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 I/Preliminary Education Specialist**
Name of Program	**Education Specialist Level I/ Preliminary Education Specialist**
Credential awarded	**Education Specialist Preliminary Level I/ Preliminary Education Specialist**

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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If the preparer of this report is different than the Program Contact, please note contact information for that person below:		
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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

Note for Readers: This report covers the AY 2009-2010 and AY 2010-2011. During this time our program transitioned from the Educations Specialist Level 1 program to the Education Specialist Preliminary program based on changes to CTC standards and program requirements. These changes to CTC standards also required us to modify our program SLOs. Therefore, this report first discusses data from AY09-10 (Education Specialist Level I) and then separately discusses the AY 10-11 (Preliminary Education Specialist Program).

The Level I Education Specialist /Education Specialist Preliminary 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 program reflects the College of Education Mission to prepare educators for life-long learning, professional growth, and social responsibility. The goals of the 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 I/Preliminary program is designed to build capacities and candidate competence in the following key program areas: Collaboration, Diversity, Literacy, Technology, & Transition. The Level I/Preliminary program is designed to allow candidates to develop as reflective practitioners in skill areas and knowledge in the field of special education. The Level I program had 6 Student Learning Outcomes (SLOs) that are aligned to our program key areas as well as the key ideas of the College of Education Conceptual Framework. The Preliminary Program has 7 SLOs which are aligned to our program key areas as well as the key ideas of the College of Education Conceptual Framework.

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 (Note: Reflects SLOs for Preliminary Credential, not Level I.)

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
SLOs	Describes the legal, ethical, and historical foundations of special education in a multicultural society.	Assesses student current level of performance using multiple measures.	Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners.	Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.	Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services.	Candidates will determine effective behavioral, emotional, and environmental supports for student learning.	Candidates will effectively plan for transition of students into, through, and beyond school.
Signature Assignment(s)	Legal/philosophical exam scored via rubric	Case study-assessment plan scored via rubric	Individual Education Plan Assignment scored via rubric	Intervention Project (577) or Instructional Unit Plan (578) scored via rubric	Family Interview Project scored via rubric	Positive behavior support plan scored via rubric	Transition portion of IEP, IFSP or SOP scored via rubric
National Standards	Standards 1, 9 (CEC)	Standards 2, 8 (CEC)	Standard 3, 7 (CEC)	Standard 4 (CEC)	Standard 8 (CEC)	Standards 5 & 6 (CEC)	Standard 7 (CEC)
State Standards	Standards 3, 2	Standards 5	Standards 3, 8, 10	Standard 9, 10, 13	Standards 4	Standards 12, 14	Standards 7, 8
Conceptual Framework	Values Diversity, Prepares Leaders, School Improvement	Promotes Growth, Research and Evaluation, School Improvement	Values Diversity	Promotes Growth, Research and Evaluation, School Improvement	Service and Collaboration	Promotes Growth	Social Responsibility
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Professional Knowledge and Skills; Professional Dispositions	Pedagogical Content Knowledge	Pedagogical Content Knowledge

Each year we accept slightly over 100 students into the Level I/Preliminary credential program (see table 2 for specific data for AY 09-10 and AY 10-11). Students in the Level I/Preliminary Education Specialist Credential Program complete 12 units (13 units for Preliminary) of prerequisite courses, 21 units in our program core courses, and 12 units in supported fieldwork in sites that educate and provide related supports and services to children and youth identified with mild/moderate or moderate/severe disabilities. Each year approximately 60-70 students enroll in fieldwork and then apply for the credential (See tables 2, 3 & 4 for specific data from AY09-10 and AY10-11).

There have been a couple major changes to the program since the last CTC report in 2009:

1. During Summer 2009 and AY 09-10, the program faculty began developing the revised the Level I credential program to meet the revised CTC standards for the Preliminary Credential program. In Spring 2010 the program was approved by the college curriculum and candidates began the Preliminary program in Summer 2010.

2. Program faculty have revised the fieldwork competency checklist for the program so that the design is more closely aligned to student learning outcomes and more clearly identifies related benchmark assignments from core courses. Additionally, TPEs for Education Specialists have been integrated into the fieldwork competency checklist.

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	137	104	N/A	70	53	50

Table 3

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

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Credential Program Advanced Fieldwork (EDSP 587 & 588 A and B)	74	77

Table 4

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

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Credential[1]	62	68

Table 5

Faculty Profile 2009-2011[2]

Status	2009-2010	2010-2011
Full-time TT/Lecturer	5.5	5
Part-time Lecturer	12	16
Total:	17.5	21

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

Since the last Biennial Report the Education Specialist Level I Credential Program has been revised and is now the Education Specialist Preliminary Credential Program. These changes were based on changes to the CTC standard for Education Specialists. The changes were in effect in Summer 2010.

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[1] 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.

[2] 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

The program submits information on how candidate and program completer performance are assessed and a summary of the data. The length of this section depends on the size of the program and how data is reported. The information and data submitted in this section will be used by the institution as the basis for the analysis and action plan submitted in Parts III and IV. There is no minimum or maximum number of pages for this section. Report aggregated data from 4-6 instruments that measure candidate competence as required in the standards and program effectiveness data, including TPA data as required. Where possible, include data that reflect the impact of program modification(s) undertaken in response to the previous biennial report, if any.

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 completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Tables 6a and 6b (below) provide an overview of the SLOs and related signature assignments for both the Ed Specialist Level I credential and the Ed Specialist Preliminary Credential.

Table 6a (Ed Specialist I Credential)
Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Describes the legal, ethical, and historical foundations of special education in a multicultural society.	EDSP 480: Legal/Philosophical Exam	Written essay exam that candidates respond to in class
SLO 2: Assesses student current level of performance using multiple measures.	EDSP 564: Case Study – Assessment Plan	Candidates choose one student and administer multiple assessments to the student and write the results as well as provide program planning recommendations
SLO 3: Plans individualized education programs in alignment with student needs/competencies and California Content Standards.	• EDSP 567: IEP Assignment • EDSP 569: IEP Assignment	Candidates write IEP goals and objectives for one student in multiple content areas

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 4: Designs instructional units based on student data and best practices in special education.	• EDSP 567: Reading Intervention • EDSP 569: Instructional Unit Plan	Candidates design a reading intervention or instructional unit based on student data and current research
SLO 5: Effectively manages the teaching and learning environment.	EDSP 405: Intervention Project	Candidates design behavior intervention based on data from functional assessment
SLO 6: Discusses characteristics of effective communication and collaboration with families and other professionals.	EDSP 569: Collaboration of IEP	Candidates reflect on how to collaborate with families and other professionals during IEP.

