

**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	Multiple Subject Credential Program
Name of Program	Multiple Subject Credential Program
Credential awarded	Multiple Subject
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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Name:	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Multiple Subject Credential Program (MSCP) is based in the Department of Teacher Education in the College of Education at California State University, Long Beach. The program prepares candidates to be credentialed in California for elementary and middle school instruction, grades K-8. The Multiple Subject Credential Program has four tracks:

- Track 1: Preliminary Multiple Subject Credential Program
- Track 2: Bilingual Cross-Cultural Language and Academic Development (BCLAD)
Emphasis in Spanish and Asian Languages
- Track 3: Multiple Subject Internship
- Track 4: Integrated Teacher Education Program (ITEP)

The Multiple Subject program reflects the mission of the College of Education to prepare educators for life-long learning, professional growth and social responsibility. Program goals are consistent with the vision of the Department of Teacher Education: to prepare knowledgeable, caring, reflective and highly competent teachers who are advocates for children, adolescents and families. Its inquiry-and experience-based program promotes education equity and excellence in contemporary, inclusive urban classrooms.

Objectives of the program include the following:

- prepare entry level teachers according to SB 2042 Teacher Performance Expectations
- prepare entry level teachers to use technology effectively in order to enhance instruction
- promote social responsibility and child advocacy among K-8 teachers
- collaborate with K-8 educators in order to promote school improvement

The program design is a spiraled curriculum combining content knowledge, pedagogy, and fieldwork based on the California Standards for the Teaching Profession. It guides candidates through practice and mastery of 13 Teaching Performance Expectations over time, resulting in competent developing professional educators and reflective practitioners.

Currently there are approximately 865 candidates enrolled in the program.

During 2007-2008 there were changes to the program resulting from the revision of signature assignments in each of the five pedagogy courses in order to align them with Student (Candidate) Learning Outcomes. Student Learning Outcomes are based upon the Teaching Performance Expectations described and mandated in SB2042. Prior to this change in 07-08, student learning outcomes were aligned with the broader set of six California Standards for the Teaching Profession (CSTP). The Teaching Performance Expectations are subsets of the CSTP and are described and defined in SB 2042. They are:

- **Outcome 1:** (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction
- **Outcome 2:** (TPE 2) Monitoring Student Learning During Instruction

- **Outcome 3:** (TPE 3) Interpretation and Use of Assessments
- **Outcome 4:** (TPE 4) Making Content Accessible
- **Outcome 5:** (TPE 5) Student Engagement
- **Outcome 6:** (TPE 6) Developmentally Appropriate Teaching Practices
- **Outcome 7:** (TPE 7) Teaching English Learners
- **Outcome 8:** (TPE 8) Learning about Students
- **Outcome 9:** (TPE 9) Instructional Planning
- **Outcome 10:** (TPE 10) Instructional Time
- **Outcome 11:** (TPE 11) Social Environment
- **Outcome 12:** (TPE 12) Professional, Legal, and Ethical Obligations
- **Outcome 13:** (TPE 13) Professional Growth

Refer to Table 1 on the next page. This table outlines the student learning outcomes and signature assignments for the program as well as how these link to various college, state and national standards.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6 ¹	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11	Outcome 12	Outcome 13
SLOs	(TPE 1) Specific Pedagogical Skills for Subject Matter Instruction	(TPE 2) Monitoring Student Learning During Instruction	(TPE 3) Interpretation and Use of Assessments	(TPE 4) Making Content Accessible	(TPE 5) Student Engagement	(TPE 6) Developmentally Appropriate Teaching Practices	(TPE 7) Teaching English Learners	(TPE 8) Learning about Students	(TPE 9) Instructional Planning	(TPE 10) Instructional Time	(TPE 11) Social Environment	(TPE 12) Professional, Legal, and Ethical Obligations	(TPE 13) Professional Growth
Signature Assignments	Standards-based summative assessment, Science Lesson, TPA 1, TPA 2, TPA 3, TPA 4	Lesson plan, Standards-based summative assessment, TPA 3, TPA 4	Developmental spelling-writing assessment and instruction, Case study report, TPA 1, TPA 3, TPA 4	Science lesson, TPA 1, TPA 2, TPA 3, TPA 4	Developmental spelling-writing assessment and instruction, Case study report, TPA 3, TPA 4	Standards-based Summative Assessment	Standards-based summative assessment, TPA 1, TPA 2, TPA 3, TPA 4	Developmental spelling-writing assessment & instruction, TPA 2, TPA 3, TPA 4	Lesson Plan, TPA 1, TPA 2, TPA 3, TPA 4	Lesson Plan, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4
State Standards	CSTP Understanding and Organizing Subject Matter for Student Learning	CSTP Assessing Student Learning	CSTP Assessing Student Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Planning Instruction and Designing Learning Experiences for All Students	CSTP Planning Instruction and Designing Learning Experiences for All Students	CSTP Creating and Maintaining Effective Environments for Student Learning	CSTP Creating and Maintaining Effective Environments for Student Learning	CSTP Developing as a Professional Educator	CSTP Developing as a Professional Educator
Conceptual Framework	Promotes Growth, Research and Evaluation	Promotes Growth	Service and Collaboration	Values Diversity	Promotes Growth	Promotes Growth	Values Diversity	Service and Collaboration	Promotes Growth	Promotes Growth	Promotes Growth	Prepares Leaders	Prepares Leaders
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Dispositions	Professional Dispositions

¹ Outcome 6 (TPE 6) was added to the assessment plan in 2009-2010.

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

	Transition Point 1 Admission to Program					
	2009-2010			2010-2011		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
TOTAL	430	383	865 ¹	319	286	474

Table 3*Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)²*

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	2010-2011
Multiple Subject Student Teaching	319	395

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

	Transition Point 3 Exit	
	2009-2010	2010-2011
Credential³	337	281

¹This figure reflects all candidates currently enrolled in the MSCP program. University data systems do not currently allow for the accurate identification of newly matriculated candidates without going through individual records.

²Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

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.

Table 5

Faculty Profile 2009-2011⁴

Status	2009-2010	2010-2011
Full-time TT/Lecturer	26/26 (Fa/Sp)	15
Part-time Lecturer	36/39 (Fa/Sp)	28
Total:	62/65 (Fa/Sp)	43

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

No changes since last Biennial Report.

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?

Key Assessment Overview

Candidate performance in the Multiple Subject Credential Program is assessed utilizing multiple measures that reflect that Student Learning Outcomes/Teaching Performance Expectations. Candidate performance was assessed utilizing the following measures:

- Signature Assignments
- Formative and Summative Student Teaching Evaluations
- Teaching Performance Assessment (CalTPA)

Signature Assignments

Signature assignments are implemented across the pedagogy courses (EDEL 442, EDEL 452, EDEL 462, EDEL 472, and SCED 475) that reflect specific Student Learning Outcomes/Teaching Performance Expectations. (Please see Table 6 for a guide to the specific SLO's/TPE's addressed in each signature assignment.) The assessments are standardized tasks across all sections of a particular course, implemented by the instructor, and uploaded and evaluated in an electronic portfolio database management system, TaskStream. Each task is evaluated by the instructor of the course through the use of a standardized four-point rubric.

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.

Evaluations of Student Teaching

Formative and summative evaluations of student teaching are conducted by University Supervisors and Master Teachers during the student teaching experience (EDEL 482). The formative evaluation tool reflects the California Standards for the Teaching Profession, addressed at the element level. The summative evaluation tool reflects data at the standard level only. Teaching Performance Expectations are embedded within the assessments and all TPE’s are addressed. The evaluation tool utilizes a rubric scale of 1-5, which reflects the following descriptions of practice: Exceptional Beginning Practice, Proficient Beginning Practice, Developing Beginning Practice, Not Consistent (fails to achieve entry-level competency), and Not Observed (has not demonstrated this indicator sufficiently for assessment by the evaluator.) Mean scores below 3.0 on any subset on the formative evaluation from the 5 point rubric are considered an area of weakness in candidate performance. Data for this report were calculated as the aggregate mean score from the Master Teacher and University Supervisor on each standard or element. Aggregated data across each academic year are reported.

Teaching Performance Assessment

The Multiple Subject Credential Program utilizes the CalTPA assessment that requires credential candidates to demonstrate through their performance with K-8 students that they have mastered at a beginning teacher level the knowledge, skills, and abilities embodied in the 13 Teaching Performance Expectations. The four CalTPA tasks and when they are completed are described in Table 6. Candidates upload completed tasks into TaskStream. The tasks are blind-scored by calibrated assessors using a common scoring rubric. Tasks are scored on a 1-4 scale, with a score of 3 or 4 considered passing and a score of 1 or 2 not passing. Candidates must achieve passing scores of 3 or 4 on all four tasks.

The following table provides a description of each of the key assessments, their relative placement in the program, and the key SLO/TPE’s being assessed.

Table 6
Candidate Assessments and Student Learning Outcomes

	Assessment	Student Learning Outcomes	Description of the Assignment
Signature Assignments	EDEL 442: Developmental Spelling-Writing Assessment and Instruction	<ul style="list-style-type: none"> • SLO 3: (TPE 3) Interpretation and Use of Assessments • SLO 4: (TPE 4) Making Content Accessible • SLO 7: (TPE 7) Teaching English Learners 	Candidates conduct assessments of developmental spelling of two students (one ELL and one student with special learning challenges).
	EDEL 452: Case Study Report	<ul style="list-style-type: none"> • SLO 3: (TPE 3) Interpretation and Use of Assessments • SLO 5: (TPE 5) Student Engagement 	Candidates write a case study report based on a variety of assessments that are conducted with a student.

	EDEL 462: Lesson Plan	<ul style="list-style-type: none"> • SLO 2: (TPE 2) Monitoring Student Learning During Instruction • SLO 9: (TPE 9) Instructional Planning • SLO 10: (TPE 10): Instructional Time 	Candidates identify content standards at a specific grade level and write academic learning goals that are connected with these standards. Candidates prepare a written lesson plan including instructional strategies and assessments.
	EDEL 472: Standards-based summative assessment	<ul style="list-style-type: none"> • SLO 1: (TPE 1) Making Subject Matter Comprehensible to Students • SLO 2: (TPE 2) Monitoring Student Learning During Instruction • SLO 6: (TPE 6) Developmentally Appropriate Teaching Practices • SLO 7: (TPE 7) Teaching English Learners 	Candidates develop a standards-based summative assessment for a complete instructional unit.
	SCED 475: Science Lesson	<ul style="list-style-type: none"> • SLO 1: (TPE 1) Making Subject Matter Comprehensible to Students • SLO 4: (TPE 4) Making Content Accessible 	Candidates develop a standards-based science lesson in the 5E format.
Student Teaching Evaluations	Student Teaching Evaluations	<ul style="list-style-type: none"> • SLO's/TPE's 1-13 	Candidates demonstrate their knowledge and application of the California Standards for the Teaching Profession through formative and summative evaluations of the student teaching experience by University Supervisors and Master Teachers.

California Teaching Performance Assessments	EDEL 472: Teacher Performance Assessment #1: Subject Specific Pedagogy	<ul style="list-style-type: none"> SLO's/TPE's 1, 3, 4, 6, 7, & 9 	Candidates demonstrate their knowledge of the principles of content-specific and developmentally appropriate pedagogy by analyzing case studies and developing instructional strategies appropriate for English Learners and students with special needs.
	Teacher Performance Assessment #2: Designing Instruction	<ul style="list-style-type: none"> SLO's/TPE's 1, 4, 6, 7, 8, 9, 13 	Candidates demonstrate their ability to learn important details about a classroom of students, including English learners and students with special needs and to apply that knowledge to the design of appropriate instructional strategies.
	Student Teaching: Teacher Performance Assessment #3: Assessing Learning	<ul style="list-style-type: none"> SLO's/TPE's 3, 6, 7, 8, 9, & 13 	Candidates demonstrate their ability to select a unit of study, identify related learning goals, and plan standards-based, developmentally appropriate student assessment activities for a group of students.
	Student Teaching Teacher Performance Assessment #4: Culminating Teaching Experience Task	<ul style="list-style-type: none"> SLO's 1-11 & 13 (TPE's 1-11 & 13) 	Candidates demonstrate their ability to design a standards-based lesson for a class of students, implementing that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, and managing instruction and student interaction. Candidates will also assess student learning related to the lesson and analyze the overall strengths and weaknesses of the lesson implementation.

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

Program Effectiveness Assessment Overview

The data sources used to examine program effectiveness were collected from two surveys, conducted annually by the CSU Chancellor’s Office. Data from years 2006-07, 2007-08 and 2008-2009 reports are included. They are:

CSU Systemwide Survey of First-Year Teaching Graduates collected during 2007, 2008, and 2009

CSU Systemwide Survey of Employment Supervisors of the Program’s First Year Teaching Graduates as evaluated in 2007, 2008, and 2009

The Chancellor’s Office provides data from these surveys to each campus, and these data have been summarized in Tables 17-22.

