Commission on Teacher Credentialing
Biennial Report
Academic Years 07-08 and 08-09

Institution: California State University, Long Beach

Date report is submitted: December 2009   **Date of last Site Visit:** Spring 2007

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

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I.   **Contextual Information**   **1 page**
      General information to help reviewers understand the program, the context in which it operates
      including the number candidates and completers or graduates, and what has changed significantly
      since the Commission approved the current program document.

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 (Candidate) Learning Outcomes and Relevant Standards

SLOs	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[1]: (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
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

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[1] Outcome 6 (TPE 6) was added to the assessment plan in 2008-09.

Table 2
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 1 Admission to Program					
	2007-2008			2008-2009		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	500	447	865[2]	517	434	862[3]

Table 3
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 2 Advancement to Culminating Experience	
	2007-08[4]	**2008-09[5]**
Multiple Subject Student Teaching	470	464

Table 4
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 3 Exit	
	2007-2008	**2008-2009**
Credential[6]	437	326

Table 5
Faculty Profile 2007-2009

Status	2007-2008	2008-2009
Full-time TT/Lecturer	22	15
Part-time Lecturer	46	13
Total:	68	28

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[2] This figure reflects all candidates currently enrolled in the MSCP program during this period. University data systems do not currently allow for the accurate identification of newly matriculated candidates without going through individual records. Another possible indicator of matriculation may be the number of candidates who attend a "mandatory" orientation to the program. In 2007-08, that number was 384.

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

[4] Data are reported for fall 2007 and Spring 2008.

[5] Data are reported for Summer 2008 through Spring 2009.

[6] 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 2007 through Spring 2009.

II. Candidate Assessment/Performance and
Program Effectiveness Information   **No Minimum or Maximum Page Limit**

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 as the basis for the analysis and action plan submitted in Sections III and IV.

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential? What **key assessments** are used to make critical decisions about candidate competence prior to being recommended for a credential? Because this section is focused on candidate assessments while the candidate is enrolled in the program or who have completed your program, please do not include admissions data.

Please identify specific tool(s) used to assess candidates and program completers. Describe the various type of data collected (e.g., TPA, portfolios, observations, other) and the data collection process.   Then please provide a summary of data (aggregated) for 4-6 key assessments. After July 1, 2008, for all Multiple Subject and Single Subject programs please include data related to the TPA as one of the 4-6 key assessments. Please include descriptive statistics such as the range, median, mean, % passed, when appropriate. It is not necessary to include data submitted to the Commission for Title II purposes except for RICA (for applicable credentials) data which may be included. Note: Candidate level data is not required; please submit aggregated data.

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:

> Candidate Assessment 2007-08
> Signature Assignments
> Formative Teaching Evaluations
>
> Candidate Assessment 2008-2009
> Signature Assignments
> Formative 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.

<u>Evaluations of Student Teaching</u>

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.

<u>Teaching Performance Assessment</u>

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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.

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.

Table 7
Student Learning Outcome Means in Multiple Subject, 2007-08 Based on Signature Assignments

AY07-08 SLO/TPE Means (Multiple Subject)

3.80	3.40	3.84	3.78	3.70	3.24	3.78	3.85	3.42	3.43	3.33	3.62	3.72
N=669	N=731	N=363	N=669	N=306	N=734	N=669	N=363	N=731	N=1040	N=734	N=734	N=1097
TPE1	TPE2	TPE3	TPE4	TPE5	TPE6	TPE7	TPE8	TPE9	TPE10	TPE11	TPE12	TPE13
SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8	SLO9	SLO10	SLO11	SLO12	SLO13
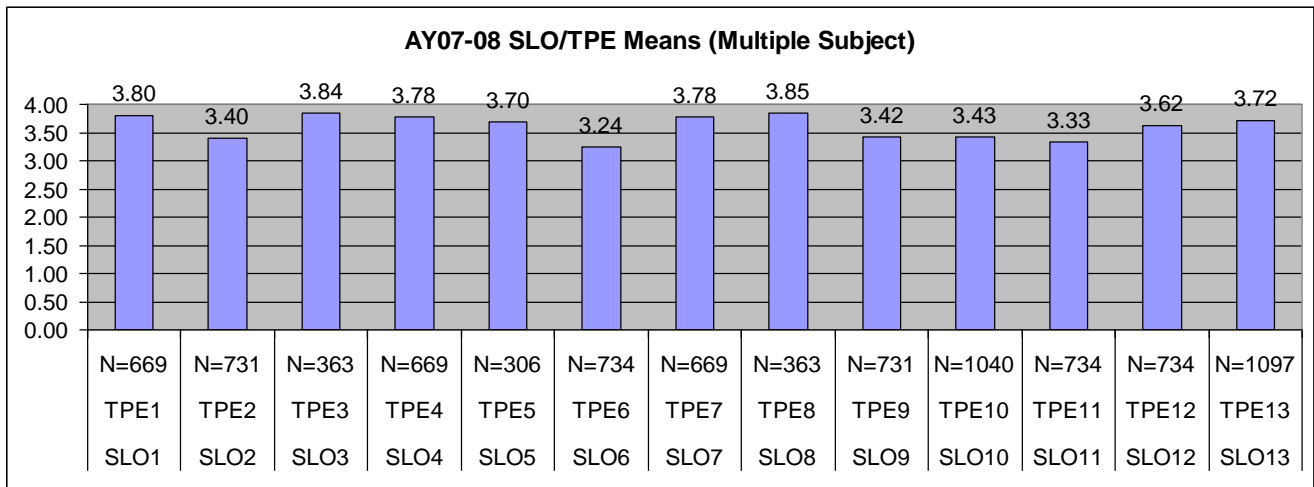
Table 8
Student Learning Outcome Means in Multiple Subject, 2008-09 Based on Signature Assignments