Table 6b (New Ed Specialist Preliminary Credential, Starting Fall 2010)

Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Describes legal, ethical, and historical foundations of special education in a multicultural society.	EDSP 480: Legal/Philosophical Exam	Candidates will respond in writing to essay-type question/s that require them to identify, discuss, and synthesize information regarding historical foundations, ethical standards, and legal mandates.
SLO 2: Assess student current level of performance using multiple measures.	EDSP 564: Case Study – Assessment Plan	This assignment is intended to familiarize candidates with administering various formal and informal assessment measures to learn more about a student, and in interpreting, analyzing, and synthesizing results from these measures to plan for instruction. The case study will focus on a minimum of two of the following domains related to school performance of students with exceptionalities: (i) academics or functional academics, (ii) language and communication, (iii) social-emotional adjustment and behavior, (iv) pre-vocational or vocational, and (v) motor skills and mobility.
SLO 3: Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners.	EDSP 480: IEP Writing Assignment	Based on guidelines for effective collaboration for IEP preparation, planning, and meetings, candidates will complete the following assignment to demonstrate their knowledge of and ability to implement these guidelines.

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 4: Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.	EDSP 578: Instructional Unit Plan Assignment Or EDSP 577 Intervention Project	Using evidence-based instructional approaches presented in this class, students will demonstrate their knowledge and application of components of planning effective instructional units and lessons for students with moderate to severe disabilities. Decisions for planning will reflect previous assessments and written IEP.
SLO 5: Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services	EDSP 534: Mock IEP Meeting Presentation	In groups of 4 to 5 students, student teams will present and facilitate a mock IEP meeting that demonstrates effective communication skills, professionalism, and defining characteristics of collaboration.
SLO 6: Candidates will determine effective behavioral, emotional, and environmental supports for student learning.	EDP 560: Positive Behavior Support Plan	Candidates will identify and work for at least 13 weeks (see Timeline) with a student from a school site who has a severe behavior problem. The objective of this project is to extinguish the aberrant behavior and increase the prevalence of a desired behavior. A copy of each report will be provided to the parent after it has been approved by the instructor. The school psychology report writing rubric (RWR) will be used to assess the quality of the summary report.
SLO 7: Candidates will effectively plan for transition of students into, through, and beyond school.	EDSP 534: Individual Transition Plan (ITP)	Candidates prepare the transition portion of an IEP or SOP document, describing the student and his/her characteristics and outlining the plan for transition.

2009-10 Student Learning Data

Figure 1

Ed Specialist I AY09-10 SLOs Comparison

Figure 2

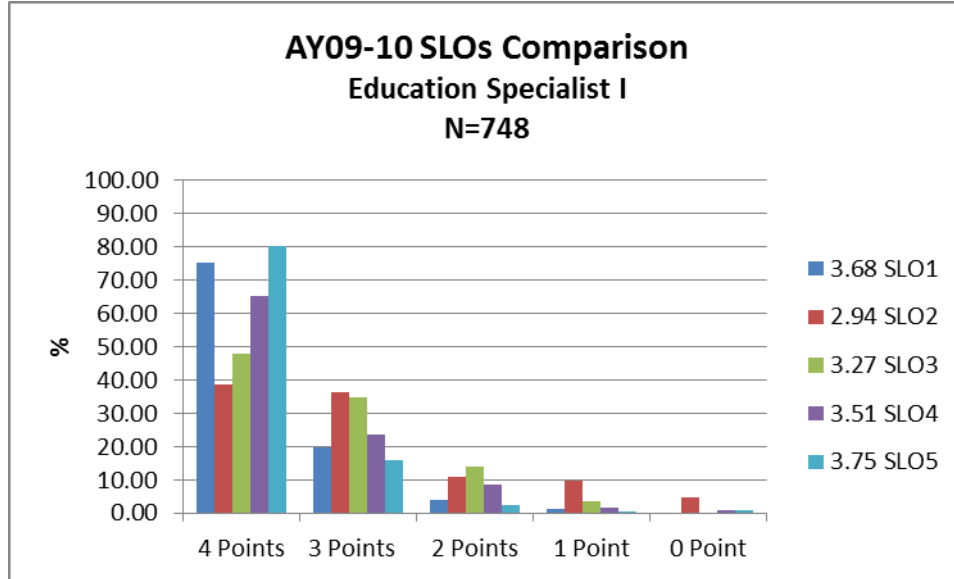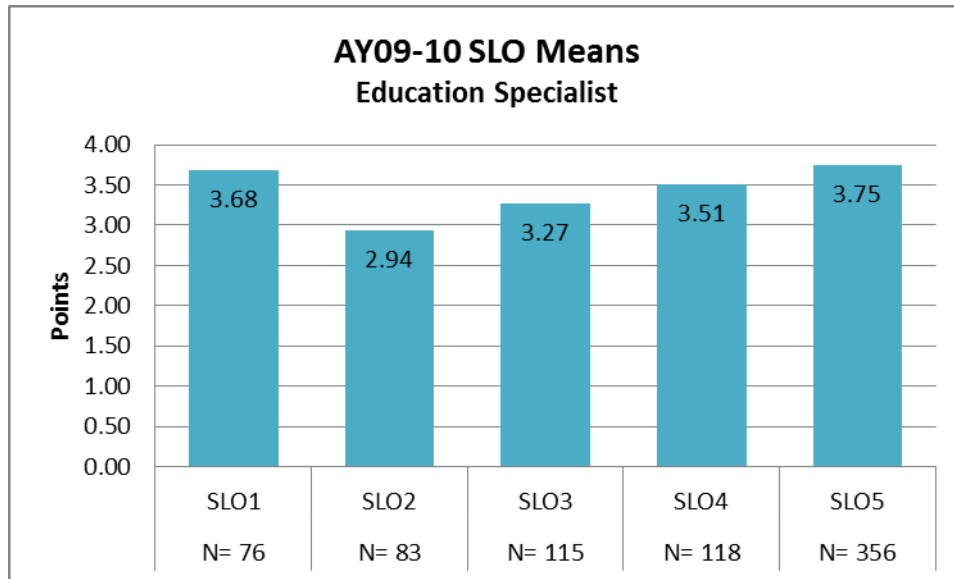*Ed Specialist I AY09-10 SLO Means*

Outcome 1: Describes the legal, ethical, and historical foundations of special education in a multicultural society.

