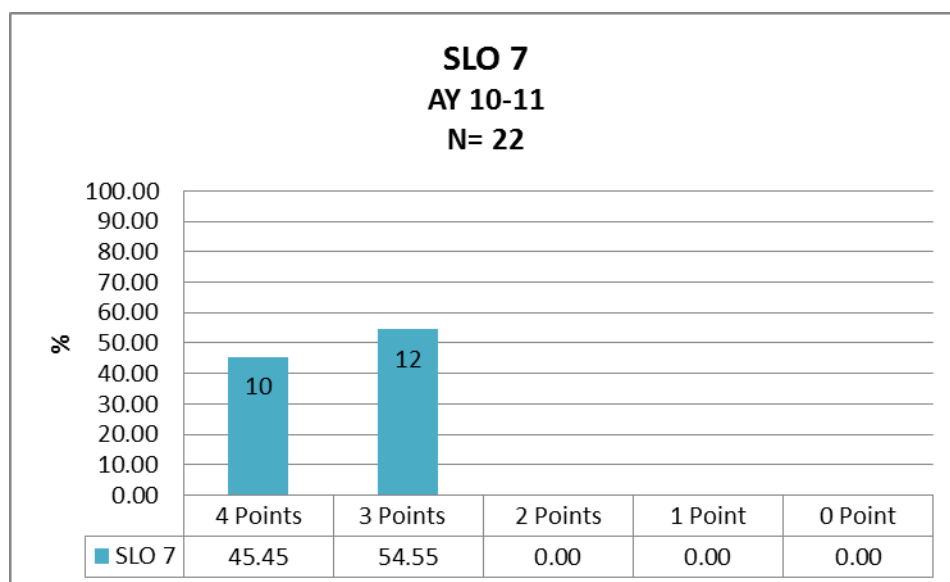


Table 7

Comprehensive Exam Data from Spring 2010, percent of students who passed and did not pass.

	Pass	Did not Pass
N=25	88.0%	12.0%

Table 8

Comprehensive Exam Data from Spring 2010, percent of students who passed and did not pass

	Pass	Did Not Pass
N=20	80.0%	20.0%

Program Effectiveness Data

From the employer survey data from all items is presented in Table 9. This data includes data from AY09-10 and AY 10-11. From the candidate exit survey, we were interested this period in examining some of the program specific questions particularly because we had a fairly low response rate of N=15, AY 09-10 and N=14, AY10-11 . These seven items asked students how well the program prepared them in the CTC standards and also were related to the student learning outcomes. Data from AY 09-10 is found in Table 10 and data from AY 10-11 is found in Table 11. In the next reporting period, we will focus on the additional and more broad questions asked in the survey, but we want to wait for data from more candidates before examining these questions.

Table 9

Employer Survey Results (Disaggregated by authorization mild/moderate or moderate/severe).

Credential Authorization Moderate / Severe N=5	Std 13	Std 14	Std 15	Std 16	Std 18 M/M	Std 19 M/M	Std 20 M/M	Std 18 M/S	Std 19 M/S
Mean	4	4	3.8	4				3.8	4
SD	0	0	0.45	0				0.45	0
Credential Authorization Mild / Moderate N=16	Std 13	Std 14	Std 15	Std 16	Std 18 M/M	Std 19 M/M	Std 20 M/M	Std 18 M/S	Std 19 M/S
Mean	3.7	3.9	3.7	3.8	3.8	3.8	3.9		7
SD	0.46	0.34	0.48	0.40	0.45	0.45	0.34		

Table 10

AY 09-10 Candidate Exit Survey Results from seven program specific questions related to state standards and student learning outcomes (N=15)

Item	Exceptional	Adequate	Less than adequate	Not acceptable	N/A
Emerging issues in special education	60.0% (9)	13.3% (2)	6.7% (1)	0%	20.0% (3)
Reflective practice/action research	46.7% (7)	26.7% (4)	6.7% (1)	0%	20.0% (3)
Advanced special education methods	33.3% (5)	46.7% (7)	0%	0%	20.0% (3)
Assistive and augmentative technology	26.7% (4)	33.3% (5)	20.0% (3)	0%	20.0% (3)
Transition planning	53.3% (8)	26.7% (4)	0%	0%	20.0% (3)
Communication and collaboration with other professionals and families	46.7% (7)	33.3% (5)	0%	0%	20.0% (3)
Research methods in education	46.7% (7)	26.7% (4)	6.7% (1)		20.0% (3)

Table 11

AY 10-11 Candidate Exit Survey Results from seven program specific questions related to state standards and student learning outcomes (N=14)

Item	Exceptional	Adequate	Less than adequate	Not acceptable	N/A
Emerging issues in special education	38.5% (5)	61.5% (8)	0%	0%	20.0% (3)
Reflective practice/action research	41.7% (5)	58.3% (7)	0%	0%	20.0% (3)
Advanced special education methods	15.4% (2)	61.5% (8)	23.1% (3)	0%	20.0% (3)
Assistive and augmentative technology	25.0% (3)	50.0% (6)	0%	16.7% (2)	8.3% (1)
Transition planning	61.5% (8)	30.8% (4)	7.7% (1)	0%	0%
Communication and collaboration with other professionals and families	69.2% (9)	30.8% (4)	0%	0%	0%
Research methods in education	46.2% (6)	38.5% (5)	15.4% (2)	0	0%