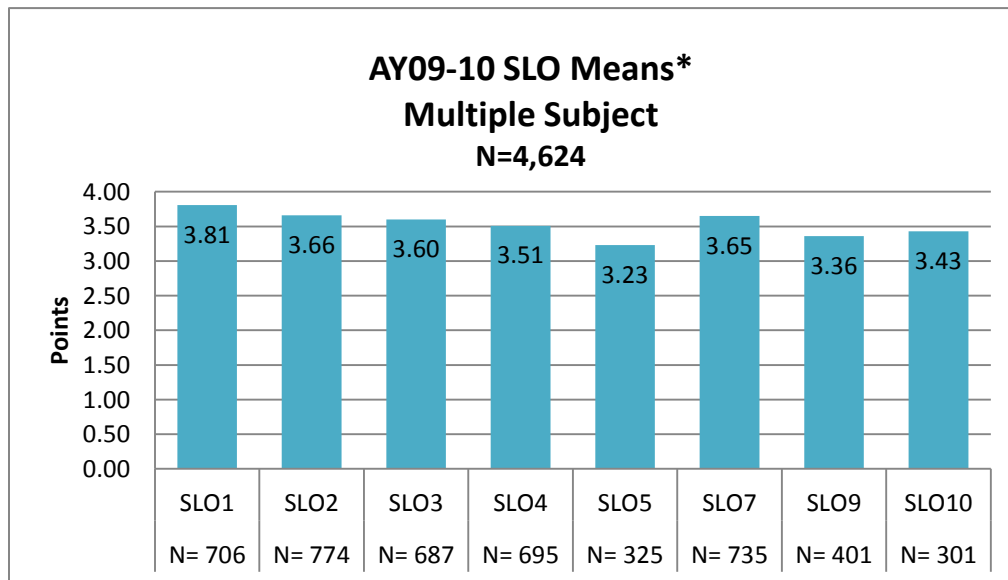
c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

The following tables present the aggregated student performance data from the assessments outlined above. Areas of concern to be discussed later are highlighted in yellow.

2009-10 Student Learning Data

Figure 1

Student Learning Outcome Means in Multiple Subject, 2009-2010 Based on Signature Assignments



*SLO mean is the weighted average between courses

Outcome 1: (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction

Figure 2

Multiple Subject AY09-10 Criteria Means-SLO 1

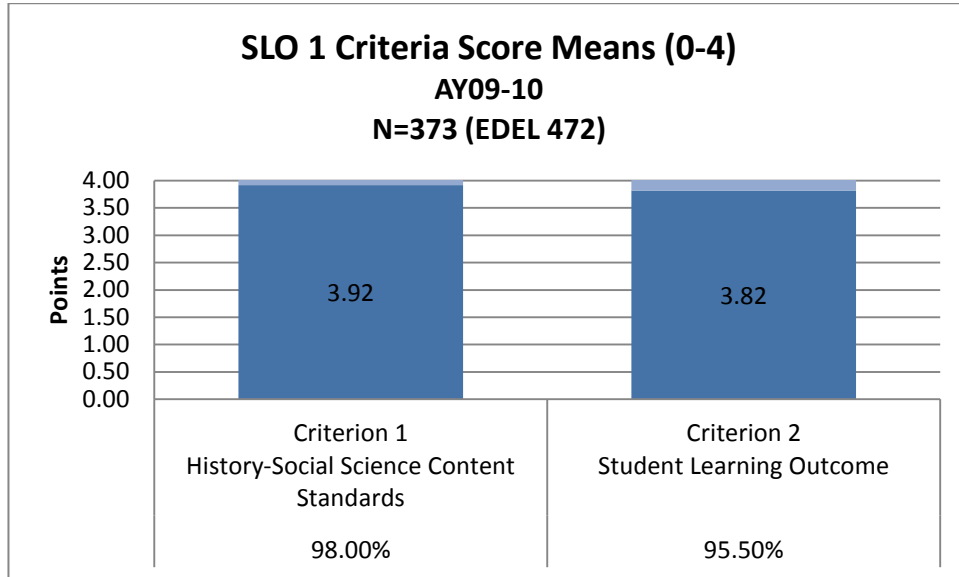
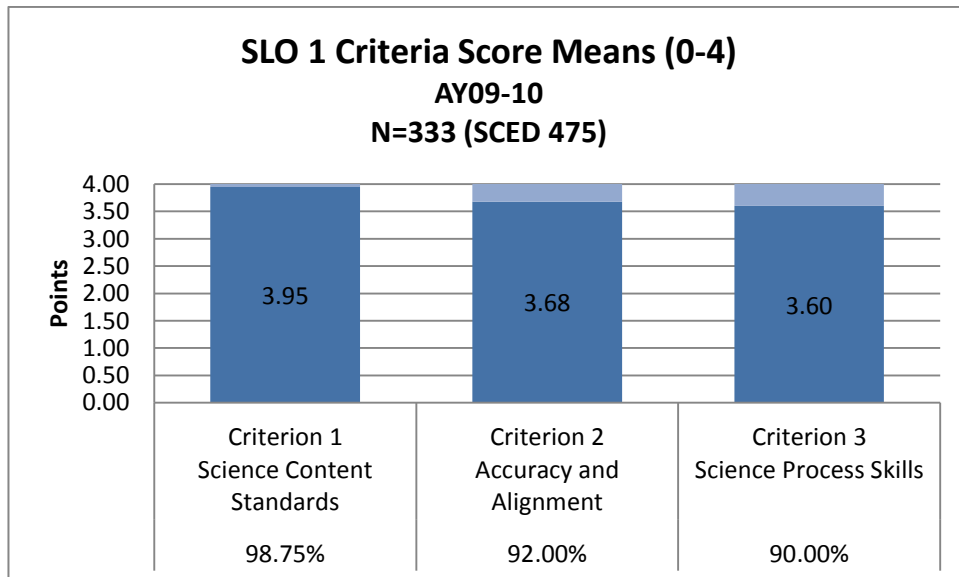


Figure 3

Multiple Subject AY09-10 Criteria Means-SLO 1



Outcome 2: (TPE 2) Monitoring Student Learning During Instruction

Figure 4

Multiple Subject AY09-10 Criterion 3 Mean-SLO 2

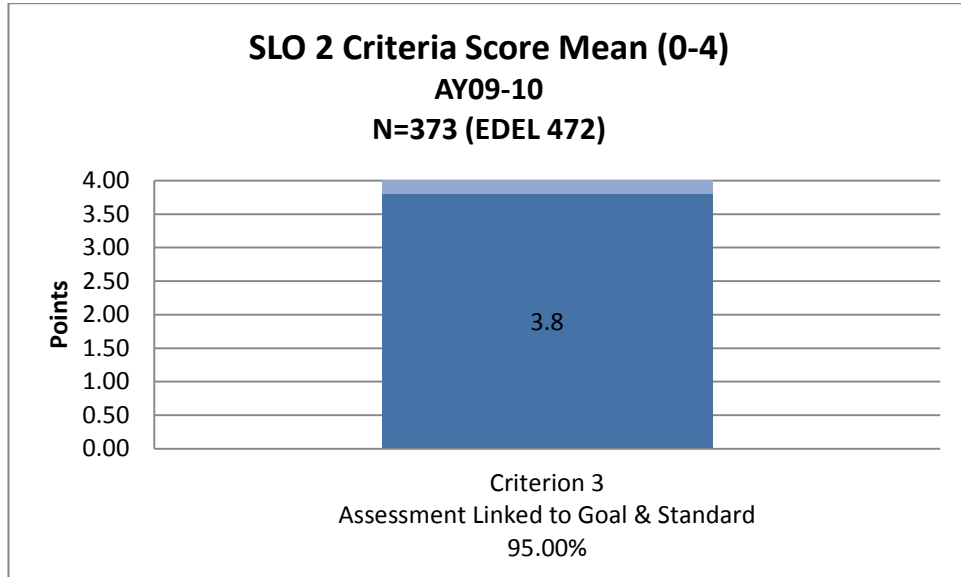
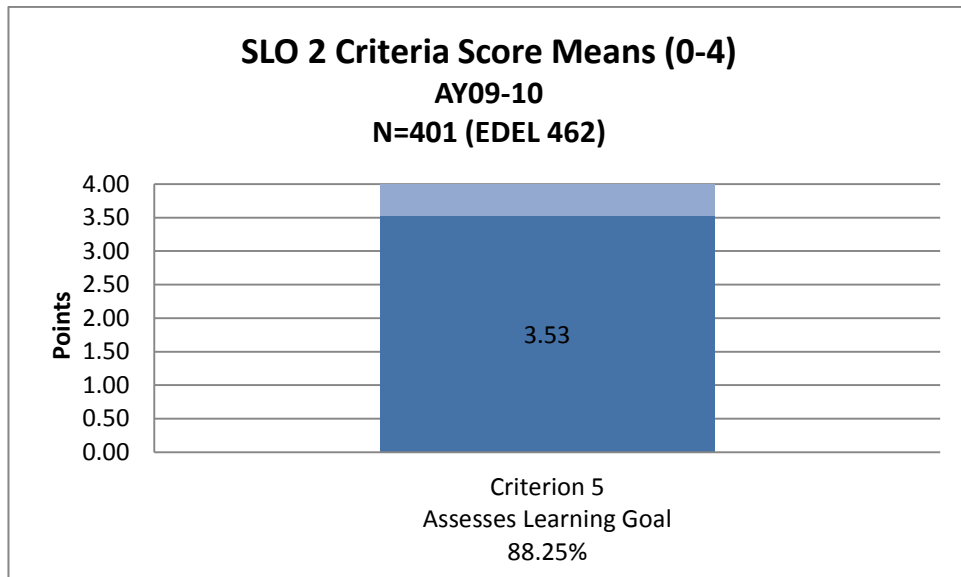


Figure 5

Multiple Subject AY09-10 Criterion 5 Mean-SLO 2



Outcome 3: (TPE 3) Interpretation and Use of Assessments

Figure 6

Multiple Subject AY09-10 Criteria Means-SLO 3

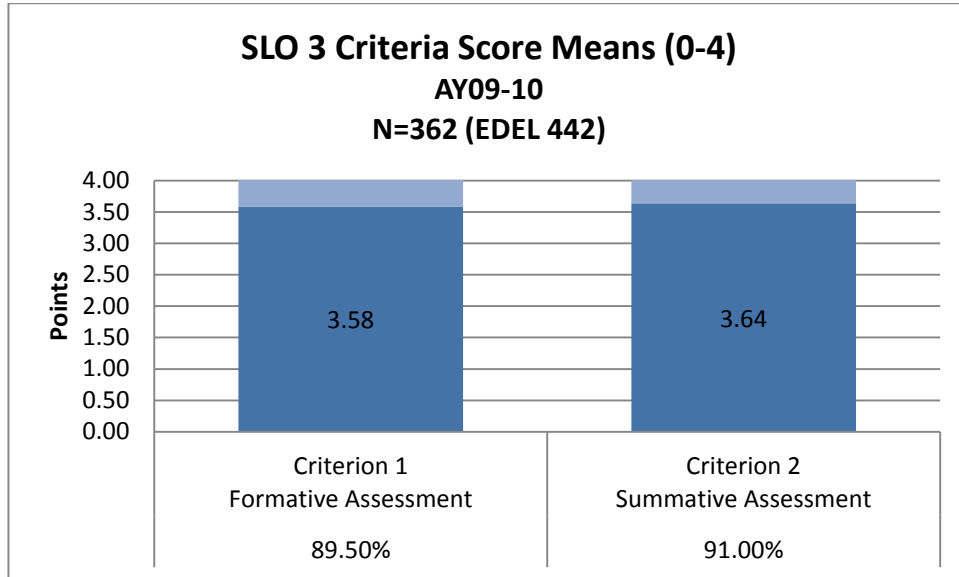
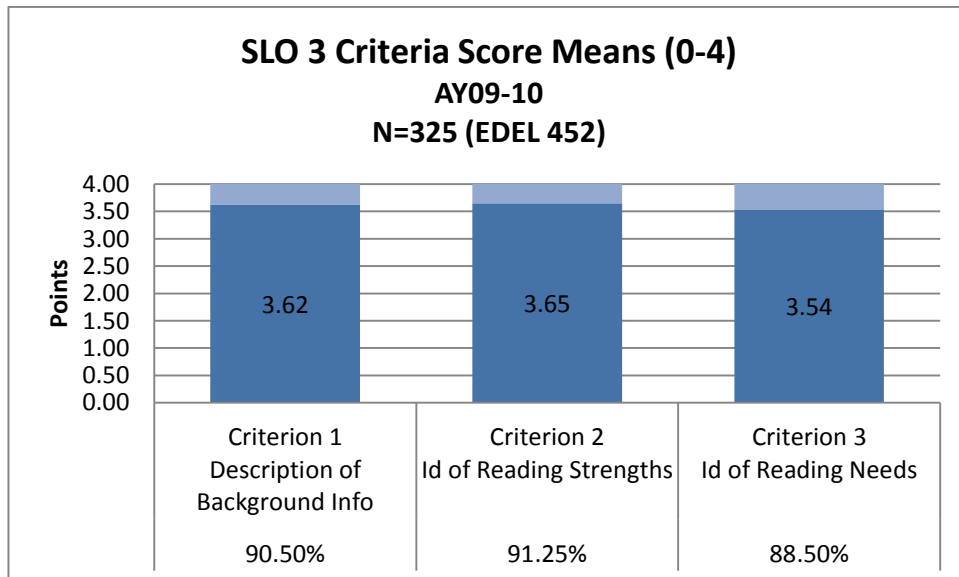