Figure 3

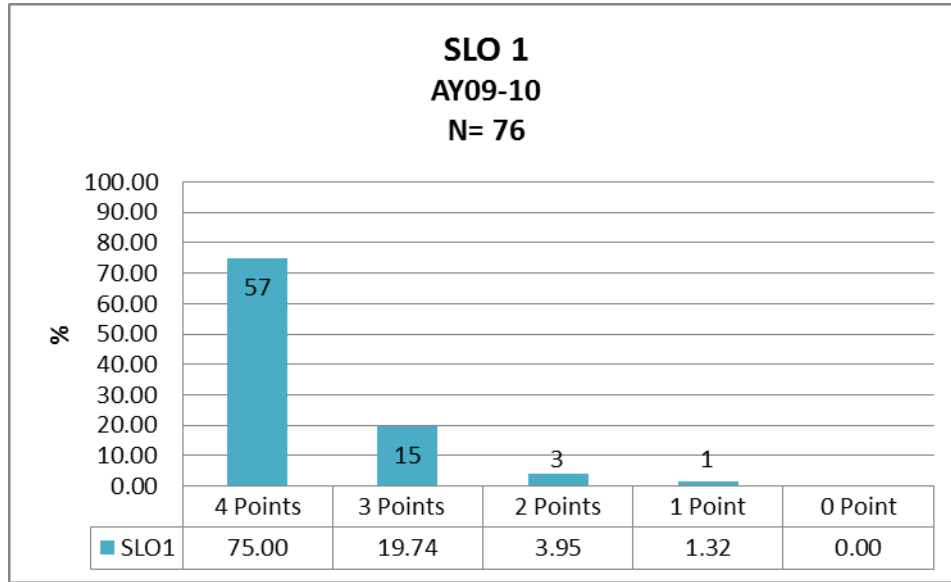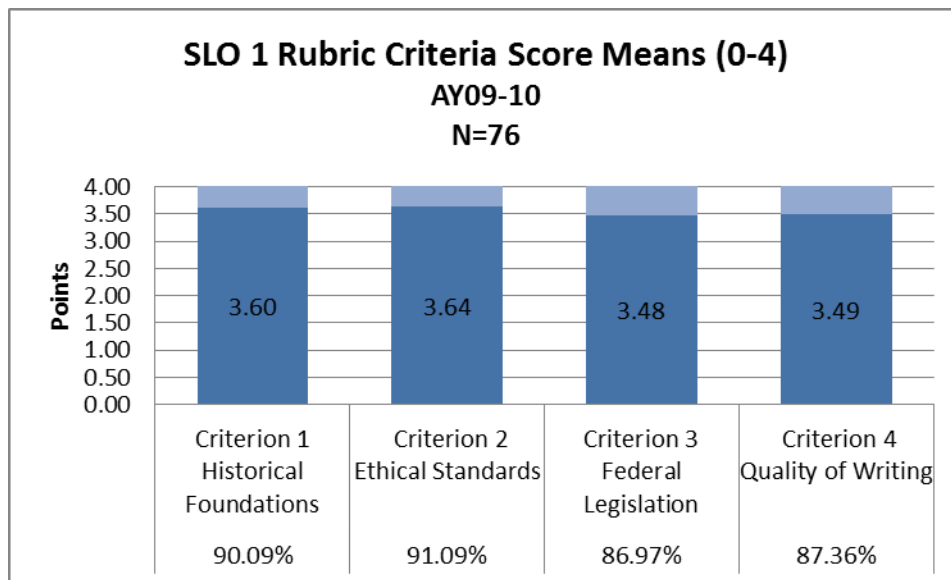*Education Specialist I AY09-10 Score Distribution-SLO 1*

SLO 1
AY09-10
N= 76

	4 Points	3 Points	2 Points	1 Point	0 Point
▪ SLO1	75.00	19.74	3.95	1.32	0.00

(Bar chart, %; values above bars: 57, 15, 3, 1)

Figure 4

Education Specialist I AY09-10 Criteria Means-SLO 1

SLO 1 Rubric Criteria Score Means (0-4)
AY09-10
N=76

	Criterion 1 Historical Foundations	Criterion 2 Ethical Standards	Criterion 3 Federal Legislation	Criterion 4 Quality of Writing
Points	3.60	3.64	3.48	3.49
	90.09%	91.09%	86.97%	87.36%

Outcome 2: Assesses student current level of performance using multiple measures

Figure 5

Education Specialist I AY09-10 Criteria Means-SLO 2

SLO 2 Rubric Criteria Score Means (0-4)
AY09-10
N=83

	Criterion 1 Background Info	Criterion 2 Student Performance	Criterion 3 Observation	Criterion 4 Interviews	Criterion 5 Data Implications	Criterion 6 Plan for Findings	Critierion 7 Attached Items
Points	3.16	3.37	3.02	3.33	3.42	3.02	2.80
	79.01%	84.15%	75.61%	83.17%	85.41%	75.48%	69.95%
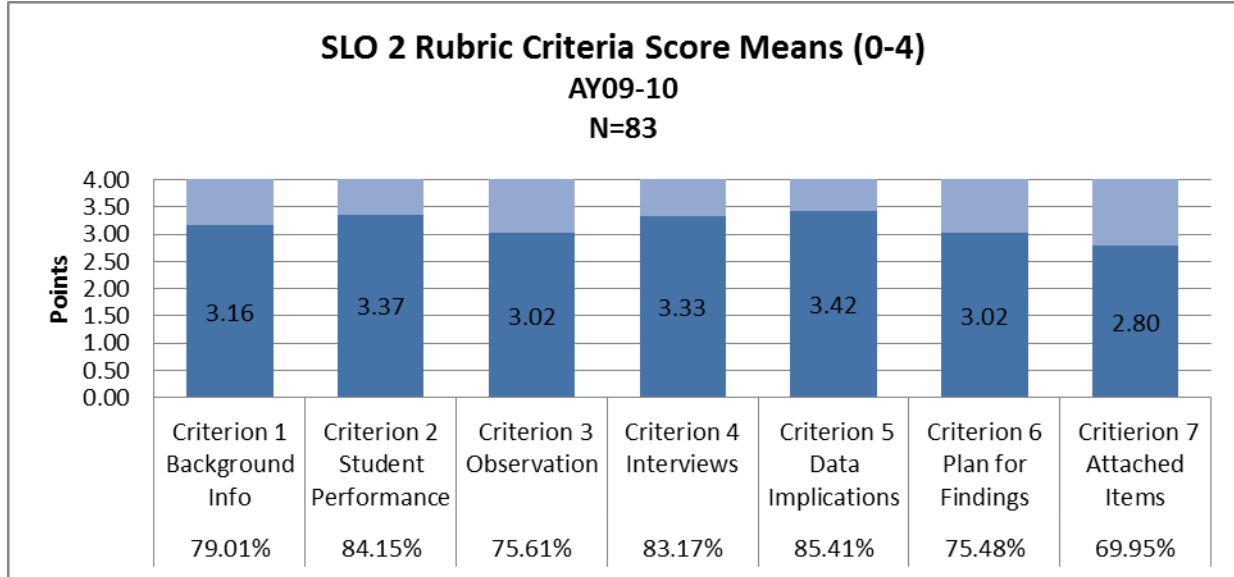
Outcome 4: Designs instructional units based on student data and best practices in special education.

