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: Reading and Language Arts

Name of Program: Reading and Language Arts

Credential awarded: Reading and Language Arts Specialist

Is this program offered at more than one site? No

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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

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

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

Currently, there are approximately 70 candidates enrolled in the program. Thirteen candidates completed the Masters degree in the 2008-2009 academic year (Table 4) and 22 credentials were awarded (Table 4).   In the same academic year three full-time and two part-time faculty members taught in the program (Table 5).

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

Table 1
Program Candidate Learning Outcomes and Relevant Standards

SLOs	Outcome 1: Provide literacy leadership at the school site or district level.	Outcome 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures	Outcome 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.	Outcome 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research.	Outcome 5: Integrate technology into reading / language arts instruction.	Outcome 6: Communicate information to other professionals in the education community
Signature Assignment(s)	2-year plan	Observation and case study	Observation and case study	Research paper	WebQuest lesson	Culminating learning experience
National Standards	IRA Standard 5	IRA Standard 3	IRA Standard 2, 4	IRA Standard 1	IRA Standard 4	IRA Standard 5
State Standards	CTC Standards 12, 17, 18	CTC Standards 4, 11	CTC Standards 2-5, 7, 9- 11, 15 16, 19, 20	CTC Standards 8, 13, 14	CTC Standards 11, 17, 19	CTC Standards 12, 17
Conceptual Framework	Prepares Leaders	School Improvement	Values Diversity	Research and Evaluation	Promotes Growth	Service and Collaboration
NCATE Elements	Professional Dispositions	Knowledge and Skills-Other	Candidate Learning-Other	Knowledge and Skills-Other	Knowledge and Skills-Other	Professional Dispositions

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	24	24	19	17	17	13

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

	Transition Point 2 Advancement to Culminating Experience	
	2007-08[1]	**2008-09[2]**
Thesis (698)[3]	1	
Comps[4]	22	29
Project (695)[5]	0	
Other (Advanced Credential Programs Only)	0	

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[1] Data are reported for Fall 2007 and Spring 2008.

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

[3] This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to either 2007-08 or 2008-09 and were still making progress on their theses at this time.

[4] This is data on the number of students who *applied* to take the comprehensive examination in Fall 2007 through Spring 2009. The data include students who may not have taken or passed the examination(s).

[5] This is data on students who were conducting culminating projects during Fall 2007 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to either the 2007-08 or 2008-09 academic year and were still making progress on their theses at the time.

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

	Transition Point 3 Exit	
	2007-2008	**2008-2009**
Degree	37	13
Credential[6]	33	22

Table 5
Faculty Profile 2007-2009

Status	2007-2008	2008-2009
Full-time TT/Lecturer	2	3
Part-time Lecturer	2	2
Total:	4	5

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

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.

Table 7 presents data on the student learning outcomes assessed in 2007-08. These data were assessed using holistic rubrics.

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[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.

Table 6
Student Learning Outcomes Assessed with Holistic Rubrics, 2007-08

	Percentage (%)		
	SLO 2	SLO 3	SLO 6
A (4)	78	100	50
B (3)	21		35
C (2)			15
D (1)			
F (0)			

Figure 1 contains the grade points for all SLOs in the program and figure 2 contains the SLO means for data collected in 2008-09.