Figure 7

Multiple Subject AY09-10 Criteria Means-SLO 3



Outcome 4: (TPE 4) Making Content Accessible

Figure 8

Multiple Subject AY09-10 Criteria Means-SLO 4

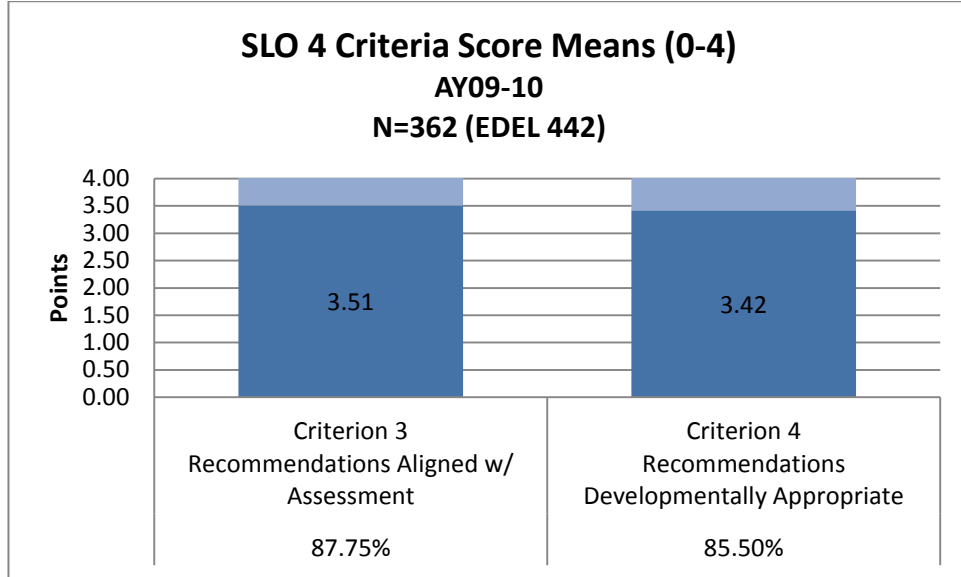
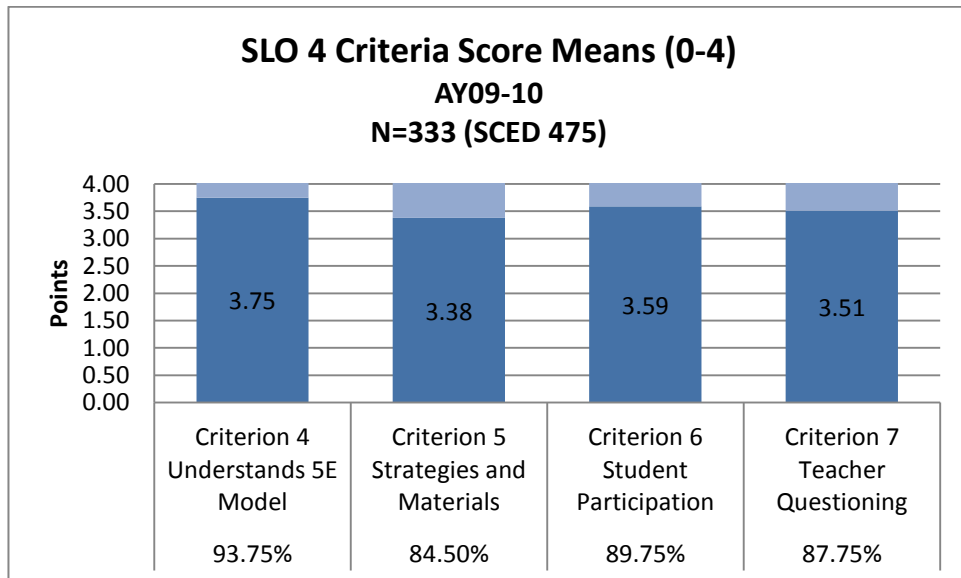


Figure 9

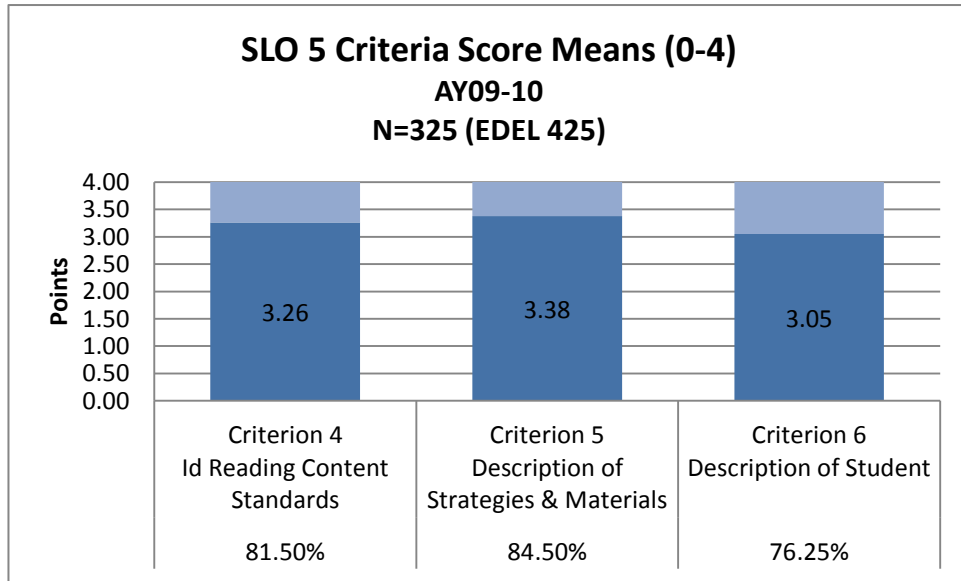
Multiple Subject AY09-10 Criteria Means-SLO 4



Outcome 5: (TPE 5) Student Engagement

Figure 10

Multiple Subject AY09-10 Criteria Means-SLO 5



Outcome 7: (TPE 7) Teaching English Learners

Figure 11

Multiple Subject AY09-10 Criteria Means-SLO 7

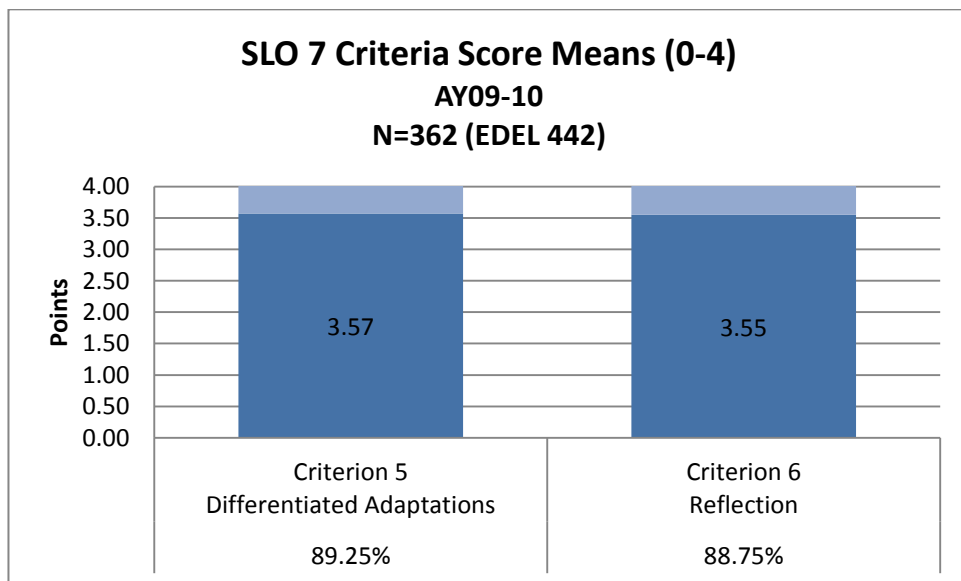
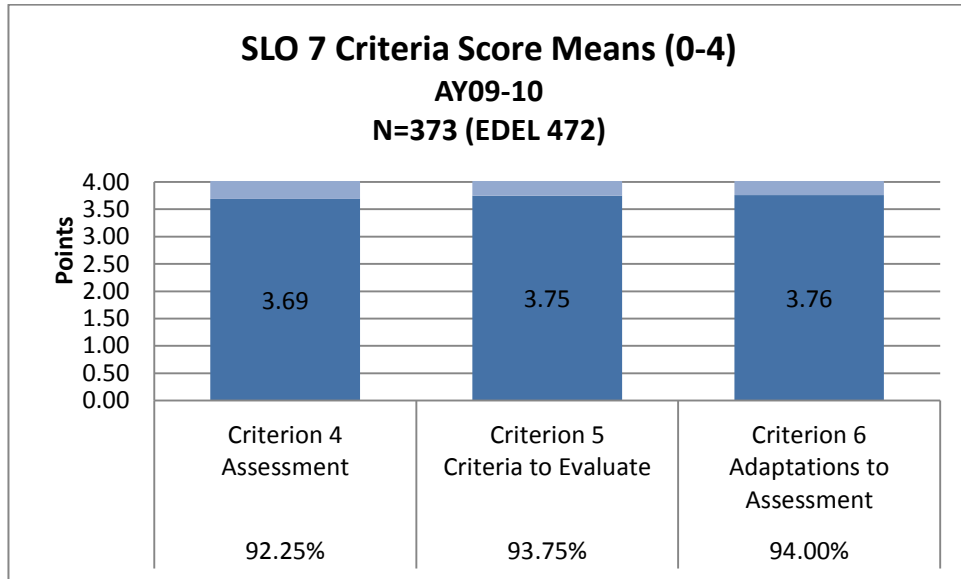


Figure 12

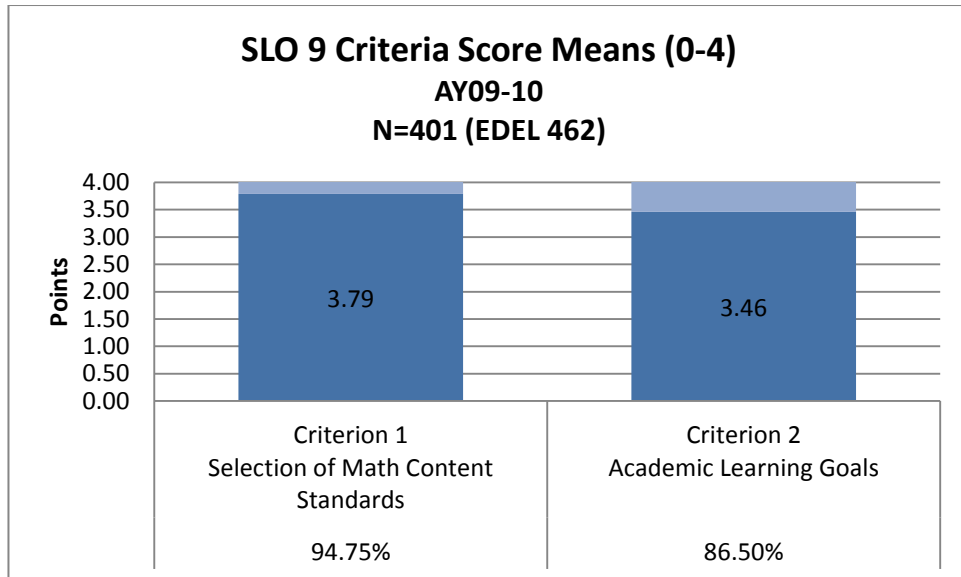
Multiple Subject AY09-10 Criteria Means-SLO 7