Figure 6

Education Specialist I AY09-10 Score Distribution-SLO 4

SLO 4
AY09-10
N= 118

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO4	65.25	23.73	8.47	1.69	0.85

(bar values: 77, 28, 10, 2, 1)
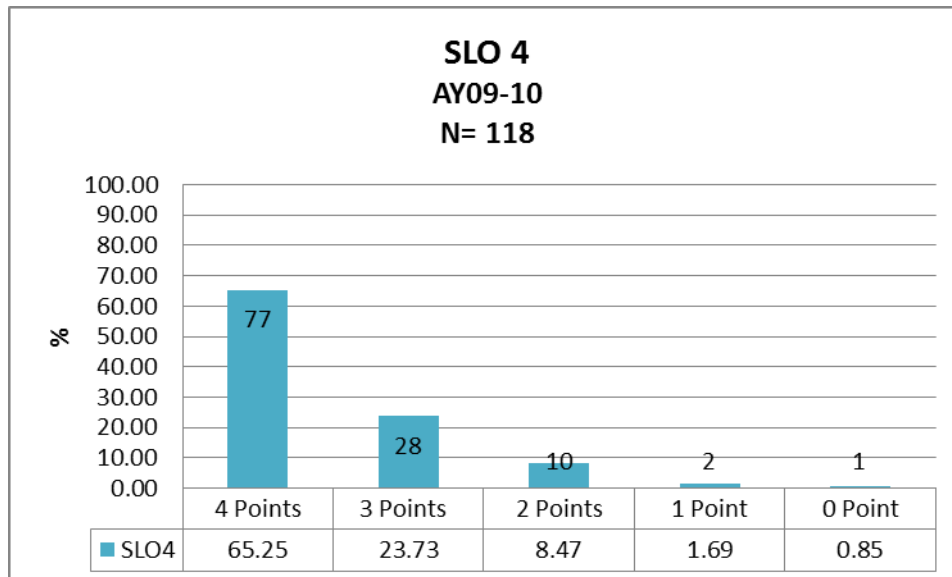
Outcome 5: Effectively manages the teaching and learning environment.

Figure 7

Education Specialist I AY09-10 Score Distribution-SLO 5

SLO 5
AY09-10
N=356

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO5	80.34	16.01	2.53	0.28	0.84
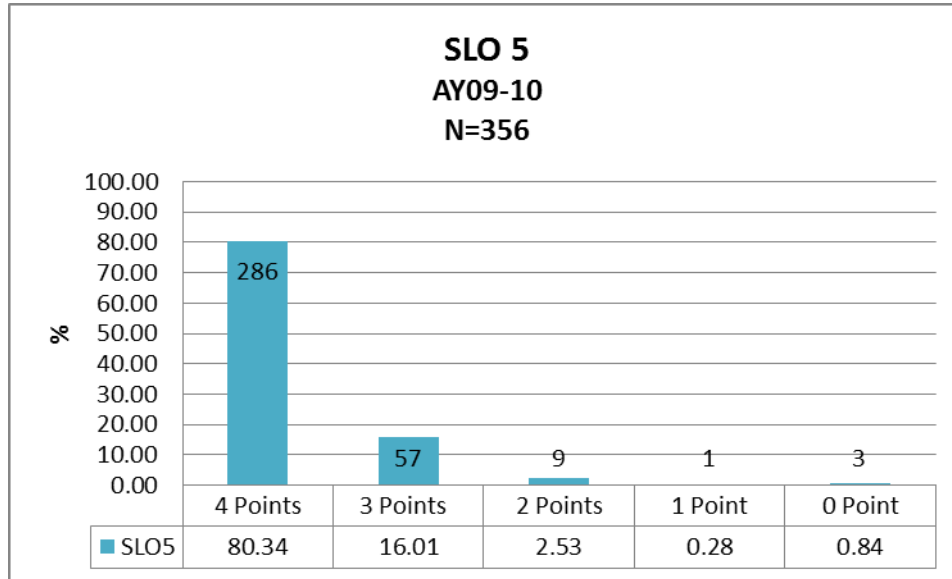
2010-11 Student Learning Data

Figure 8

Education Specialist Preliminary AY10-11 SLOs Comparison

AY10-11 SLOs Comparison
Education Specialist Preliminary
N=292

- 3.87 SLO1
- 2.97 SLO2
- 3.49 SLO3
- 3.22 SLO4
- 3.86 SLO5
- 3.44 SLO6
- 3.17 SLO7
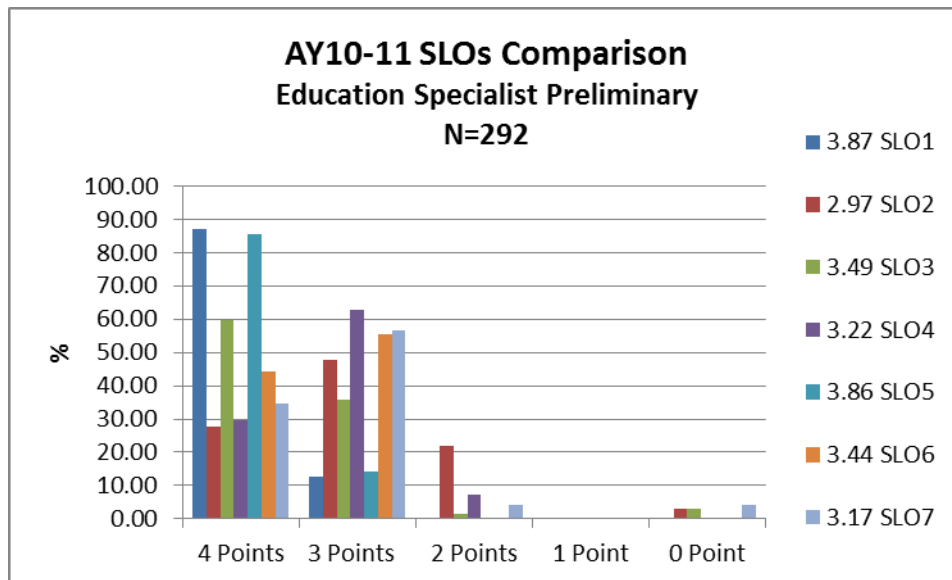
Figure 9