AY08-09 SLO Means (Multiple Subject)

3.76	3.65	3.58	3.62	3.53	3.85	3.64	3.47	3.47	3.57	3.55
SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7	SLO9	SLO10	SLO12	SLO13
N=535	N=762	N=605	N=460	N=329	N=353	N=276	N=409	N=409	N=2043	N=1229

Table 9
Formative Student Teaching Evaluations: Mean Scores on CSTP Standards 2007-2008

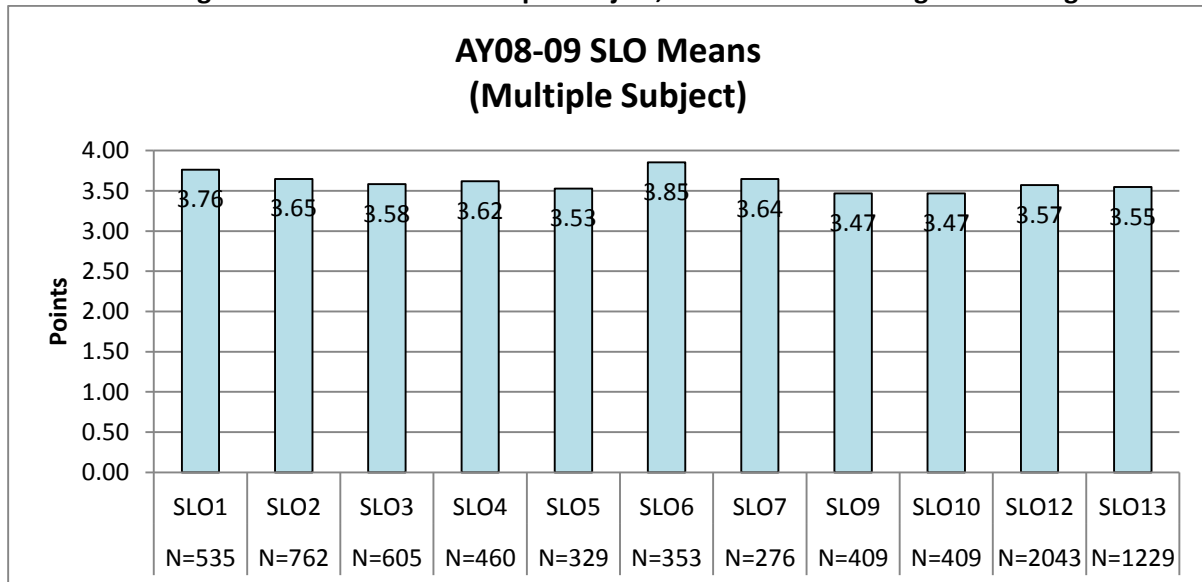| Fall 07 & Spring 08 n = 1,476							
CSTP 1	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**		
Engaging & Supporting All Students in Learning	3.92	3.87	3.99	4.13	3.74		
CSTP 2	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	
Creating & Maintaining an Effective Environment	3.79	4.64	4.14	4.20	4.01	4.00	
CSTP 3	**3.1**	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**	
Understanding & Organizing Subject Matter Knowledge	4.18	4.58	2.53	4.15	4.65		
CSTP 4	**4.1**	**4.2**	**4.3**	**4.4**	**4.5**	**4.6**	
Planning Instruction & Designing Learning Experiences	3.82	4.23	4.02	2.64	3.35	2.95	
CSTP 5	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	
Assessing Student Learning	3.99	2.71	2.87	2.69	2.47	2.1	
CSTP 6	**6.1**	**6.2**	**6.3**	**6.4**	**6.5**	**6.6**	**6.7**
Developing as a Professional Educator	4.44	4.69	4.7	4.66	4.63	4.44	4.68