Outcome 9: (TPE 9) Instructional Planning

Figure 13

Multiple Subject AY09-10 Criteria Means-SLO 9



Outcome 10: (TPE 10) Instructional Time

Figure 14

Multiple Subject AY09-10 Criteria Means-SLO 10

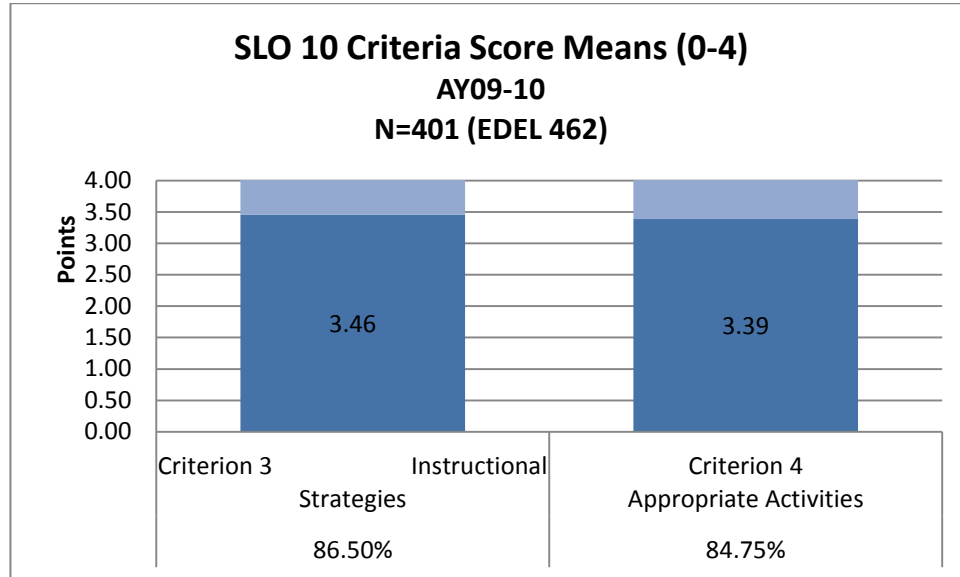


Table 7

Formative Student Teaching Evaluations, Mean Scores on CSTP Standards Fall 2009 Final Assignment

Fall 2009							
CSTP 1	1.1	1.2	1.3	1.4	1.5		
Engaging & Supporting All Students in Learning	4.41	4.26	4.26	4.27	3.66		
CSTP 2	2.1	2.2	2.3	2.4	2.5	2.6	
Creating & Maintaining an Effective Environment	4.19	4.56	4.46	4.45	4.30	4.23	
CSTP 3	3.1	3.2	3.3	3.4	3.5	3.6	
Understanding & Organizing Subject Matter Knowledge	4.48	4.38	3.84	4.36	4.25		
CSTP 4	4.1	4.2	4.3	4.4	4.5	4.6	
Planning Instruction & Designing Learning Experiences	4.18	4.48	4.28	3.81	3.78	3.66	
CSTP 5	5.1	5.2	5.3	5.4	5.5	5.6	
Assessing Student Learning	4.34	4.18	3.66	3.98	3.37	2.66	
CSTP 6	6.1	6.2	6.3	6.4	6.5	6.6	6.7
Developing as a Professional Educator	4.75	4.78	4.86	4.85	4.56	4.82	4.84

Table 8*Formative Student Teaching Evaluations, Mean Scores on CSTP Standards Spring 2010 Final Assignment*

Spring 2010							
CSTP 1	1.1	1.2	1.3	1.4	1.5		
Engaging & Supporting All Students in Learning	4.35	4.09	4.18	4.22	4.02		
CSTP 2	2.1	2.2	2.3	2.4	2.5	2.6	
Creating & Maintaining an Effective Environment	4.17	4.46	4.23	4.30	4.21	3.96	
CSTP 3	3.1	3.2	3.3	3.4	3.5	3.6	
Understanding & Organizing Subject Matter Knowledge	4.35	4.38	3.43	4.32	3.91		
CSTP 4	4.1	4.2	4.3	4.4	4.5	4.6	
Planning Instruction & Designing Learning Experiences	4.25	4.38	4.22	3.49	3.87	3.82	
CSTP 5	5.1	5.2	5.3	5.4	5.5	5.6	
Assessing Student Learning	4.23	4.01	3.86	3.87	3.30	2.53	
CSTP 6	6.1	6.2	6.3	6.4	6.5	6.6	6.7
Developing as a Professional Educator	4.57	4.52	4.58	4.60	4.40	4.60	4.57

Table 9*Summative Student Teaching Evaluations, Mean Scores on CSTP Standards 2009-2010 Final Assignment*

	Fall 2009	Spring 2010
CSTP 1		
Engaging & Supporting All Students in Learning	3.90	3.87
CSTP 2		
Creating & Maintaining an Effective Environment	3.90	3.85
CSTP 3		
Understanding & Organizing Subject Matter Knowledge	3.90	3.87
CSTP 4		
Planning Instruction & Designing Learning Experiences	3.82	3.91
CSTP 5		
Assessing Student Learning	3.80	3.84
CSTP 6		
Developing as a Professional Educator	3.94	3.90
Demonstrates Overall Effective Teaching	3.91	3.90

Table 10

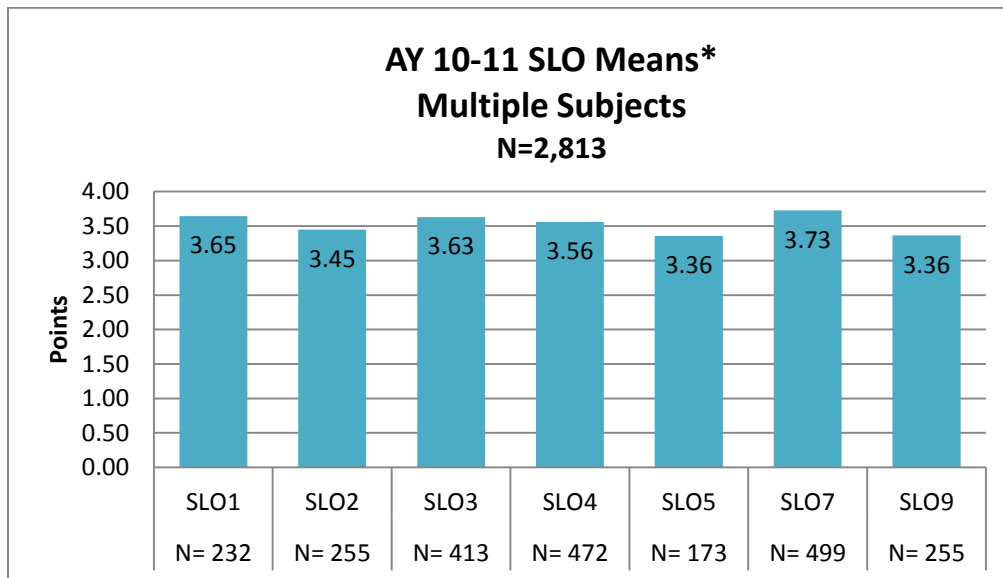
Teaching Performance Assessment Data Fall 09 through Spring 10

CalTPA Task	N	Percent passing
1	349	96.2%
2	358	82.4%
3	223	90.5%
4	223	96.8%

2010-11 Student Learning Data

Figure 15

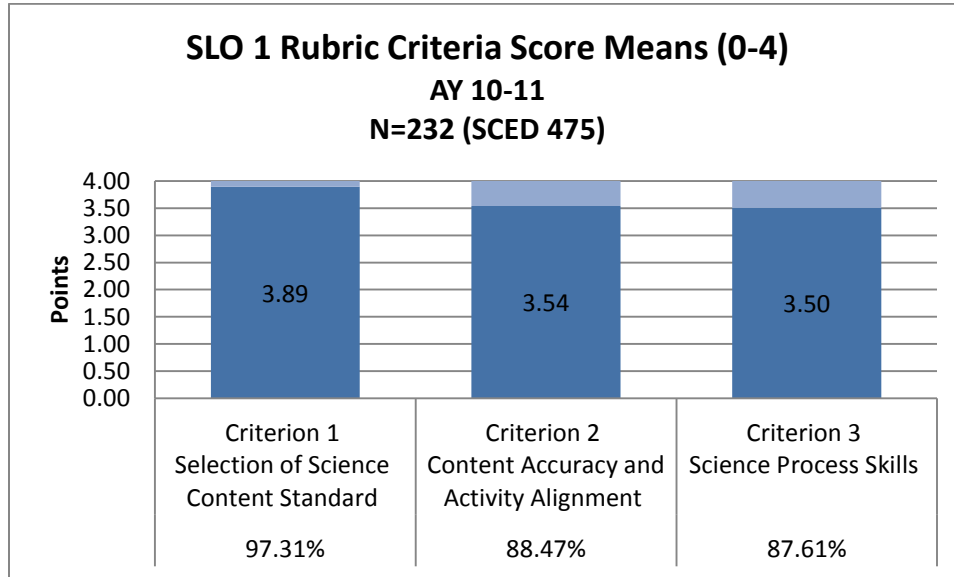
Student Learning Outcome Means in Multiple Subject, 2010-2011 Based on Signature Assignments



Outcome 1: (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction

Figure 16

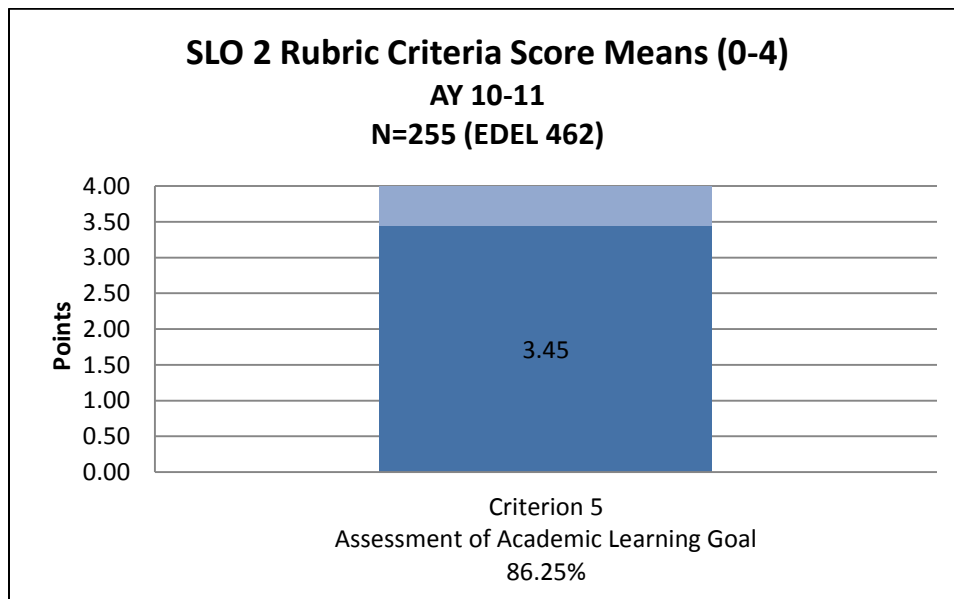
Multiple Subject AY10-11 Criteria Means-SLO 1