Education Specialist Preliminary AY10-11 SLO Means
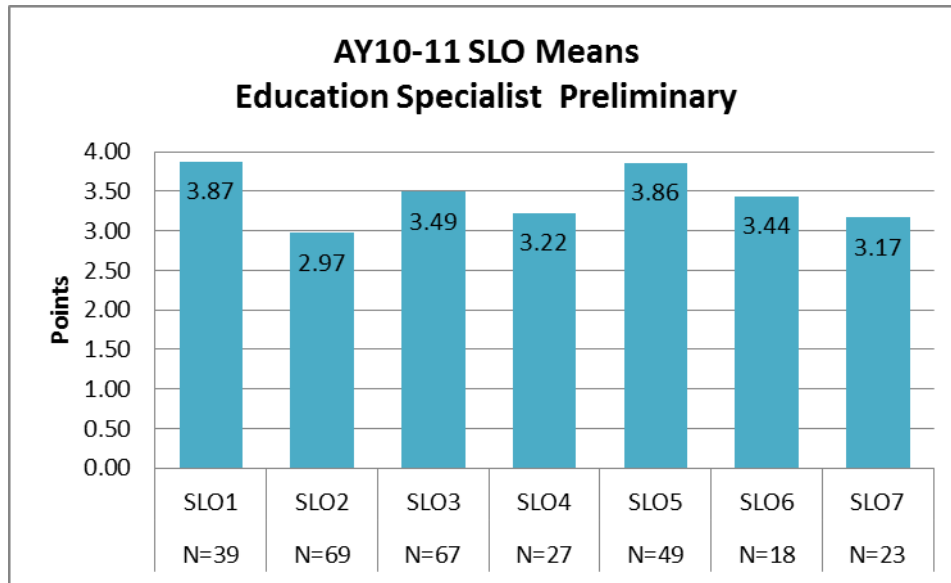
AY10-11 SLO Means
Education Specialist Preliminary

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7
Points	3.87	2.97	3.49	3.22	3.86	3.44	3.17
	N=39	N=69	N=67	N=27	N=49	N=18	N=23

Outcome 1: Describes the legal, ethical, and historical foundations of special education in a multicultural society.

Figure 10

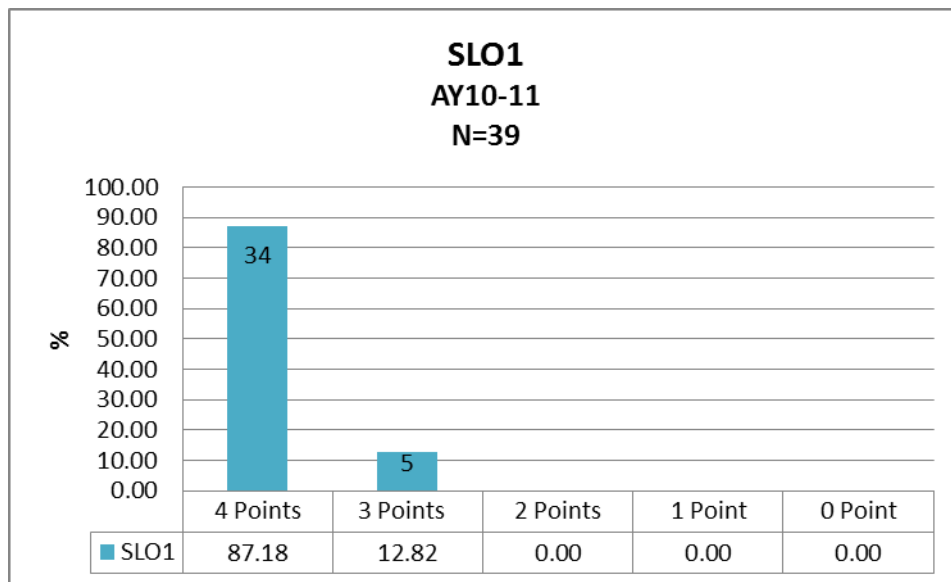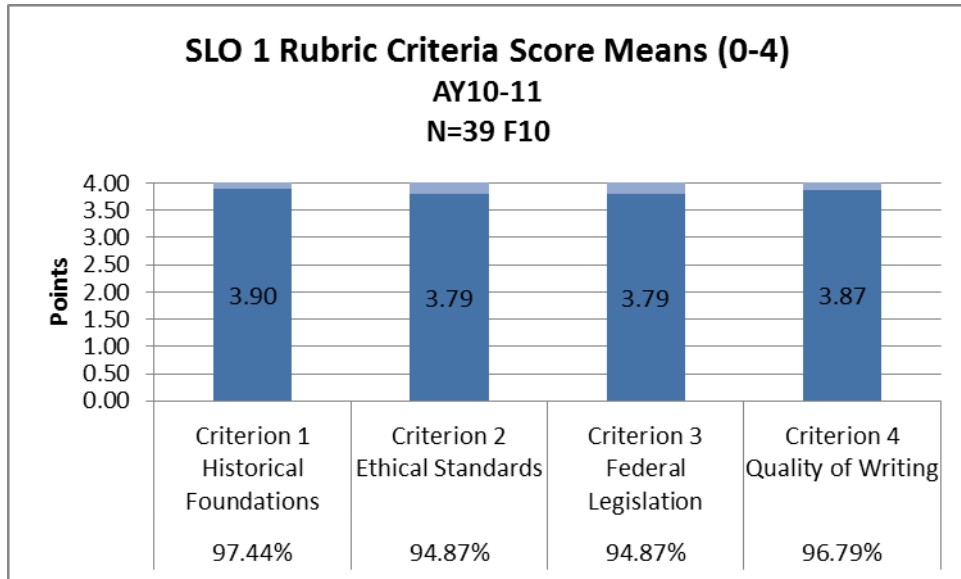*Education Specialist Preliminary AY10-11 Score Distribution-SLO 1*

SLO1
AY10-11
N=39

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO1	87.18	12.82	0.00	0.00	0.00

Figure 11

Education Specialist Preliminary AY10-11 Criteria Means-SLO 1

Outcome 2: Assesses student current level of performance using multiple measures.