Table 10
Formative Student Teaching Evaluations, Mean Scores on CSTP Standards 2008-2009

Fall 08 & Spring 09 n = 825							
CSTP 1	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**		
Engaging & Supporting All Students in Learning	3.70	3.45	3.55	3.60	3.36		
CSTP 2	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	
Creating & Maintaining an Effective Environment	3.31	3.96	3.64	3.70	3.61	3.5	
CSTP 3	**3.1**	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**	
Understanding & Organizing Subject Matter Knowledge	3.71	3.74	3.18	3.69	3.62		
CSTP 4	**4.1**	**4.2**	**4.3**	**4.4**	**4.5**	**4.6**	
Planning Instruction & Designing Learning Experiences	3.46	3.76	3.55	2.87	2.84	3.1	
CSTP 5	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	
Assessing Student Learning	3.55	3.13	2.96	3.01	2.25	1.75	
CSTP 6	**6.1**	**6.2**	**6.3**	**6.4**	**6.5**	**6.6**	**6.7**
Developing as a Professional Educator	3.61	3.99	3.08	4.15	3.86	4.17	4.20

Table 11
Summative Student Teaching Evaluations, Mean Scores on CSTP Standards 2007-2009

	Fall 07 & Spring 08 N=1611	Fall 08 & Spring 09 N=1472
CSTP 1 Engaging & Supporting All Students in Learning	3.70	3.77
CSTP 2 Creating & Maintaining an Effective Environment	3.70	3.75
CSTP 3 Understanding & Organizing Subject Matter Knowledge	3.74	3.76
CSTP 4 Planning Instruction & Designing Learning Experiences	3.73	3.77
CSTP 5 Assessing Student Learning	3.62	3.68
CSTP 6 Developing as a Professional Educator	3.82	3.82
Demonstrates Overall Effective Teaching	3.78	3.78

Table 12
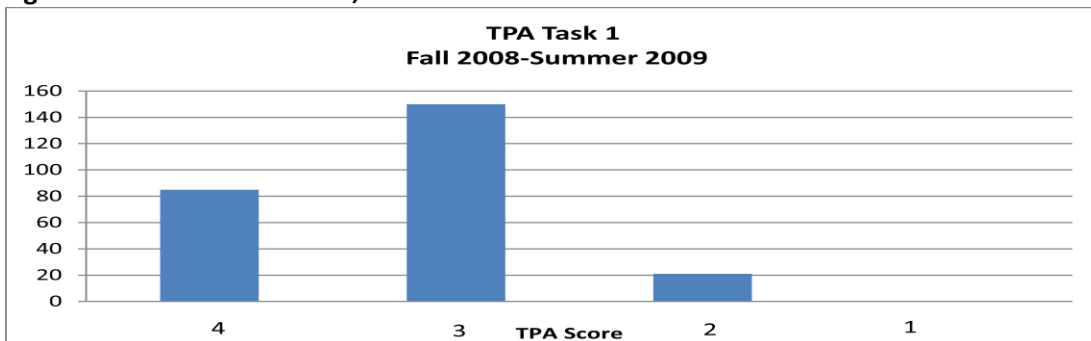**Teaching Performance Assessment, Mean Scores on Task 1 2008-2009**

Table 13
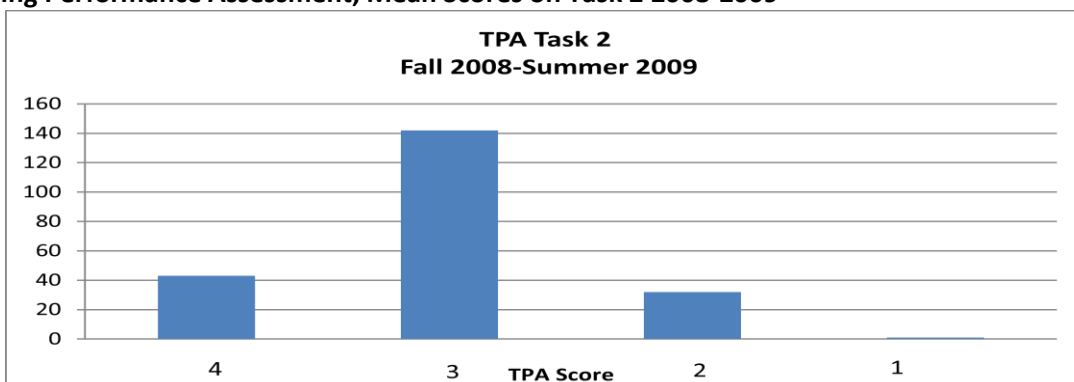**Teaching Performance Assessment, Mean Scores on Task 2 2008-2009**