Outcome 2: (TPE 2) Monitoring Student Learning During Instruction

Figure 17

Multiple Subject AY10-11 Criterion 5 Mean-SLO 2



Outcome 3: (TPE 3) Interpretation and Use of Assessments

Figure 18

Multiple Subject AY10-11 Criterion 1 Mean-SLO 3

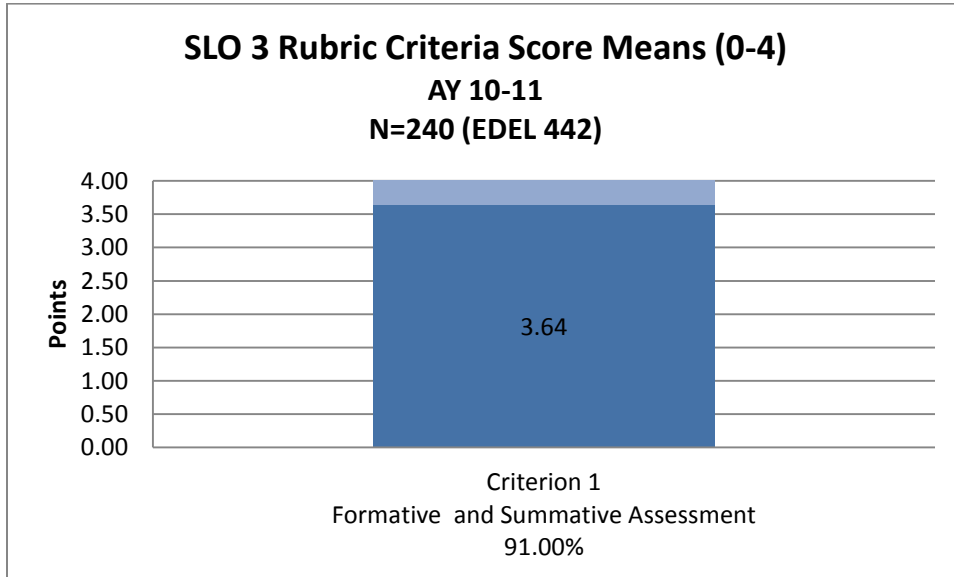
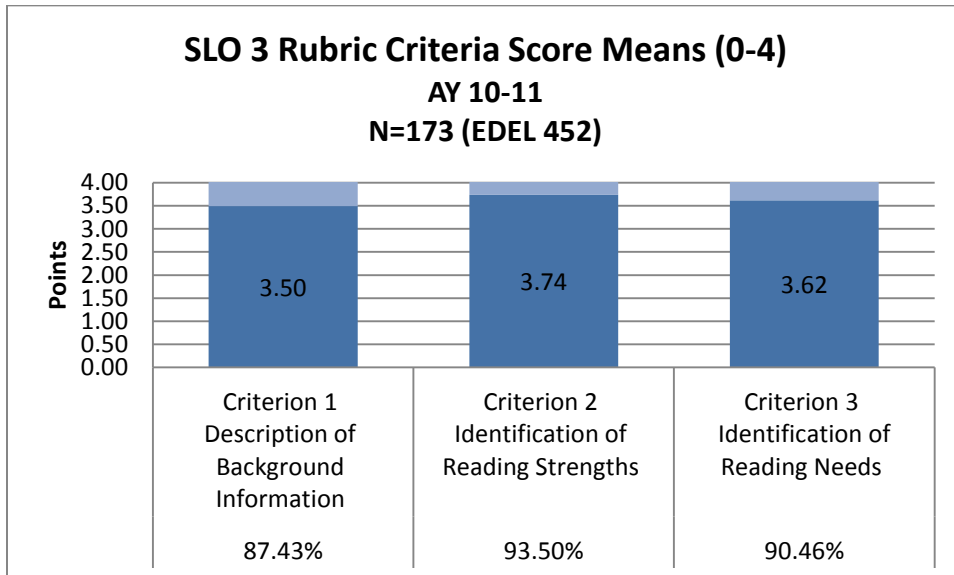


Figure 19

Multiple Subject AY10-11 Criteria Means-SLO 3



Outcome 4: (TPE 4) Making Content Accessible

Figure 20

Multiple Subject AY10-11 Criterion 2 Mean-SLO 4

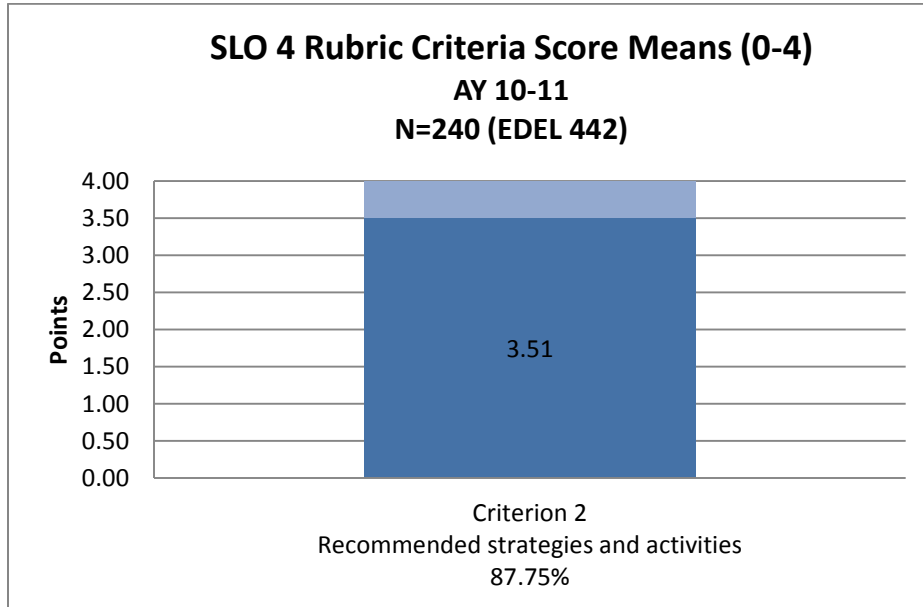
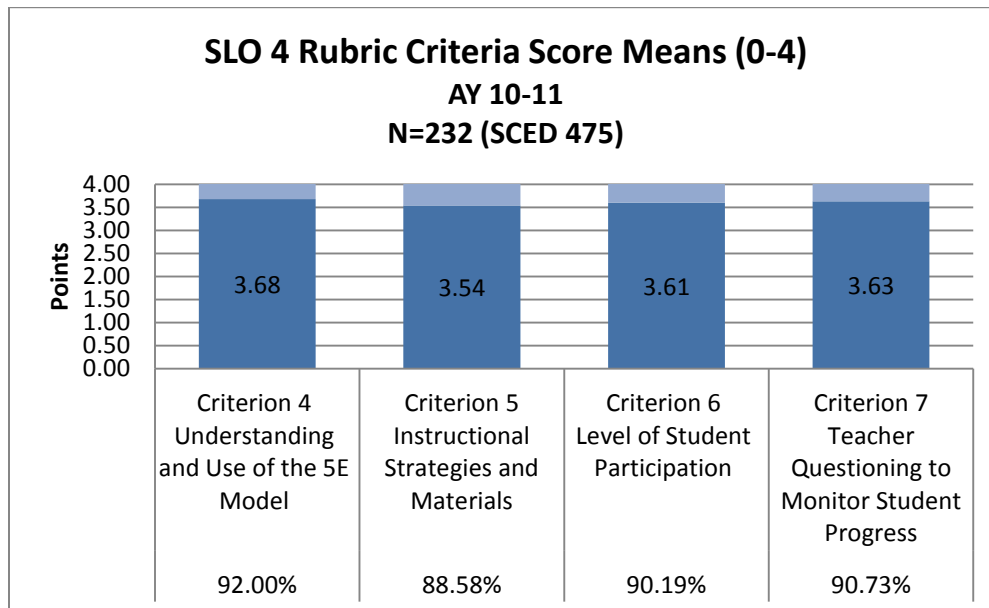


Figure 21

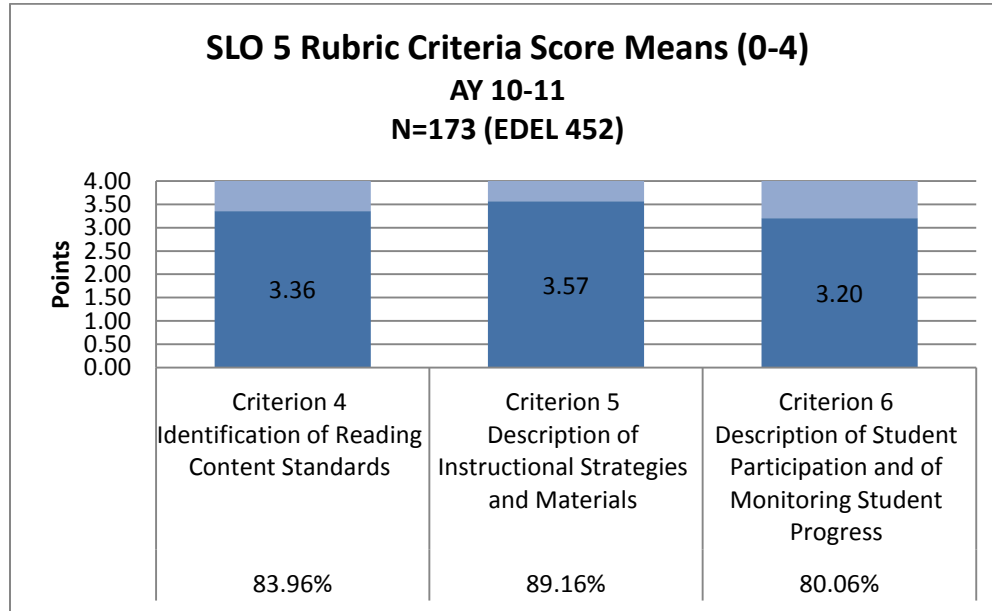
Multiple Subject AY10-11 Criteria Means-SLO 4



Outcome 5: (TPE 5) Student Engagement

Figure 22

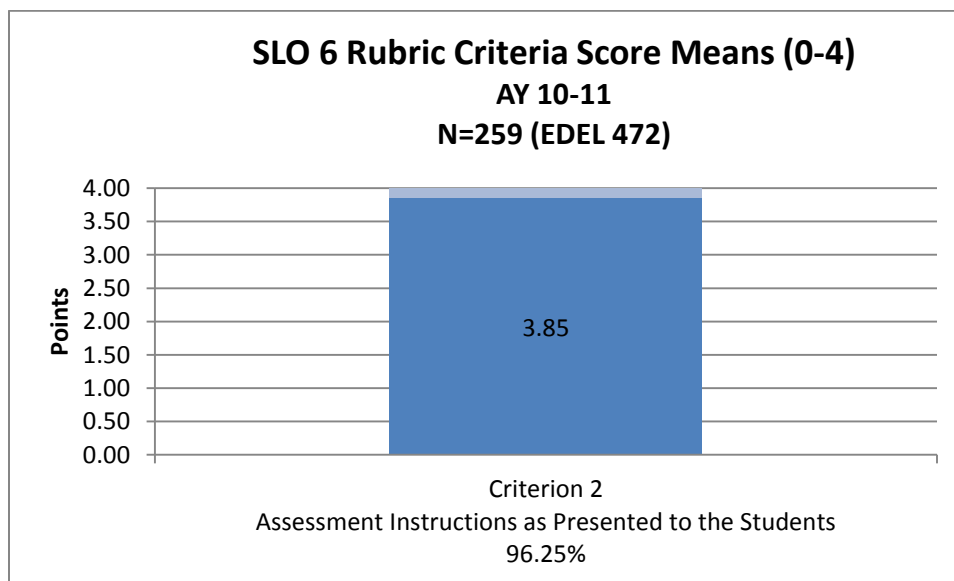
Multiple Subject AY10-11 Criteria Means-SLO 5



Outcome 6: (TPE 6) Developmentally Appropriate Teaching Practices

Figure 23

Multiple Subject AY10-11 Criterion 2 Mean-SLO 6



Outcome 7: (TPE 7) Teaching English Learners

Figure 24

Multiple Subject AY10-11 Criterion 3 Mean-SLO 7

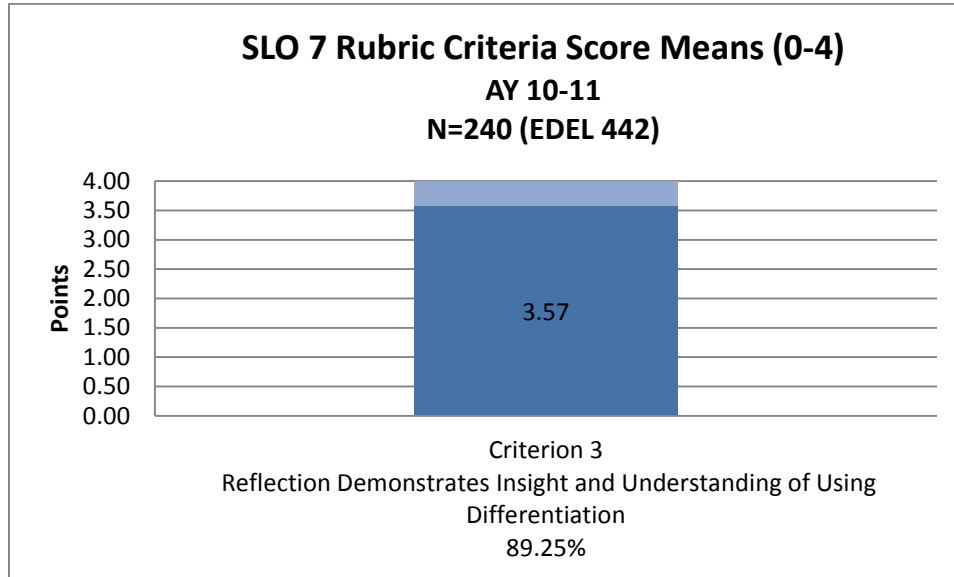
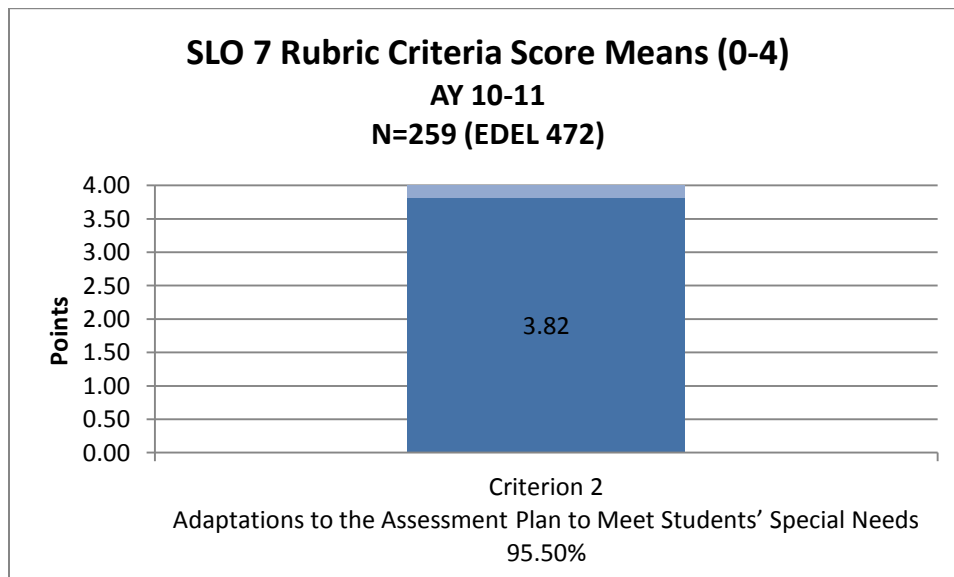