Figure 12

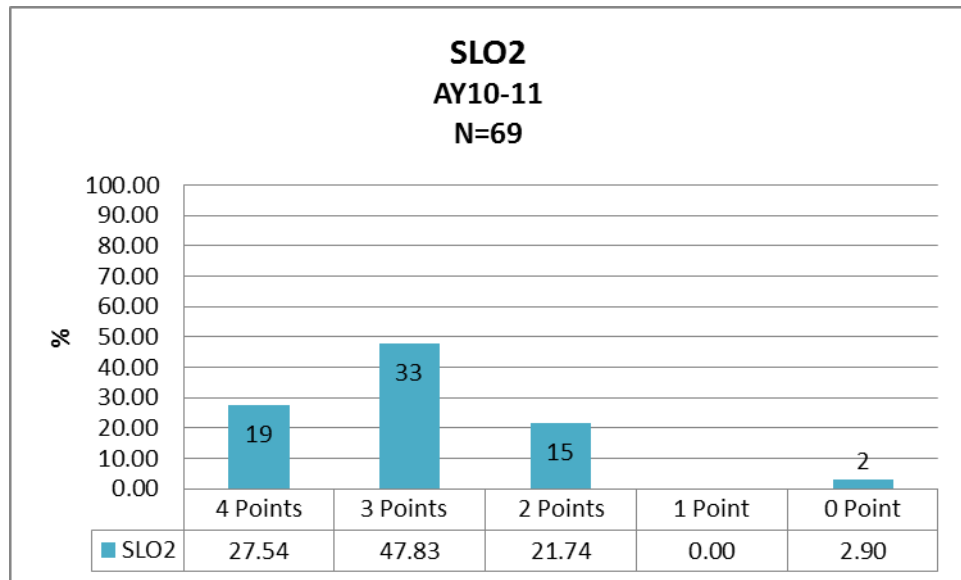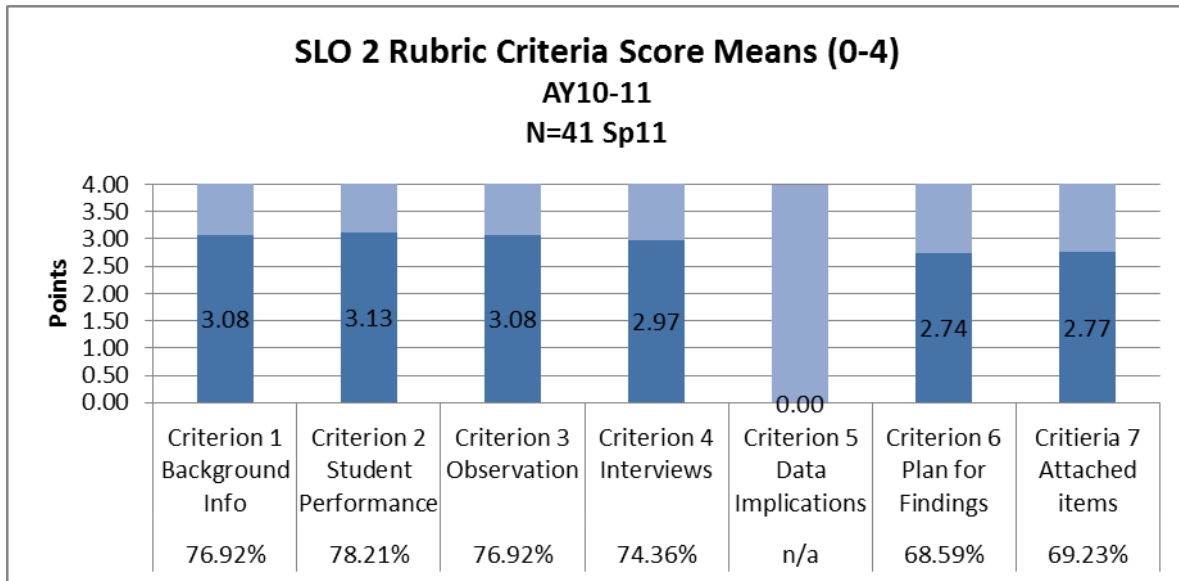*Education Specialist Preliminary AY10-11 Score Distribution-SLO 2*

Figure 13

Education Specialist Preliminary AY10-11 Criteria Means-SLO 2

Outcome 6: Candidates will determine effective behavioral, emotional, and environmental supports for student learning.

Figure 14

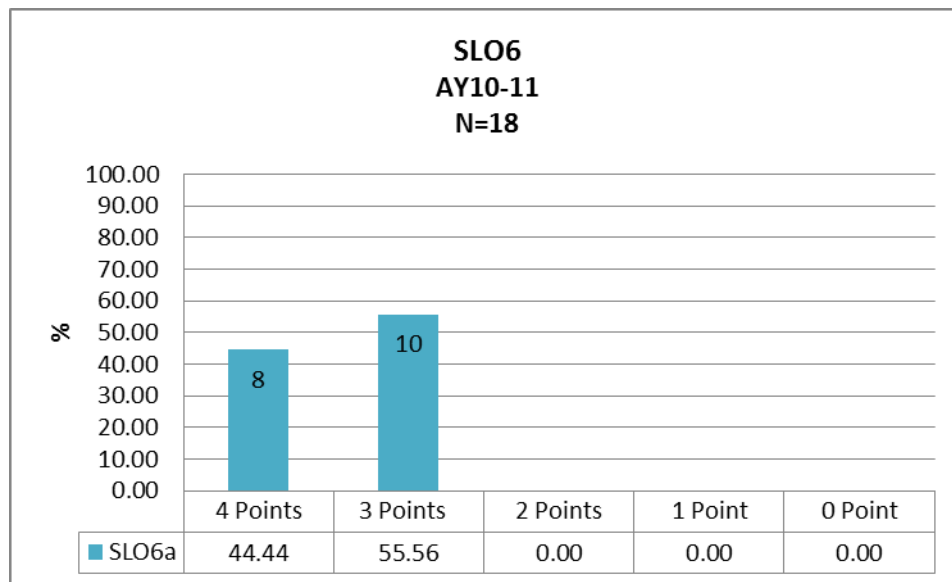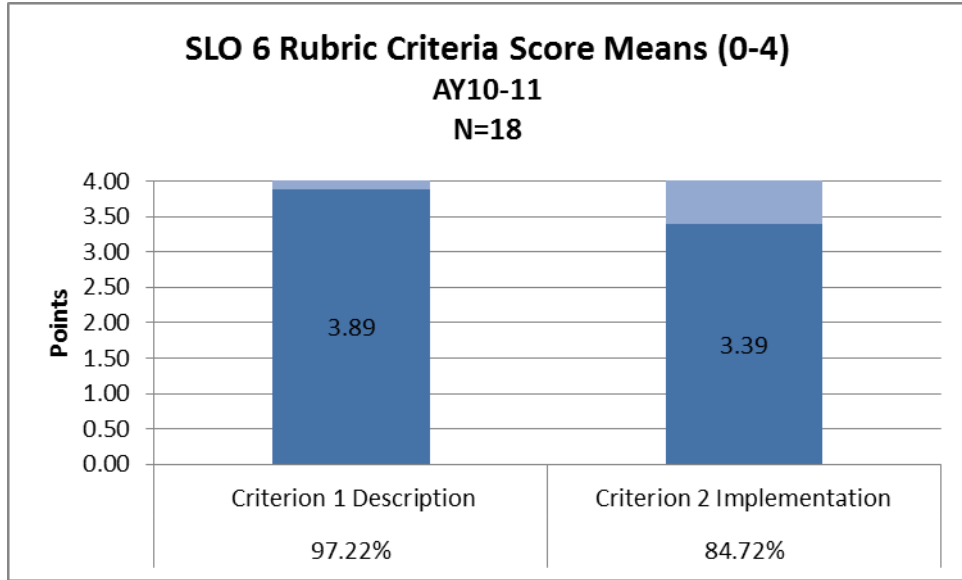*Education Specialist Preliminary AY10-11 Score Distribution-SLO6*

Figure 15

Education Specialist Preliminary AY10-11 Criteria Means-SLO 6

SLO 6 Rubric Criteria Score Means (0-4)
AY10-11
N=18

2009-10 Program Effectiveness Data

Table 7

Concepts and Practices for Special Education Teaching: The Effectiveness of <u>CSU</u> <u>Education</u> <u>Specialist</u> <u>Level</u> <u>I</u> <u>Programs</u>
During 2008-09 as Evaluated in 2010 by the <u>Employment</u> <u>Supervisors</u> of the Programs' First-Year Teaching Graduates
(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your 2009 *Evaluation File-Set 4-B*, Table 5.)