Figure 1
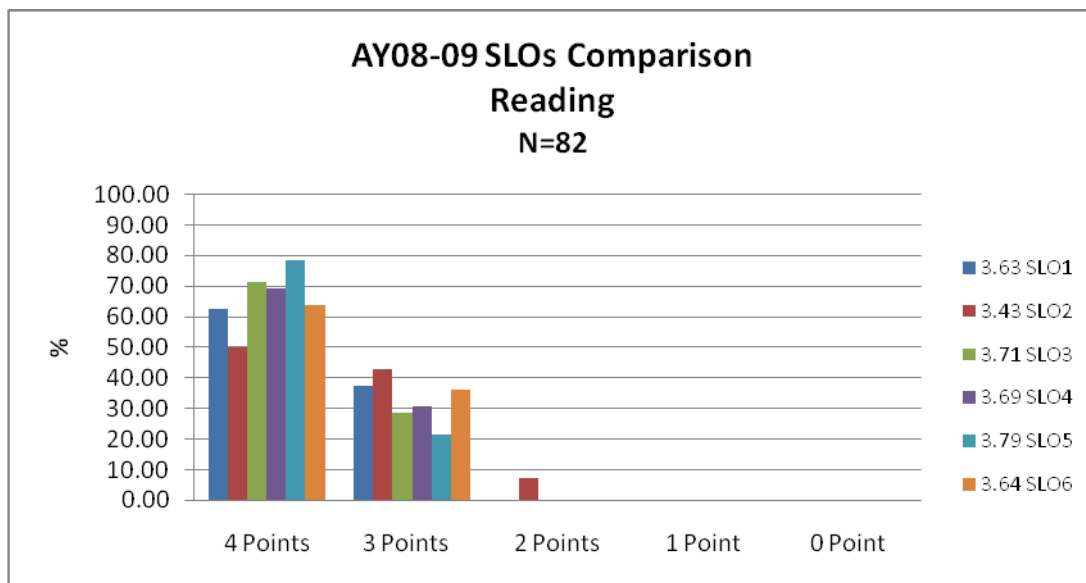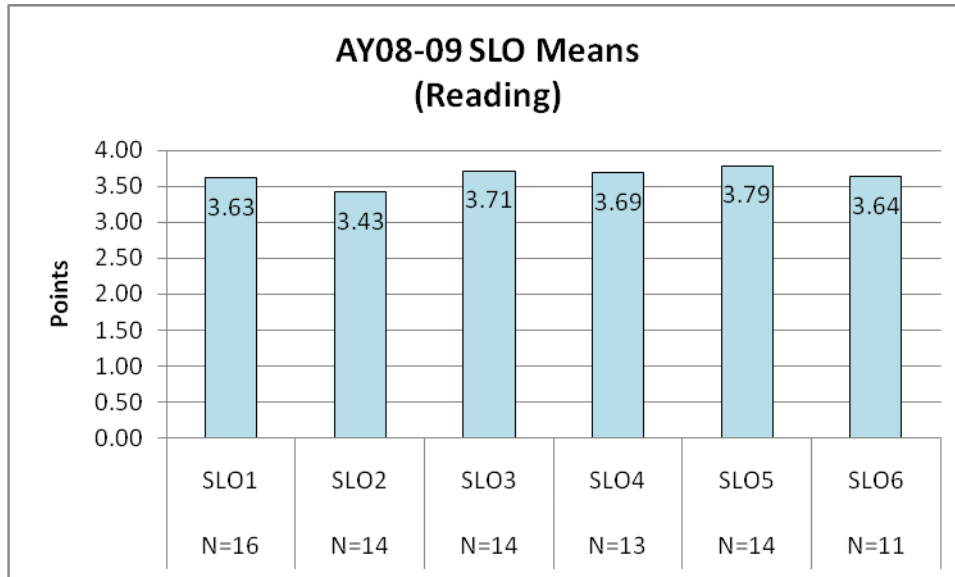**Signature Assignment Grades for Program SLOs, 2008-09**

Figure 2
SLO Means, 2008-09

AY08-09 SLO Means (Reading)

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
Points	3.63	3.43	3.71	3.69	3.79	3.64
	N=16	N=14	N=14	N=13	N=14	N=11

SLO 1: Candidate can provide literacy leadership at the school site or district level.

Signature Assignment used in EDRG 554 that addresses SLO 1
Assignment Description

Candidates create a comprehension 2-year literacy plan for a school site. Candidates survey faculty and administration, analyze the survey results and make specific recommendations for a school's comprehensive literacy program. The plan reflects a candidate's understanding of literacy leadership and is suitable to submit to a district curriculum director.