Figure 25

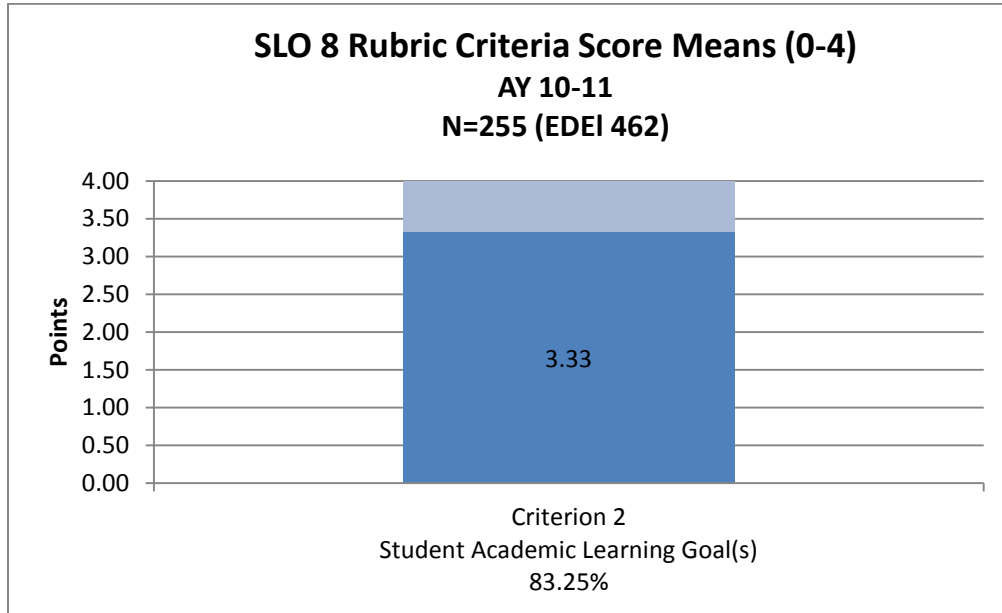
Multiple Subject AY10-11 Criterion 2 Mean-SLO 7



Outcome 8: (TPE 8) Learning about Students

Figure 26

Multiple Subject AY10-11 Criterion 2 Mean-SLO 8



Outcome 9: (TPE 9) Instructional Planning

Figure 27

Multiple Subject AY10-11 Criterion 2 Mean-SLO 9

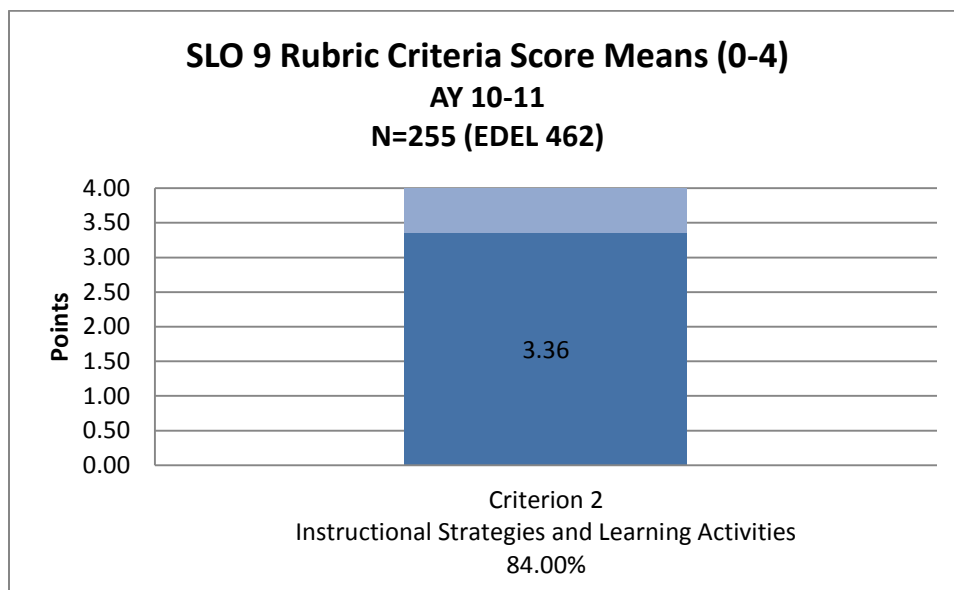


Table 11

Formative Student Teaching Evaluations by University Supervisor, Mean Scores on CSTP Standards Fall 2010 Final Assignment (Scale 1-5)

Fall 2009							
CSTP 1	1.1	1.2	1.3	1.4	1.5		
Engaging & Supporting All Students in Learning	4.35	4.09	4.18	4.22	4.02		
CSTP 2	2.1	2.2	2.3	2.4	2.5	2.6	
Creating & Maintaining an Effective Environment	4.17	4.46	4.23	4.30	4.52	4.58	
CSTP 3	3.1	3.2	3.3	3.4	3.5	3.6	
Understanding & Organizing Subject Matter Knowledge	4.60	4.40	4.60	4.57	4.21		
CSTP 4	4.1	4.2	4.3	4.4	4.5	4.6	
Planning Instruction & Designing Learning Experiences	3.96	4.35	4.38	3.43	4.32	3.91	
CSTP 5	5.1	5.2	5.3	5.4	5.5	5.6	
Assessing Student Learning	4.25	4.38	4.22	3.49	3.87	3.82	
CSTP 6	6.1	6.2	6.3	6.4	6.5	6.6	6.7
Developing as a Professional Educator	4.28	4.01	3.86	3.87	3.30	2.53	4.57

Table 12

Formative Student Teaching Evaluation by University Supervisors, Mean Scores on CSTP Standards Spring 2011 Final Assignment (Scale 1-5)

Spring 2010							
CSTP 1	1.1	1.2	1.3	1.4	1.5		
Engaging & Supporting All Students in Learning	3.4	4.28	4.27	4.34	3.94		
CSTP 2	2.1	2.2	2.3	2.4	2.5	2.6	
Creating & Maintaining an Effective Environment	4.30	4.6	4.34	4.50	4.34	4.32	
CSTP 3	3.1	3.2	3.3	3.4	3.5	3.6	
Understanding & Organizing Subject Matter Knowledge	4.54	4.48	3.64	4.40	4.25		
CSTP 4	4.1	4.2	4.3	4.4	4.5	4.6	
Planning Instruction & Designing Learning Experiences	4.29	4.47	4.29	3.53	3.98	3.84	
CSTP 5	5.1	5.2	5.3	5.4	5.5	5.6	
Assessing Student Learning	4.43	3.98	3.59	3.55	2.41	1.96	
CSTP 6	6.1	6.2	6.3	6.4	6.5	6.6	6.7
Developing as a Professional Educator	4.79	4.77	4.88	4.82	4.69	4.75	4.78

Table 13

Summative Student Teaching Evaluation by University Supervisors, Mean Scores on CSTP Standards 2010-11 Final Assignment (Scale 1-4)

	Fall 2010	Spring 2011
CSTP 1 Engaging & Supporting All Students in Learning	3.92	3.93
CSTP 2 Creating & Maintaining an Effective Environment	3.86	3.89
CSTP 3 Understanding & Organizing Subject Matter Knowledge	3.91	3.94
CSTP 4 Planning Instruction & Designing Learning Experiences	3.88	3.97
CSTP 5 Assessing Student Learning	3.86	3.69
CSTP 6 Developing as a Professional Educator	3.92	3.95
Demonstrates Overall Effective Teaching	3.94	3.96

Table 14

Teaching Performance Assessment Data Spring 2010-11

Fall 2010		
CalTPA Task	N	Percent passing
1	154	88%
2	146	83%
3	145	88%
4	144	94%

Spring 2011		
CalTPA Task	N	Percent passing
1	100	89%
2	106	87%
3	161	88%
4	162	94%

Table 15*2009-11 CalTPA Assessor Data*

TPA Assessors Summer 2009-Spring 2011	
Number of Assessors	78
Initially Calibrated 2009-2011	6
Recalibrated	40
Chose not to Recalibrate	46

Reliability Data

The figures in the table below were obtained by first identifying the tasks that were double-scored as part of our reliability studies and grouping these tasks by the academic year scored and by program (Multiple vs. Single Subject). We then used cross-tabs to calculate, by year, the percentage of the assessors on these double-scored tasks who gave a score that was the same as or within 1 point of the other score for that task.

Table 16*Cal TPA Reliability Data*

	AY 08-09	AY09-10	AY10-11
Exact Match	54%	53%	44%
Exact Match & 1 Point Off Combined	92%	94%	90%
N	113	185	294

Modifications to Assessor Selection, Training and Recalibration

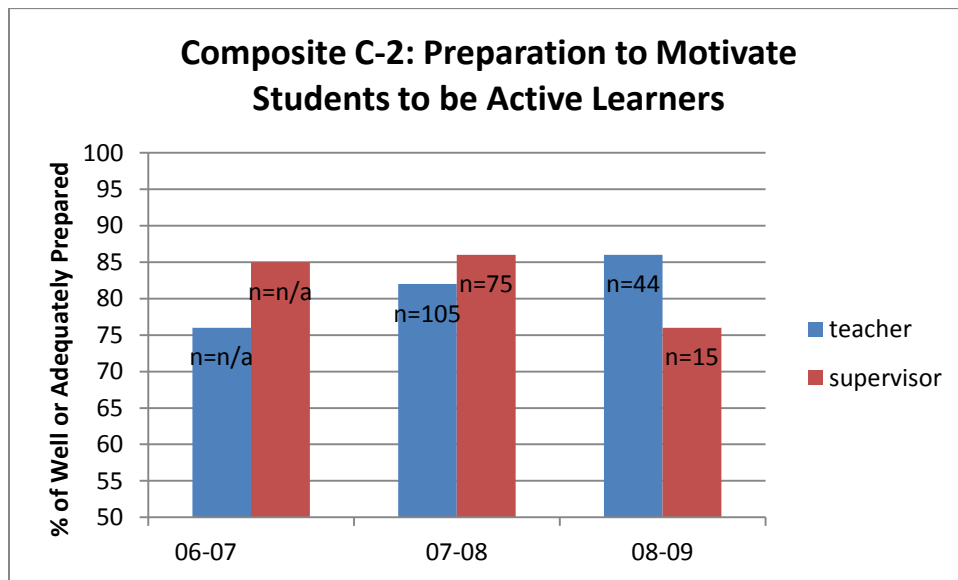
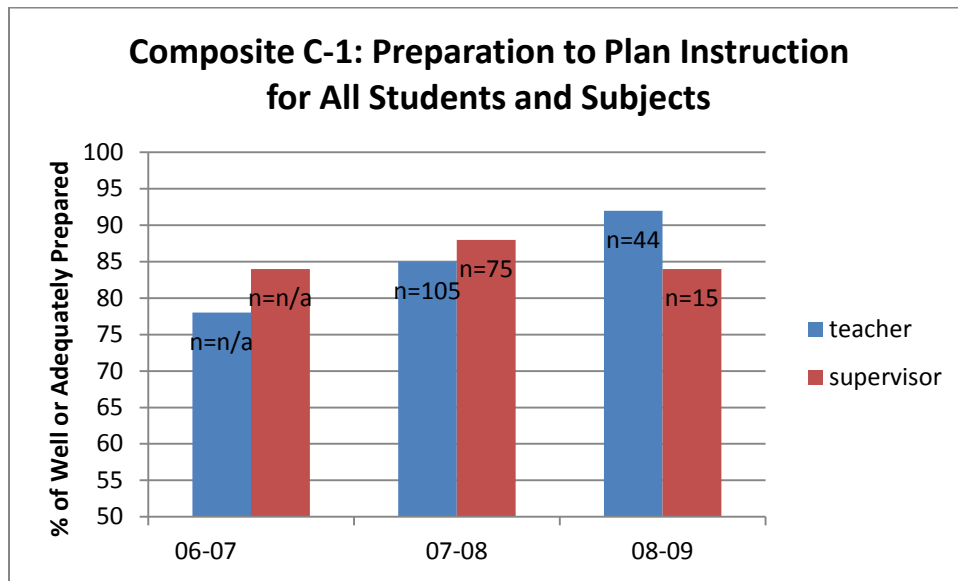
During the last academic year, several policies were implemented to support the CalTPA requirement. Faculty who teach courses or supervise student teachers in the MSCP program are required to score a minimum of five tasks per semester to remain eligible to teach in the program. This policy was enacted to ensure that program faculty remain connected to the TPA process and can effectively provide instruction that will assist candidates in successful completion of the TPA. Assessors are now compensated at the rate of \$40 per task for their assistance with the scoring process. Effective August 2011, faculty are required to recalibrate annually to be eligible to continue scoring TPA's and effectively, to continue teaching in the program.