Evaluation Questions Answered in 2010 by the Employment Supervisors of Teaching Graduates of CSU Education Specialist Level I Programs:	This CSU Campus:					CSU System:				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Based on your observations of and conferences with this teacher (who was named in the survey), please assess *how well* s/he was *prepared* to . . .	*N*	Well or Adequately Prepared	Somewhat or Not Prepared	Mean	SD	*N*	Well or Adequately Prepared	Somewhat or Not Prepared	Mean	SD
A. Preparation for Subject-Specific Pedagogies in Special Education										
1 . . . teach reading-language arts according to California Standards in Reading.	5	80%	20%	2.40	.89	140	77%	23%	2.21	.86
2 . . . teach mathematics according to California Content Standards in Math.	5	80%	20%	2.60	.89	131	79%	21%	2.24	.86
B. General Preparation for Teaching Students in Special Education Classes										
3 . . . know and understand federal and state laws that govern special education.	8	100%	0%	2.88	.35	159	82%	18%	2.23	.76
4 . . . assess students' interests and abilities using multiple assessment procedures.	7	86%	14%	2.43	.79	152	82%	18%	2.32	.79
5 . . . adapt curriculum to meet the needs of students with disabilities.	8	88%	13%	2.50	.76	160	80%	20%	2.30	.87
6 . . . develop and implement IEPs *with* parents, teachers and administrators.	8	88%	13%	2.75	.71	161	79%	21%	2.27	.82
7 . . . use individual & group assessment information in planning appropriate lessons.	7	86%	14%	2.43	.79	155	79%	21%	2.25	.86
8 . . . plan instructional activities in integrated settings for students with disabilities.	7	100%	0%	2.71	.49	160	81%	19%	2.29	.84
9 . . . use teaching strategies validated by research as effective with SE students.	7	86%	14%	2.29	.76	158	80%	20%	2.26	.84
10 . . . use positive behavioral support techniques.	8	88%	13%	2.50	.76	161	82%	18%	2.37	.85
11 . . . monitor outcomes and modify instruction based on pupil accomplishments.	8	75%	25%	2.25	.89	161	80%	20%	2.27	.87
12 . . . develop student assessments that indicate progress toward IEP objectives.	7	100%	0%	3.00	.00	160	77%	23%	2.24	.88
13 . . . conduct educational assessments as defined in students' assessment plans.	8	100%	0%	2.50	.53	157	83%	17%	2.28	.79
14 . . . consult with regular-ed. teachers about teaching special education students.	7	86%	14%	2.14	.69	150	79%	21%	2.21	.88
15 . . . work with other teachers in inclusive school environments.	8	88%	13%	2.63	.74	158	85%	15%	2.35	.86
16 . . . collaborate with para-educators in meeting students' instructional needs.	7	100%	0%	2.43	.53	159	78%	22%	2.24	.87

Table 8

Concepts and Practices for Special Education Teaching: **The Effectiveness of <u>CSU</u> <u>Education</u> <u>Specialist</u> <u>Level</u> I <u>Programs</u>**
During 2008-09 as Evaluated by the Programs' <u>First</u>-<u>Year</u> <u>Teaching</u> <u>Graduates</u> While They Taught in Special Education
(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your *2009 Evaluation File-Set 4-B,* Table 6.)

Evaluation Questions Answered by Special Education Teachers Who Finished CSU Education Specialist Level I Programs During 2008-09:	This CSU Campus:					CSU System:				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Once you finished your CSU credential program in 08-09, and when you were a special ed. teacher in 09-10, *how well prepared* were you to . . .	*N*	Well or Adequately Prepared	Somewhat or Not Prepared	Mean	SD	*N*	Well or Adequately Prepared	Somewhat or Not Prepared	Mean	SD
A. Preparation for Subject-Specific Pedagogies in Special Education										
1 . . . teach reading-language arts according to California Standards in Reading.	4	50%	50%	1.50	.58	201	74%	26%	1.99	.86
2 . . . teach mathematics according to California Content Standards in Math.	5	20%	80%	1.00	.71	199	60%	40%	1.70	.87
B. General Preparation for Teaching Students in Special Education Classes										
3 . . . know and understand federal and state laws that govern special education.	5	80%	20%	2.00	.71	209	77%	23%	2.09	.90
4 . . . assess students' interests and abilities using multiple assessment procedures.	5	80%	20%	1.80	.45	209	77%	23%	2.12	.87
5 . . . adapt curriculum to meet the needs of students with disabilities.	5	80%	20%	1.80	.45	210	78%	22%	2.11	.85
6 . . . develop and implement IEPs *with* parents, teachers and administrators.	5	80%	20%	2.20	.84	209	73%	27%	2.01	.95
7 . . . use individual and group assessment data in planning appropriate lessons.	5	80%	20%	1.80	.45	209	76%	24%	2.06	.89
8 . . . plan instructional activities in integrated settings for pupils with disabilities.	5	60%	40%	1.60	.55	210	76%	24%	2.08	.86
9 . . . use teaching strategies validated by research as effective with SE students.	5	80%	20%	2.00	.71	208	75%	25%	2.07	.86
10 . . . use positive behavioral support techniques.	5	80%	20%	2.00	.71	208	80%	20%	2.21	.84
11 . . . monitor outcomes and modify instruction based on pupil accomplishments.	5	80%	20%	2.00	.71	209	78%	22%	2.11	.82
12 . . . develop student assessments that indicate progress toward IEP objectives.	5	60%	40%	1.60	.55	209	71%	29%	1.94	.95
13 . . . conduct educational assessments as defined in students' assessment plans.	5	60%	40%	1.60	.55	208	72%	28%	1.97	.89
14 . . . consult with regular-ed. teachers about teaching special education students.	5	60%	40%	1.60	.55	205	62%	38%	1.80	.98
15 . . . work with other teachers in inclusive school environments.	5	80%	20%	2.00	.71	209	66%	34%	1.88	.99
16 . . . collaborate with para-educators in meeting students' instructional needs.	5	100%	0%	2.00	.00	207	63%	37%	1.77	.99