Table 14
Teaching Performance Assessment, Mean Scores on Task 3 2008-2009
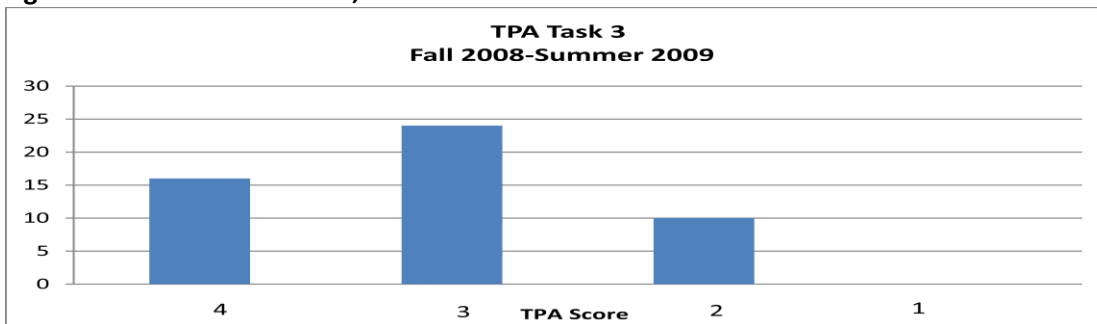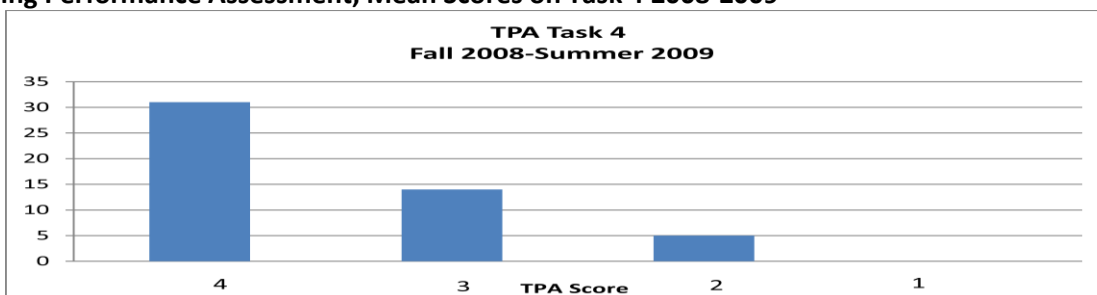

Table 15
Teaching Performance Assessment, Mean Scores on Task 4 2008-2009

**Data based on first score candidate received.

Table 16
Teaching Performance Assessment, Pass Rates on Tasks 1-4 2008-2009

TPA Task	# Eligible	# Submits	# Non-Submissions	# Passing	% Passing	# Failing	% Failing
1	263	256	7	242	94%	14	6%
2	232	219	13	190	86%	29	14%
3	51	50	1	41	82%	9	18%
4	51	50	1	47	94%	3	6%

b) What additional information about candidate and program completer performance or
program effectiveness is collected and analyzed that informs programmatic decision making? What additional assessments are used to ascertain program effectiveness as it relates to candidate competence? Please identify specific tool(s) used to assess candidates and program completers? Describe the type of data collected (e.g. employer data, post program surveys, retention data, other types of data), the data collection process and summarize the data. Please include descriptive statistics such as the range, median, mean, % passed, when appropriate.

Program Effectiveness Assessment Overview

The data sources used to examine program effectiveness were collected from three surveys, conducted annually by the CSU Chancellor's Office. Data from years 2006-2007, reflected in the 2007 report and data from years 2007-2008, reflected in the 2008 report are included. They are:

- CSU Exit Survey of Program Graduates collected during 2006-2007
- CSU Exit Survey of Program Graduates collected during 2007-2008

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

- CSU Systemwide Survey of Employment Supervisors of the Program's First Year Teaching Graduates as evaluated in 2007
- CSU Systemwide Survey of Employment Supervisors of the Program's First Year Teaching Graduate, as evaluated in 2008.