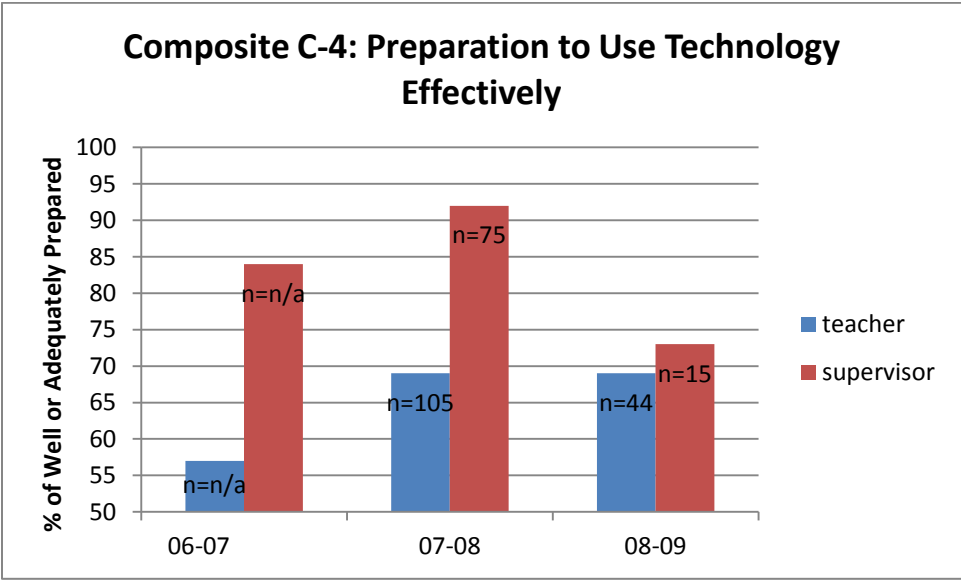
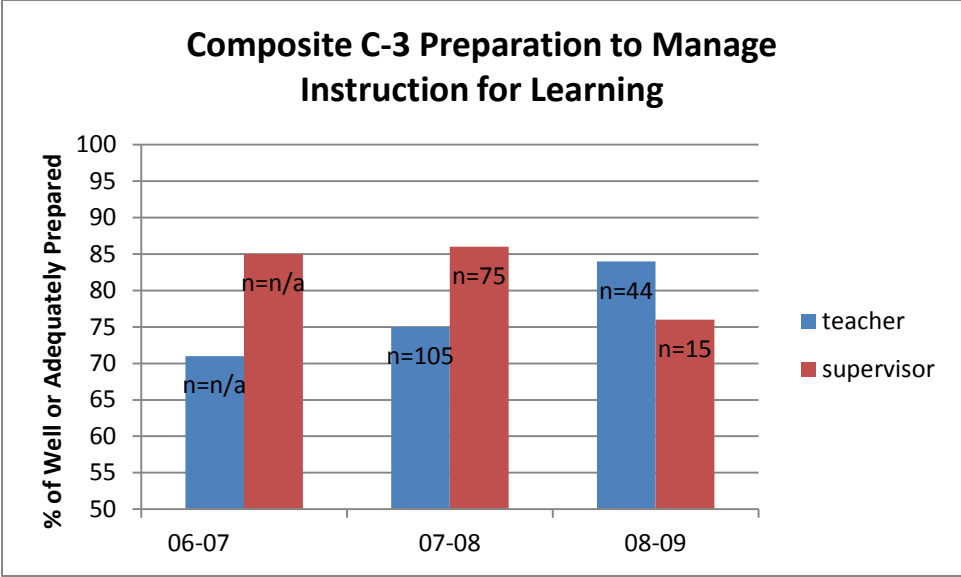
Program Effectiveness Data 2006-2009

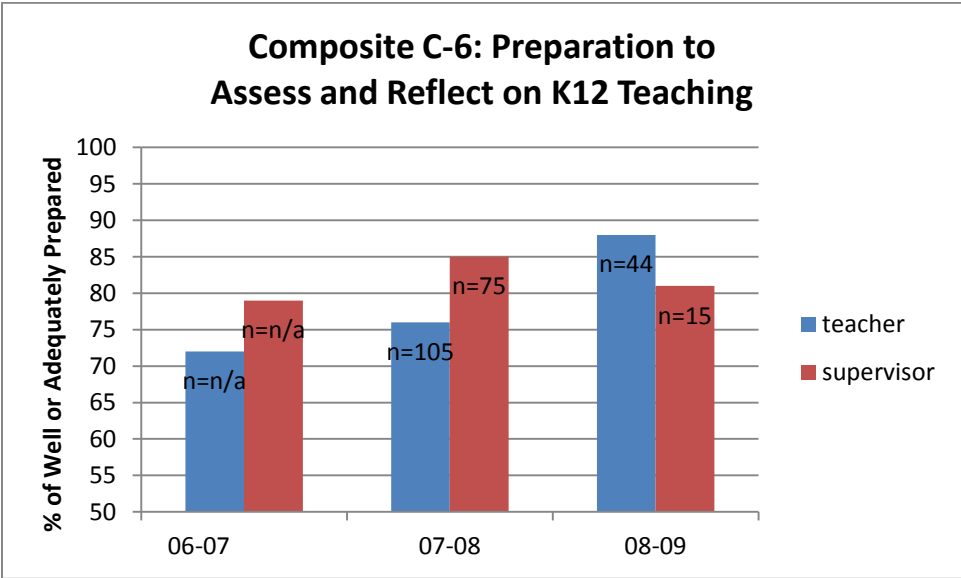
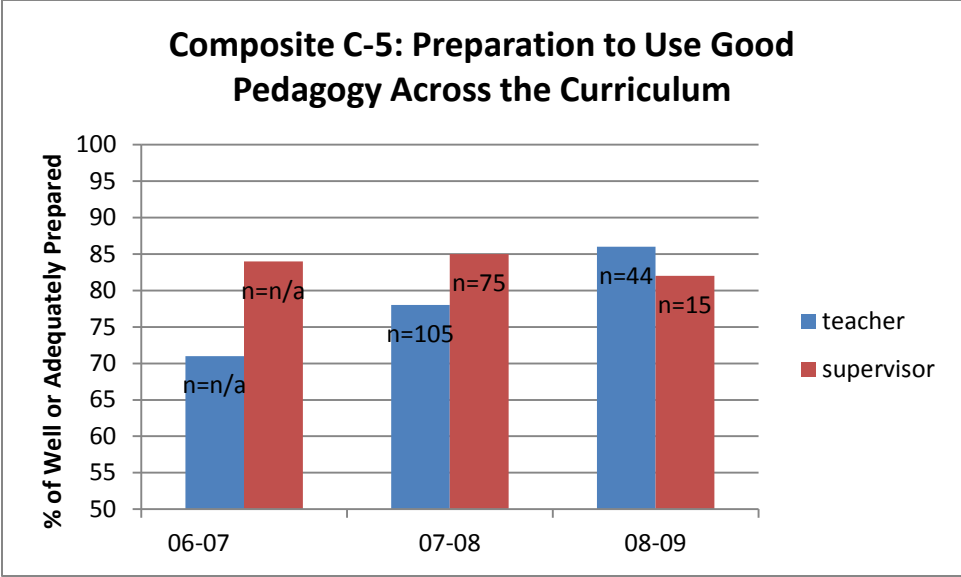
Figure 28

Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2006-2007, 2007-2008 & 2008-2009 by First-Year Teaching Graduates Exiting these Programs and teaching in 2007, 2008 & 2009

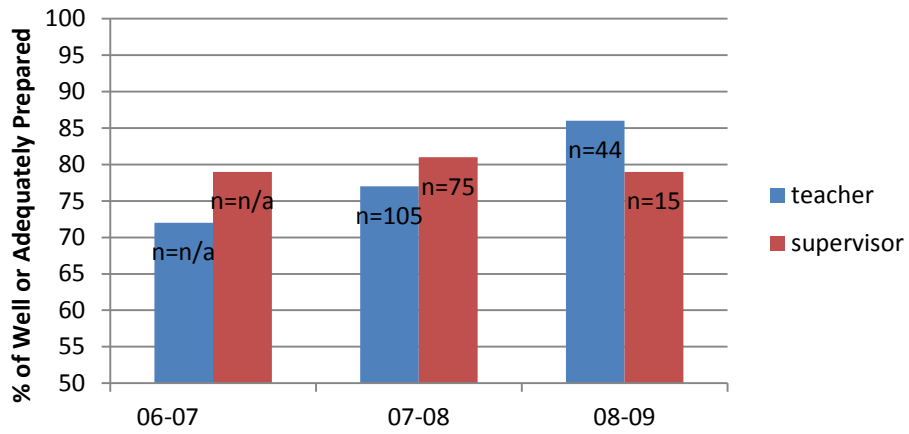
and their Employment Supervisors (CSU Chancellor's Exit Survey Report, 2010)



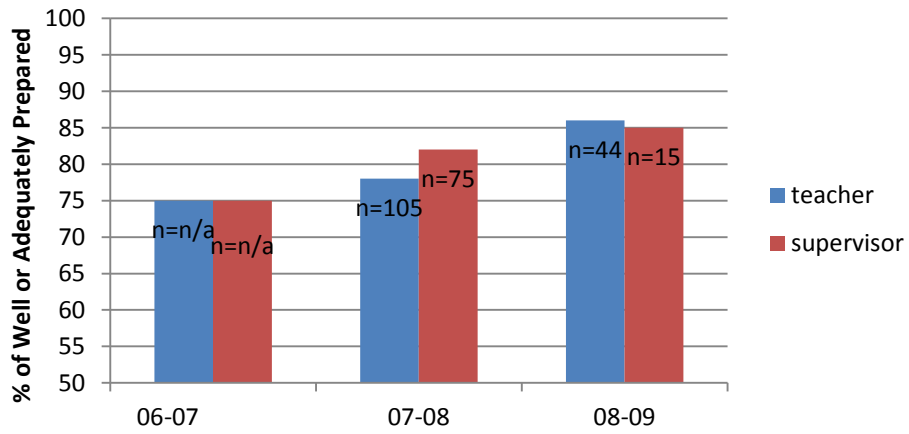




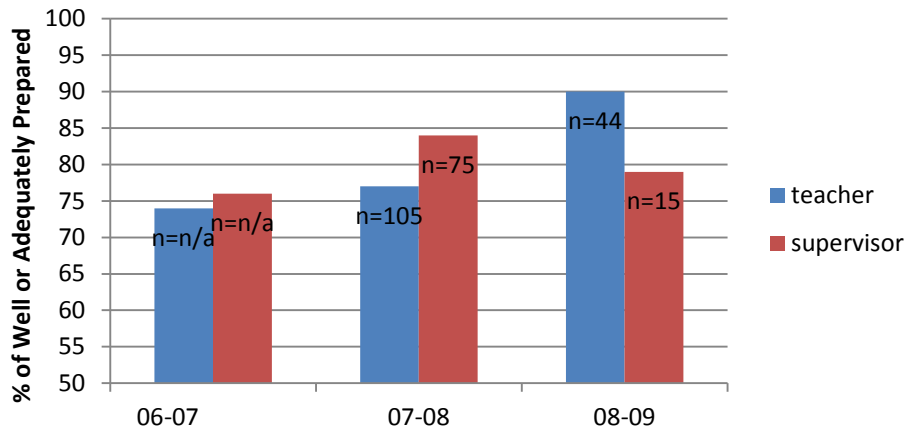
Composite D-1: Preparation for Equity and Diversity in K12 Education