PART III – Analyses and Discussion of Candidate and Program Data

AY 09-10 Data Analysis and Discussion

Overall, the data indicate that our candidates on average are meeting expectations on all SLOs (See Figures 1 & 2). During our data discussion meeting, faculty agreed that there was noted improvement since our last review of program data. We attributed this to improved and clearer rubrics that were in place that academic year (2009-2010). SLO1 (Describing the legal, ethical, and historical foundations of special education in a multicultural society) appears to be much improved from the last biennial report (See Figure 3). We attributed this change to the previous analysis of program data and the resulting change in the midterm exam in the course that addresses this SLO. Of all the SLO means, the mean for SLO2 (Assessing student current level of performance using multiple measures) is a bit lower than the other. The mean score is 2.94 compared to other SLO means all being above 3.25 (See Figure 4). It is unlikely that this is a significant differences; however, we wanted to carefully examine each of the criterion for the assignment. For criterion 5 (assessing student current level of performance suing multiple measures), scores had actually increased since the last reporting period at which time the average was below expectations (Figure 5). Criteria 1-4, and 6 also indicate that our students either meet or exceed expectations on these criterion. However, criterion 7 (attached items) is on average lower than the other criterion and is likely the reason the overall SLO average score is slightly below 3. In our discussion of the data we talked about whether this criterion actually measures the SLO or not. For SLO4 (Designs instructional units based on student data and best practices in special education) showed a higher number of candidates scoring in the 3 and 4 point range overall (See Figure 6). Instructors for this course attributed that to providing more direct feedback and input to candidates prior to their submission of the final project. Faculty members are extremely pleased with the overall outcomes for SLO5 (Effectively manages the teaching and learning environment) but are realistically concerned that the scores could be inflated (See Figure 7).

AY 10-11 Data Analysis and Discussion

Again in AY 10-11, on average our candidates met or exceeded expectations on each of the 7 SLOs in the new Preliminary Credential Program (See Figures 8 & 9). In analyzing the data more closely, we were pleased but a bit surprised to see that the overall scores as well as criterion scores were so high for SLO 1 (see figure 10 & 11). In our data discussion meeting, the instructor realized that she was reporting the scores after student resubmitted to meet expectations. The instructor will from now on report the first submission scores since the agreement across the program was to report initial scores for assessment purposes; however, it was good to know that all students were able to meet expectations before completing the course. In the new Preliminary Program SLO 2 did not change and only slight variations were made to the signature assignment that meets SLO 2. On average our candidates perform lower on this SLO in the new program when compared to other SLOs (See figures 11 & 12). This is similar to how they performed old program and was discussed above. Again when analyzing the data more closely we see that criterion 4, 6, and 7 were lower than the others. After discussion in our data meeting, we decided that the two instructors of EDSP 564, where the SLO is measured, will meet to discuss ways to improve candidate scores and in particularly how to improve instruction so that the individual criterion scores increase. For SL0 6, we were pleased with the success of our students on this signature assignment (see figure 13). However, the criterion areas are not very specific and do not give us information to make programmatic decisions (See figure 14). The course which measures this SLO, EDP

560, is actually a shared course with the school psychology program and meets an SLO for their program; however it is a different SLO. In our program data discussion meeting we discussed that the program coordinator from our program will meet with the program coordinator of the school psychology program to discuss ways to modify the rubric to meet the needs of both programs.

Program Effectiveness Data Analysis and Discussion

The CSU-wide employer and first year candidate survey data provide us with program effectiveness data. For this reporting period we will focus on both the employer and candidate responses to the 16 questions that focus on the specific practices of special education teaching (see Tables 7 and 8). Our campus has decided to use a cutoff of 75% as a benchmark on these surveys. Therefore, all items that have 75% of the responses or higher as well or adequately prepared are highlighted in green. All items that have lower than 75% as well or adequately prepared are highlighted in red. Please note that our response rate is low for this survey for both employers (N=8) and candidates (N=5), and therefore, we plan to use a combination of data over several years in the next report to examine program effectiveness more closely.

Based on the 8 employers who completed the survey in 2009, over 75% felt that our Level I candidates were well or adequately prepared on the specific practices in special education. These percentages are generally at the same level or higher than the average across all CSUs. One item that was just at the 75% cutoff was number 11, which focuses on "monitor outcomes and modify instruction based on pupil accomplishments". As administrators are focused on student data and using that data to modify instruction it is not surprising that this is rated a bit lower. As these expectations have changed in schools we have also changed our expectations of candidates. In our new preliminary program we have three assignments that focus on using data to modify instruction, one in our assessment class, one in the behavior course, and one in the curriculum and instruction courses. Over time we hope to see an increase in how well prepared employers feel our candidates are able to do this.

Interestingly, candidates overall rated themselves as less prepared than did employers. The ratings on items 1 & 2 regarding teaching to the reading and math content standards were most surprising. This is surprising because our candidates took courses in the Multiple Subject program on these content areas and in addition these topics were reinforced in the special education curriculum and instruction courses. There are two reasons which may explain these results: 1) candidate who teach middle/high school may not be adequately prepared by the courses in the multiple subject program which focus on K-6 and 2) candidates who teach students with mild/moderate versus moderate/severe disabilities may not feel adequately prepared since our Level I courses were cross categorical. In the new preliminary program we have made two changes that may positively impact how well prepared our students feel on these items: 1) candidates can take either the multiple subject reading course or the secondary level reading course based; and, 2) candidates take a mild/moderate or moderate/severe curriculum and instruction course. Taking a reading course more focused on the specific grade level they wish to teach should make candidates feel more adequately prepared. Additionally, taking a curriculum course focused on the specific disabilities categories they will be teaching should also help candidates feel more prepared to teach reading and math to the specific population of students they are teaching. However, in the area of mathematics we may still not see our percentage of candidates increase above our 75% cutoff. One reason for that is that our candidates cannot take secondary level math education courses unless they have higher level math content courses, which many do not. Therefore, our middle and high school teachers are not going to be as adequately prepared as we would like them to be. This is not just a CSU Long Beach issue but a state level issue, and this is reflected in the CSU wide data on item 2 that

indicates that only 60% of candidates in special education feel prepared to teach mathematics according to California content standards.

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	Timeframe	Applicable Program (Level I) or Common Standard(s)
SLO 1 Data from EDSP 480	Instructors will report first submissions of assignment	Present and Ongoing	CTC Program Standard 2
SLO 2 Data from EDSP 564	Instructors or EDSP 564 will meet to discuss changes that could be made	Spring 2012	CTC program standard 5
SLO 6 Data from EDSP 560	Program Coordinator from Education Specialist and School Psychology will meet to discuss rubric modifications	Fall 2012	CTC M/M Standard 4 & M/S Standard 4
CSU Chancellor Survey	Increase response rate for program	Spring 2012, and ongoing	