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

Table 17
Summary of Tables 17-A and 17-b from Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2006-2007 by Graduates Exiting these Programs (CSU Chancellor's Exit Survey Report, 06-07)

This survey is a 23 item questionnaire filled out by student teachers at the end of the credential program. Exiting candidates are asked if they were "well or adequately prepared" or "somewhat or not prepared" by the program. The number of respondents, the mean score by item, and the standard deviation by item are reported.

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	393	391	393	392	393	392	393	392	392	391	391	391
Well/adequately prepared (%)	98.7	98.0	94.4	96.9	94.1	96.2	81.4	95.2	97.4	97.2	83.6	87.0
Somewhat/not prepared (%)	1.3	2.0	5.6	3.1	5.9	3.8	18.6	4.8	2.6	2.8	16.4	13.0
Mean	1.99	1.98	1.94	1.97	1.94	1.96	1.81	1.95	1.97	1.97	1.84	1.87
SD	.112	.142	.230	.172	.235	.192	.389	.215	.158	.166	.370	.337

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23
N =	389	392	391	392	391	392	392	392	391	392	393
Well/adequately prepared (%)	97.7	95.4	96.4	98.0	97.4	83.7	89.5	90.8	92.3	91.6	98.2
Somewhat/not prepared (%)	2.3	4.6	3.6	2.0	2.6	16.3	10.5	9.2	7.7	8.4	1.8
Mean	1.98	1.95	1.96	1.98	1.97	1.84	1.90	1.91	1.92	1.92	1.98
SD	.151	.210	.186	.142	.158	.370	.306	.289	.266	.278	.132

Table 18
Programs During 2007-2008 by Graduates Exiting these Programs (CSU Chancellor's Exit Survey Report, 07-08)

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	397	395	396	396	397	397	397	396	396	395	395	395
Well/adequately prepared (%)	99	98.0	93.4	97.7	92.7	94.7	79.8	95.2	97.7	97.5	87.6	87.1
Somewhat/not prepared (%)	1.0	2.0	6.6	2.3	7.3	5.3	20.2	4.8	2.3	2.5	12.4	12.9
Mean	1.99	1.98	1.93	1.98	1.93	1.95	1.80	1.95	1.98	1.97	1.88	1.87
SD	.10	.141	.243	.149	.261	.224	.402	.214	.149	.157	.330	.336

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23
N =	393	395	396	396	396	395	397	397	393	395	394
Well/adequately prepared (%)	95.4	94.4	96.5	97.0	98.0	82.8	91.2	92.7	92.4	92.2	98.0
Somewhat/not prepared (%)	4.6	5.6	3.5	3.0	2.0	17.2	8.8	7.3	7.6	7.8	2.0
Mean	1.95	1.94	1.96	1.97	1.98	1.83	1.91	1.93	1.92	1.92	1.98
SD	.209	.230	.185	.172	.141	.378	.284	.261	.266	.269	.141

Table 19
Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2005-2006 by First-Year Teaching Graduates Exiting these Programs and teaching in 2007 (CSU Chancellor's Exit Survey Report, 2007)

This survey is a 24 item questionnaire filled out by program completers finishing their first year of teaching. Program Completers are asked if they were "well or adequately prepared" or "somewhat or not prepared" by the program. The number of respondents, the mean score by item, and the standard deviation by item are reported.

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	55	55	55	55	54	55	54	53	55	55	55	55
Well/adequately prepared (%)	84	71	62	80	76	73	80	43	60	78	60	69
Somewhat/not prepared (%)	16	29	38	20	24	27	20	57	40	22	40	31
Mean	2.29	1.91	1.85	2.33	2.15	2.07	2.15	1.45	1.82	2.09	1.82	1.89
SD	.79	.93	.91	.88	.83	.88	.79	.91	1.02	.87	.98	.85

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
N =	55	55	54	55	55	55	55	53	55	54	55	55
Well/adequately prepared (%)	76	73	80	67	64	76	71	75	78	87	65	56
Somewhat/not prepared (%)	24	27	20	33	36	24	29	25	22	13	35	44
Mean	2.05	2.09	2.11	1.98	1.95	2.09	1.95	2.00	2.13	2.30	1.93	1.73
SD	.91	.93	.82	.93	.95	.93	.87	.90	.84	.79	.92	.95

Table 20
Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2006-2007 by First-Year Teaching Graduates Exiting these Programs and teaching in 2008 (CSU Chancellor's Exit Survey Report, 2008)