PART III – Analyses and Discussion of Candidate and Program Data

Student Level Data

Signature assignment data from AY 09-10 and AY 10-11 indicate that the majority of the candidates exceeded or met expectations for all SLOs (Figures 1 and 2). More specifically for two of the SLOs (1 and 5) the great majority of our candidates exceeded expectations. This was consistent across both academic years. For SLO 4, although we saw that on average candidates consistently showed that they met expectations across the 2 years, there were a small number of students in AY 10-11 who did not meet expectations (See Figure 4), which was different from the 09-10 year (See Figure 3) when all candidates met or exceeded expectations. Discussion as a program faculty revealed that there were several candidates who struggled with the assignment and the material assessed by the assignment. However, the instructor provided the candidates feedback on the assignment, the candidates then met with the instructor, and the candidates were allowed to resubmit the assignment to demonstrate mastery. On the resubmission each of these students met expectations.

During data analysis and discussion of AY09-10 data, faculty also noticed that there were noticeable differences in the scores of candidates on SLO 3 criteria based on which course they take: EDSP 565 or EDSP 563. (See Figure 5 for AY 09-10 data from SLO 3.) After discussion we discovered that the instructor of 563 was reporting the “final” scores on the SLO after resubmits whereas the instructor of 565 was reporting the original scores. The instructor for EDSP 563 agreed to report original scores as that is the agreement across the program signature assignments. When reviewing the AY 10-11 data, this issue was resolved and the data indicated that candidates in both courses are performing similarly on these SLO. (See figure 6 for AY 10-11 data from SLO 3.) However, the AY 10-11 data shows that candidates on average are not meeting expectations on 2 of the 4 criteria, but only 3 candidates did not meet expectations on the assignment overall. After discussion with the instructor these students were allowed to resubmit the assignment in order to meet expectations.

Finally, one of the biggest challenges over the past several years is having all candidates pass the comprehensive exams. The comprehensive exam measures SLO 7. This SLO is also measured earlier in the program in EDSP 550. In AY 09-10, we had candidates in both EDSP 550 and comprehensive exams who did not meet expectations, or in the case for the comprehensive exams, not pass. (See figure 7 for AY 09-10 EDSP 550 data and Table 7 for AY 09-10 comprehensive exam data.) In our discussion of the data from AY 09-10 we decided to develop writing modules for EDSP 546C, the first course in the program, to teach synthesis, analysis, writing style, supporting evidence. This was done so that candidates are exposed to this early in the program instead of waiting until later courses, like EDSP 550 and then the comprehensive exams. Although we were able to increase the scores in EDSP 550 in AY 10-11 (see figure 8) so that all candidates met or exceeded expectations, this was not the case for candidates in the comprehensive exams and we had four students who did not pass the comprehensive exams (see table 8). It might be the case that in making these changes we were able to “catch” the cohort that was moving into EDSP 550 in AY 10-11, but we did not “catch” those students who were moving into the comprehensive exams. On the other hand, it could be the case that the group of student in EDSP 550 in AY 10-11 were generally stronger writers. Overall though we feel that by directly teaching writing skills early in the program we have assisted our students in meeting the writing expectations throughout the program. However, we may not be able to determine if impacts candidates performance until we have a few more years of data.

Program Effectiveness Data

Employers of our candidates indicate that the candidates of our program on average meet or exceed expectations of state standards, which are directly related to SLOs. This has been a consistent finding over the past several years.

Upon exit our candidates overall feel well prepared in the program goals areas as well as the state standards and the related SLOs; however over the last 2 years we have only had 29 student complete the survey. The response rate on the survey is not very high and we are only getting about a response rate of 45%. From the candidates that did complete the survey in both years, the area of assistive and augmentative technology was rated lower when compared to the other areas. That is, more student felt less adequately prepared in this area. Since we have such a low response rate we will monitor candidate response over the next two years on this particular item as well as the other items and then used the compiled data over the four years to make program level decisions.

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

An example of how a program might present this information is:

Data Source	Plan of Action or Proposed Changes Made	Timeline	Applicable Program or Common Standard(s)
Program Survey Data	In order to look more closely at overall program effectiveness, we need data from more candidate which means we need to have a higher return rate on the candidate survey. Therefore our goal is to develop a plan to increase survey data responses with a goal of 70% two years from now.	Each spring starting spring 2012	Standard 12
EDSP 550 and comprehensive exam data	Continue to use writing modules in EDSP 546C and monitor the impact it has on SLO 7 in both EDSP 550 and comprehensive exams.	Ongoing	Standard 15
Program and student level data	For candidates not meeting expectations, the program implements a variety of interventions designed to meet candidates' unique needs e.g., instructor review and explanation, instructor reading drafts of assignments and providing feedback, peer editing and support, student study groups, online writing tutorials, referral to on-campus writing resources, etc. Although we do this at the course level we want to expand this to systematically identify students early in the program to intervene. Please see section 4. Develop a systematic way to identify students who are not meeting expectations early in the program to intervene.	Starting fall 2011 and ongoing	Standard 12