Data Collection Process
The data were collected in an in-course assignment done by all candidates. Over the two year period the course was taught by two different part-time instructors who were closely monitored by the program coordinator to ensure that candidates received the same assignment instructions. All assignments were evaluated using the same analytic rubric.
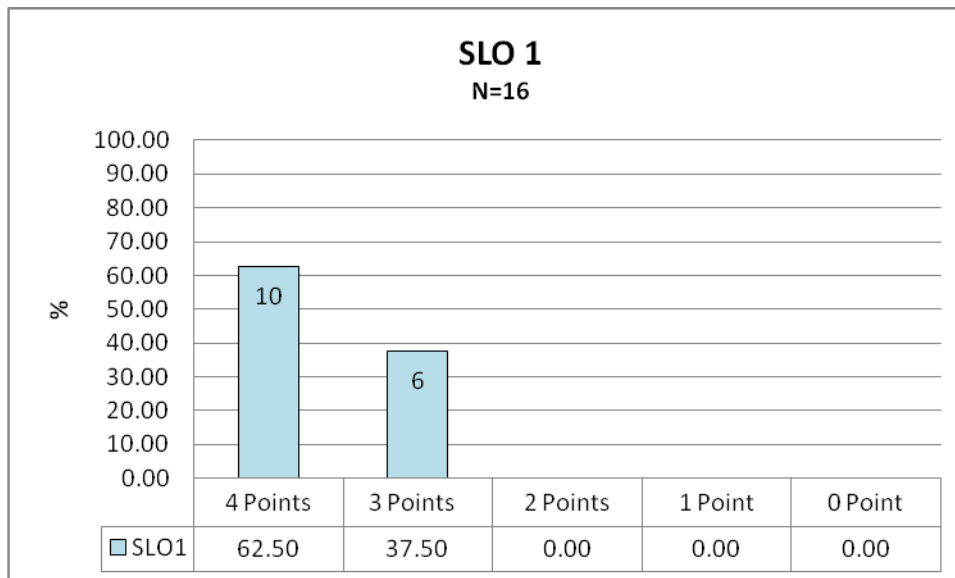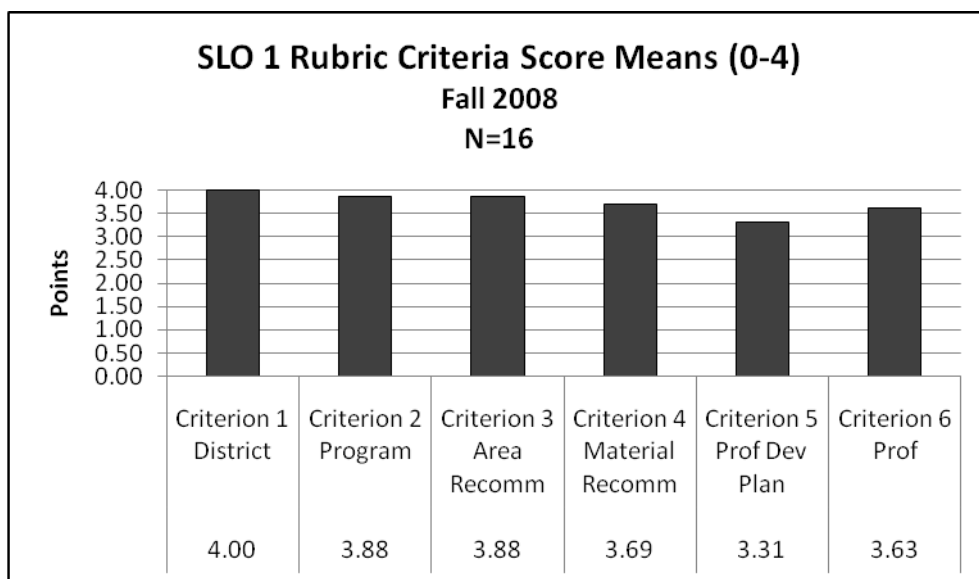
Figure 3
Signature Assignment Grades for SLO 1, 2008-09

SLO 1
N=16

	4 Points	3 Points	2 Points	1 Point	0 Point
☐ SLO1	62.50	37.50	0.00	0.00	0.00

Figure 4
Criteria Score Details for SLO 1, 2008-09

SLO 1 Rubric Criteria Score Means (0-4)
Fall 2008
N=16

	Criterion 1 District	Criterion 2 Program	Criterion 3 Area Recomm	Criterion 4 Material Recomm	Criterion 5 Prof Dev Plan	Criterion 6 Prof
	4.00	3.88	3.88	3.69	3.31	3.63

SLO 2: Candidate can assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures.

Signature Assignment used in EDRG 651 that addresses SLO 2
Assignment Description

Candidates administer a battery of assessments to a child experiencing difficulty with literacy. Based upon assessment results candidates develop an individualized intervention plan.