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	68	68	68	68	67	65	68	67	68	68	67	67
Well/adequately prepared (%)	74	76	54	90	75	86	82	48	57	79	63	75
Somewhat/not prepared (%)	26	24	46	10	25	14	18	52	43	21	37	25
Mean	2.06	2.10	1.71	2.50	2.13	2.23	2.19	1.52	1.72	2.16	1.81	2.07
SD	.88	.79	.95	.72	.83	.68	.72	.91	.96	.78	.87	.80

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
N =	68	68	68	63	65	68	67	67	68	67	68	68
Well/adequately prepared (%)	78	75	75	54	55	78	75	70	74	82	75	54
Somewhat/not prepared (%)	22	25	25	46	45	22	25	30	26	18	25	46
Mean	2.24	2.09	2.07	1.65	1.63	2.10	2.04	2.00	2.12	2.21	2.03	1.59
SD	.79	.84	.83	.88	.88	.81	.82	.78	.80	.77	.85	.87

Table 21
Summary of Tables 1 & 2 from the CSU Systemwide Survey in 2007, the Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2005-2006, as evaluated in 2007.

This survey is 24 questions answered by K-8 Employment Supervisors of Teaching Graduates of the CSULB Multiple Subject Credential Program. Employment supervisors were asked "based on your observations of and conferences with this teacher...please assess how well s/he was prepared. Were they well or adequately prepared, or somewhat or not prepared, by the program?" The number of respondents, the mean score by item, and the standard deviation by item are reported.

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	47	46	47	47	47	46	46	46	47	47	46	47
Well/adequately prepared (%)	91%	89%	83%	94%	87%	91%	91%	80%	89%	89%	80%	87%
Somewhat/not prepared (%)	9%	11%	17%	6%	13%	9%	9%	20%	11%	11%	20%	13%
Mean	2.43	2.48	2.30	2.55	2.43	2.37	2.43	2.09	2.43	2.49	2.28	2.40
SD	.65	.75	.86	.62	.77	.64	.72	.86	.74	.80	.83	.71

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
N =	47	47	47	41	41	46	46	45	47	47	47	47
Well/adequately prepared (%)	85%	87%	87%	83%	80%	80%	85%	91%	87%	94%	89%	72%
Somewhat/not prepared (%)	15%	13%	13%	17%	20%	20%	15%	9%	13%	6%	11%	28%
Mean	2.36	2.45	2.43	2.24	2.27	2.35	2.33	2.36	2.30	2.38	2.51	1.89
SD	.74	.77	.77	.86	.95	.85	.79	.71	.81	.74	.75	.79

Table 22
Summary of Tables 1& 2 from the CSU Systemwide Survey in 2007, the Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2006-2007, as evaluated in 2008.

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N =	55	56	56	56	55	55	56	53	55	56	52	55
Well/adequately prepared (%)	93	88	80	86	85	78	79	66	82	88	83	87
Somewhat/not prepared (%)	7	13	20	14	15	22	21	34	18	13	17	13
Mean	2.43	2.39	2.21	2.43	2.33	2.20	2.21	19.1	2.29	2.38	2.10	2.25
SD	.63	.71	.85	.74	.72	.78	.78	.81	.76	.70	.72	.67

Question	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
N =	55	55	56	46	48	56	56	54	56	55	54	50
Well/adequately prepared (%)	85	87	84	83	88	77	79	83	73	93	87	66
Somewhat/not prepared (%)	15	13	16	17	13	23	21	17	27	7	13	34
Mean	2.25	2.24	2.23	2.20	2.27	2.13	2.14	2.19	2.04	2.35	2.44	1.92
SD	.70	.72	.76	.78	.74	.76	.80	.70	.76	.62	.72	.83

III. Analysis of Candidate Assessment Data   **1-3 pages**

Each program provides an analysis of the information provided in Section II. Please do not introduce new types of data in this section. Note strengths and areas for improvement that have been identified through the analysis of the data. What does the analysis of the data demonstrate about: a) candidate competence and b) program effectiveness?

Analysis of Candidate Competence

The measures of candidate competence utilized in this report include student outcomes on signature assignments in each of the methodology courses, formative and summative data from the culminating field experience, and scores on the Teaching Performance Assessments. Each type of data will be analyzed separately.

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 3.24 to 3.85 for each year analyzed.