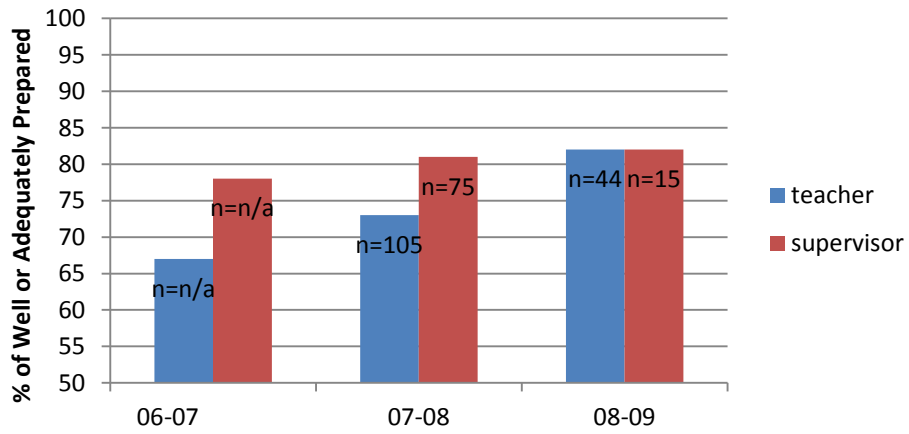
Composite D-3: Preparation to Teach Middle-Grade Students in Grades 4-8

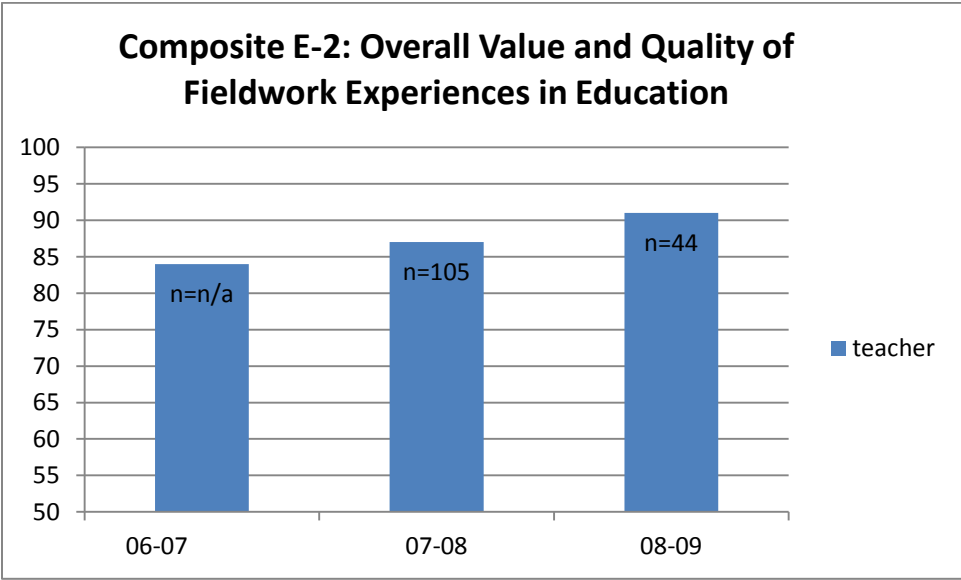
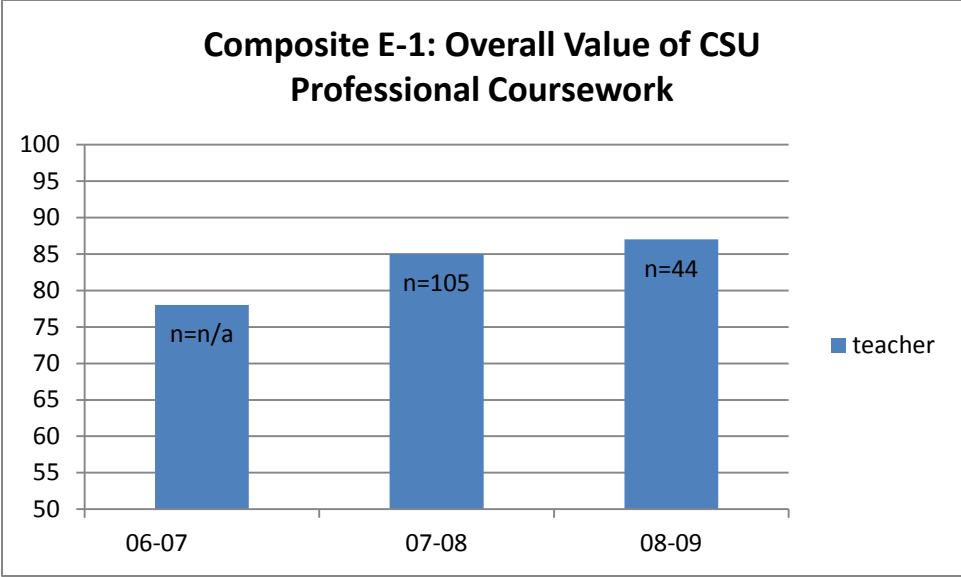


Composite D-5: Preparation to Teach English Learners in Grades K-12



Composite D-7: Preparation to Teach Special Learners in Inclusive Schools





PART III – Analyses and Discussion of Candidate and Program Data

Signature Assignment Data

Student data from signature assignments indicates that students generally perform well on these coursework embedded assessments. Mean scores on each of the areas range from 3.23 to 3.81 for the years analyzed.

Candidates performed very well on:

TPE/SLO 1: Specific Pedagogical Skill for Subject Matter Instruction – 3.81

TPE/SLO2: Monitoring Student Learning During Instruction – 3.66

TPE/SLO 7: Learning about Students – 3.65

Relative to these scores, students tended to score the lowest in the following TPE/SLO's:

TPE/SLO 5: Student Engagement – 3.23

Student Teaching Formative and Summative Evaluations

Formative student teaching evaluations, taken at the midpoint of each assignment, reflect a mean score range of 2.53 to 4.86, on a scale of 1-5. Each score reflects an element of the California Standards for the Teaching Profession. The most notable area of weakness as reflected in both years of data focuses on:

CSTP 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning

Summative student teaching evaluations, taken at the end of each assignment reveal similar levels of competency in meeting the California Standards for the Teaching Profession. The mean range of scores at the standard level are 3.85 to 3.94 on a scale of 1-4. These scores indicate that students are performing at the level of "Proficient Beginning Practice."

Teaching Performance Assessments (TPA's)

The California Teaching Performance Assessments are a relatively new measure of student performance. The vast majority of students pass all tasks with a score of 3 or 4, with the majority of failing scores in TPA Task 2 (18% failure rate).

Analysis of Program Effectiveness

The measures of program effectiveness utilized in this report include two years of data from the CSU Chancellor's Office Survey. The survey measured perceived levels of preparation former students after completing one year of teaching and the immediate supervisors/evaluators of 1st year teachers from CSULB.

Perceptions of Program Completers at the end of the First-year of Teaching

In general, program completers indicated at a minimum rate of 85% in each category that they felt well or adequately prepared by the Multiple Subject Credential Program to provide instruction in K-8 classrooms. Additionally, between the years 2008 and 2009, program completers indicated improvements in program quality in almost all areas. Program strengths were reported by first year teaching graduates are as follows: preparedness to teach in a variety of subject areas, lesson planning, preparation to teach middle grade students (grades 4-8), assessment of student learning.

The most noted areas where former students felt less prepared included using technology for instructional and management purposes and strategies to meet the needs of English language learners.

Perceptions of Employers/Supervisors of 1st Year Teachers/Program Completers

In both years of data, employers/supervisors indicated that between 73 and 93% of program completers appeared to be well or adequately prepared to provide instruction in K-8 classrooms. The most noted areas of strength were preparedness to teach reading/language arts and non-core subject areas. The most noted areas of concern included strategies to increase student motivation, classroom management, teaching English learners and technology. In contrast to the survey data of program completers, employment supervisors expressed a reduced satisfaction with the ability of the Multiple Subject Credential program to prepare teachers during the 2009 survey administration. Most notably, this decreased satisfaction was most dramatic in the areas of motivation, classroom management, and technology. One possible explanation for this decrease was the requirement for the vast majority of candidates to successfully complete the battery of Teacher Performance Assessment (TPA) tasks. Students and faculty have indicated that the focus on the TPA, in some cases, reduced the amount and depth of content in the methods courses in these areas, in an effort to prepare for the TPA. It is anticipated that as students and faculty become more comfortable with the TPA experience and are better able to align curriculum with the TPA's, the perceived content gaps will be alleviated. Additionally, the current job market demands have significantly reduced the number of supervisors completing the survey. During the last two year of the survey's administration, the number of survey completers went from 75 supervisors to 15.

Summary of Data Analysis

Overall, a strong alignment across the data sources regarding strengths of the program exists. Data indicates the program is strong in developing pedagogical knowledge, enabling students to know and understand subjects of the curriculum at the grade level(s), and to prepare lesson plans and appropriate activities for instruction. Data also revealed the program is very strong in preparing candidates to adhere to principles of educational equity. These strengths successfully impact our student (candidate) learning outcomes. These strengths also demonstrate that the program adheres to the College of Education mission to prepare knowledgeable and highly competent teachers, while reflecting Multiple Subject Credential Program goals to prepare entry-level teachers according to SB 2042 Teaching Performance Expectations, as well as to promote social responsibility and child advocacy.

Summarizing program weaknesses was more challenging, due to data discrepancies, but three specific areas of concern are noted that were echoed across the various data sources: student engagement and motivation, providing appropriate instruction for English learners and other special student populations, and the use of technology for instructional and management purposes.

As a result of data discussions with the faculty of the Department of Teacher Education, the findings indicate that the program performs well in most measures of student performance and perceptions of program effectiveness. While there are several areas identified for program improvement, it has been determined that a focus on three specific areas receive priority over the next year. Triangulation of the data sources suggest that the student experience in the Multiple Subject Program would be enhanced by greater emphasis and preparation in the following areas:

- Meeting the instructional needs of students with special learning needs and English learners
- Development of strategies to increase K-12 student engagement and motivation
- Using technology for instructional and management purposes.

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

Meeting the Instructional Needs of Students with Special Learning Needs and English Learners and Strategies to Enhance Student Engagement and Motivation

Through data analysis of the student teaching formative evaluations and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to develop more skills to support students with special learning needs and English learners, in addition to enhancing engagement and motivation for all students in the classroom. Faculty agree that a greater emphasis on differentiated instructional approaches throughout the program would support students in this area. The following plan will be implemented to improve student outcomes in this area:

Data Source	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Program Standards
Student teaching formative evaluations	Create a curriculum map that identifies where issues related to students with special needs, English learners, and motivation are covered in the program and how students demonstrate their learning in this area.	Teacher Education Department Chair	Spring, 2012	1, 6, 7-A, 8-A, 9, 12, 13
CSU Systemwide Survey of Program Completers	Enhance instruction by highlighting specific strategies in each course, spiraled throughout the program. Additionally, refine field work assignments to allow for greater application of these strategies in real-world settings.	MSCP Coordinator & Department Chair	Spring, 2012	14
CSU Systemwide Survey of Employers	Participation by faculty in a sequence of professional development opportunities through the STEELI grant.	Department Chair Program Faculty	Fall 2012	15
	Revised Syllabi and Standard Course Outlines	Department Chair and Course Coordinators	Fall 2012	1, 6, 7-A, 8-A, 9, 12, 13

Use of Technology to Support Instruction and Management

Through data analysis of the student teaching evaluations, and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to develop more strategies for implementing technology in their work, particularly in the areas of assessment and communication. Improving candidate readiness in this area will require collaboration between the program and the local school districts in terms of identifying specific resources at the local level. The following plan will be implemented to improve student outcomes in this area:

Data Source	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Program Standard
Student Teaching Evaluations	Work with faculty to identify where these concepts and strategies are taught and assessed within the program.	MSCP Coordinator	Spring, 2012	11
CSU Systemwide Survey of Program Completers		Department Chair		
CSU Systemwide Survey of Employers	Work with local school districts to identify the types of resources that are available for implementing technology for instruction and management	MSCP Coordinator	Spring 2012	11
	Implement a workshop for the student teacher professional development day that highlights technological resources for use in the classroom	MSCP Coordinator	Fall, 2012	