Candidates performed very well on:
- TPE/SLO 1: Specific Pedagogical Skill for Subject Matter Instruction – 3.80
- TPE/SLO 3: Interpreting and Using Assessments – 3.84
- TPE/SLO 4: Making Content Accessible – 3.78
- TPE/SLO 7: Learning about Students – 3.78
- TPE/SLO 8: Instructional Planning – 3.85

Relative to these scores, students tended to score the lowest in the following TPE/SLO's:
- TPE/SLO 6: Teaching English Learners (measured by signature assignment embedded in EDEL 472)
- TPE/SLO 11: Professional, legal, and ethical obligations (measured by signature assignment embedded in EDEL 482)

TPE/SLO 2: Monitoring Student Learning During Instruction (measured by signature assignment embedded in EDEL 462)

TPE/SLO 9: Instructional time (measured by signature assignment embedded in EDEL 462)

TPE/SLO 10: Social environment (measured by signature assignment embedded in EDEL 462)

Student Teaching Formative and Summative Evaluations

Formative student teaching evaluations, taken at the midpoint of each assignment, reflect a mean score range of 1.75 to 4.69, on a scale of 1-5. Each score reflects an element of the California Standards for the Teaching Profession. The most notable areas of weakness are reflected in both years of data on the following:

CSTP 3.3 Organizing curriculum to facilitate all students' understanding of the content through evidence-based instructional strategies.

CSTP 4.4 Planning instruction that incorporates appropriate strategies to meet the diverse learning needs of all students.

CSTP 5.2 Collecting assessment data from a variety of sources and using these data to inform instruction.

CSTP 5.3 Analyzing data, both individually and with colleagues, to monitor student learning and to plan, differentiate, and modify instruction.

CSTP 5.5 Sharing assessment information to provide timely feedback to students and their families.

CSTP 5.6 Involving all students in the cycle of self-assessment, goal setting and monitoring progress.

Summative student teaching evaluations, taken at the end of each assignment reveal much higher levels of competency in meeting the California Standards for the Teaching Profession. The mean range of scores at the standard level are 3.62 to 3.68 on a scale of 1-5. These scores indicate that students are performing at the level of "Proficient Beginning Practice."

In the area of how well candidates use assessment, the discrepancies have been noted between the results from signature assignments and the evaluations from the master teachers and university supervisors, with students performing better on signature assignments than on related areas in their student teaching evaluations. This will be a targeted area for the program's action plan.

Teaching Performance Assessments (TPA's)

The California Teaching Performance Assessments are a new measure of student performance and only one year of data is available. 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 (14% failure rate) and TPA Task 3 (18% failure rate), as compared to TPA Tasks 1 & 2, which both have failure rates at 6%.

Analysis of Program Effectiveness

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

Perceptions of Students at the end of Student Teaching

Over 80% of student teachers in both years of the study indicated that they felt well or adequately prepared by the Multiple Subject Credential Program to provide instruction in K-8 classrooms. Strengths and weaknesses of the program as revealed in the CSU Exit Survey are as follows.

The most noted areas of strength included:
    1: Preparing lesson plans and make prior arrangements for student's class activities. (98.7%)
    16: Adhering to principles of educational equity in the teaching of all students.   (98.0%)

The most noted areas where students felt less prepared included:
    7: Meeting the instructional needs of students with special learning needs.
    11: Using computer based technology to help students learn subjects of the curriculum.
    12: Using computer based technology for instruction, research, and record keeping.
    18: Knowing about the resources in the school and community for at-risk students and their families.
    19: Communicating effectively with the parents or guardians of my students.

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

In both years of data, program completers in their first year of teaching indicate decreased levels of preparedness than the data provided at the end of the student teaching experience.

Program strengths were reported by first year teaching graduates are as follows:
    1: Knowing and understand subjects of curriculum at your grade level(s).
    22: Adhering to principles of educational equity in the teaching of all students.

The most noted areas where former students felt less prepared included:
    8: Meeting the instructional needs of students with special learning needs.
    3: Organizing and managing student behavior and discipline effectively.
    24: Knowing about resources in the school and community for at-risk students.

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

In both years of data, employers/supervisors indicated that between 60-93% of program completers appeared to be well or adequately prepared to provide instruction in K-8 classrooms.

The most noted areas of strength were:
    4: Preparing lesson plans and making prior arrangements for class activities.
    22: Adhering to principles of educational equity in the teaching of all students.

The most noted areas of concern were:
    8: Meeting the instructional needs of students with special learning needs.
    18: Monitoring student progress by using formal and informal assessment methods.
    24: Knowing about resources in the school & community for at-risk students.

Summary of Data Analysis

Discrepancies between survey results and performance results were examined. Candidate use of assessments to guide instruction is an area where candidates reported they felt very confident in the Exit Survey, but less confident in their first-year of teaching. Their employment supervisors echoed their first-year teaching concerns. Candidates' use of assessment was also the area of weakest performance from the university supervisors' and master teachers' evaluations.

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 a major area of concern is in the area of interpreting and using assessments. Two additional areas were identified, including meeting the needs of students with special learning needs and knowing about resources in the school and community for at-risk pupils.

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. The data suggests that some of the prior areas needing improvement, such as working with English Language Learners have been resolved by changes in the program's strategies and emphases. While there are several areas identified for program improvement, faculty have 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:

- Student Assessment
- Meeting the instructional needs of students with special learning needs
- Knowing about the resources in the school and community for at-risk students and their families

IV.   Use of Assessment Results to Improve Candidate and Program Performance   1-2 pages
Programs indicate how they use the data from assessments and analysis of that data to improve candidate performance and the program. If proposed changes are being made, please link the proposed changes to the data that support that modification as related to the appropriate Program and/or Common Standard(s). If preferred, programs may combine responses to Sections III (Analysis of the Data) with Section IV (Use of Assessment Results to Improve Candidate and Program Performance) so long as all the required aspects of the responses are addressed.

Student Assessment

Through the student outcome on signature assignments, student teaching evaluations and the CSU Chancellors survey of employers, it was determined that students need more exposure and practice in implementing effective assessment strategies, using assessment data to drive instructional practices, and in setting goals for student learning. While faculty agree that a variety of assessments are taught and modeled throughout the program, greater emphasis will be placed on identifying the specific types of assessments used throughout the program, and ensuring that credential candidates understand how these assessments are reflective of the varied forms they should be utilizing in the K-8 classroom. The following plan will be implemented to improve student success in this area:

Data Source	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Program or Common Standard(s)
Signature Assignments in EDEL 462 & 472 Student Teaching Formative Evaluations CSU Chancellors Survey of Employers	Implement a Teacher Education Department assessment committee to review the use of assessments throughout the program and make recommendations for program improvement.	Department Chair	Spring, 2010	Common Standard 4: Qualifications of Instructional Personnel Program Standard 6: Pedagogy and Reflective Practice
	Create a curriculum map of pedagogy and field work courses identifying where student assessment is modeled, taught, and mastered.	Teacher Ed Assessment Committee	Spring, 2010	
	Provide professional development for faculty to integrate and be more transparent about the various types of assessment utilized in their classrooms and throughout the program.	Department Chair	Fall, 2010	
	Provide workshops for student teachers at the Professional Development Day to revisit various assignment types	MSCP Coordinator	Fall, 2010	

Meeting the Instructional Needs of Students with Special Learning Needs

Through data analysis of the student teaching formative evaluations, CSU Exit Survey of Student Teachers, 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. 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?	Applicable Program or Common Standard(s)
Student teaching formative evaluations CSU Exit Survey of Student Teachers CSU Systemwide Survey of Program Completers CSU Systemwide Survey of Employers	Create a curriculum map that identifies where issues related to students with special needs are covered in the program and how students demonstrate their learning in this area.	MSCP Coordinator	Spring, 2010	Program Standard 14: Preparation to teach special populations in the general classroom
	Provide professional development for faculty to integrate and be more transparent about the various types of students with special needs in the K-8 classroom setting and provide students with additional resources to support their growth in this area.	MSCP Coordinator & Department Chair	Fall, 2010	

Knowing about the Resources in the School and Community for At-risk Students and Their Families

Through data analysis of the student teaching evaluations, CSU Exit Survey of Student Teachers, and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to develop more information to support their understanding of the resources available in the school and community for at-

risk students and their families. Improving candidate readiness in this area will require collaboration between the program and the local school districts in terms of identifying specific resources in the local community. 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?	Applicable Program or Common Standard(s)
Student Teaching Evaluations CSU Exit Survey of Student Teachers CSU Systemwide Survey of Program Completers CSU Systemwide Survey of Employers	Work with faculty to identify where these concepts and strategies are taught and assessed within the program.	MSCP Coordinator Department Chair	Spring, 2010	Program Standard 10: Preparation for learning to create a supportive, healthy environment for student learning Program Standard 12: Professional perspectives toward student learning and the teaching profession Standard 14: Preparation to teach special populations in the general education classroom
	Provide opportunities through student teacher professional development days for students to interact with service providers from the local school districts and community regarding available resources.	MSCP Coordinator	Spring, 2010	
	Work with local school districts to identify the types of resources that are available for this population. Create a Resource Guide for students that outlines available community resources in the Los Angeles and Orange County areas for at-risk students and their families.	MSCP Coordinator	Fall, 2010	