Data Collection Process

The data were collected in an in-course assignment done by all candidates. Over the two year period the same instructor taught the course consequently all candidates received the same assignment instructions and all assignments were evaluated by the same faculty member using an analytic rubric.
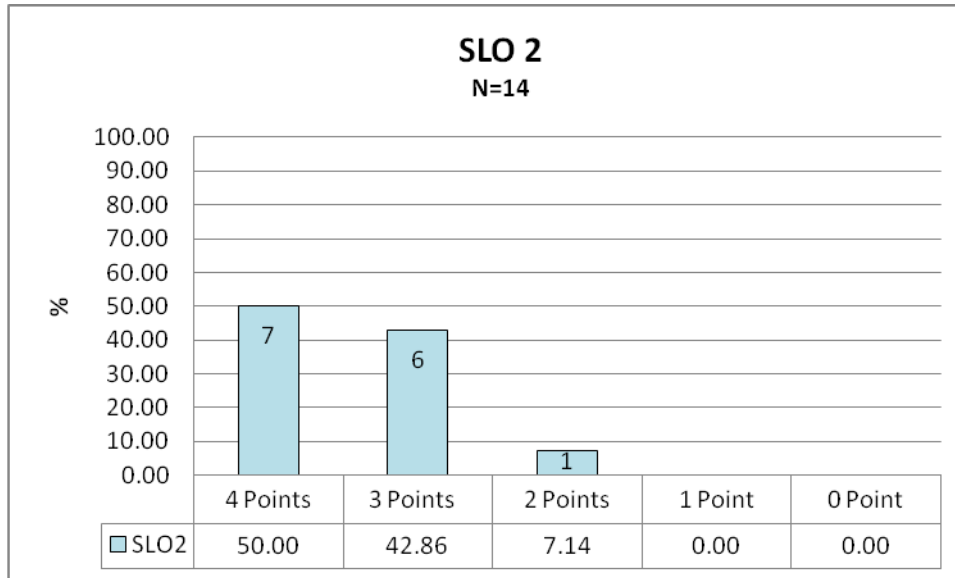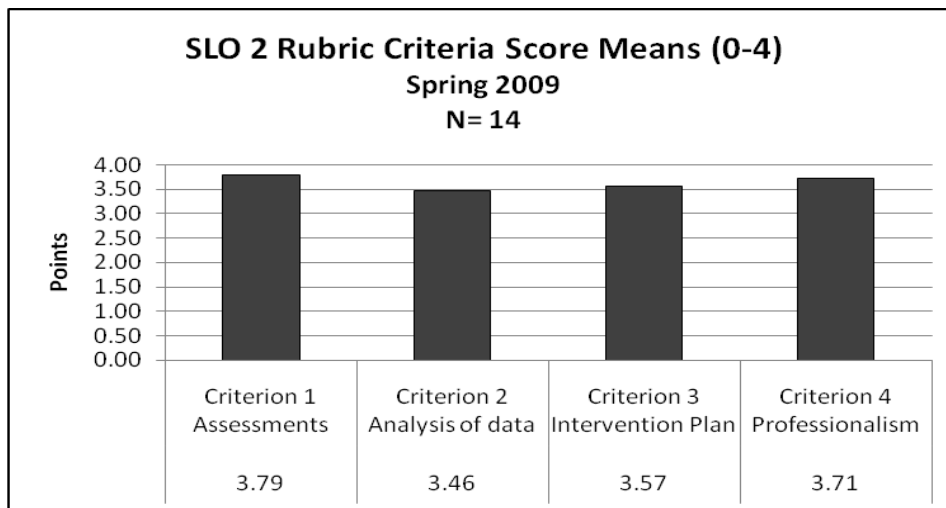
Figure 5
Signature Assignment Grades for SLO 2, 2008-09

SLO 2
N=14

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO2	50.00	42.86	7.14	0.00	0.00

Figure 6
Criteria Score Details for SLO 2, 2008-09

SLO 2 Rubric Criteria Score Means (0-4)
Spring 2009
N= 14

	Criterion 1 Assessments	Criterion 2 Analysis of data	Criterion 3 Intervention Plan	Criterion 4 Professionalism
	3.79	3.46	3.57	3.71

SLO 3: Candidate can design and deliver appropriate instruction in reading/language arts for all students including diverse learners, based upon assessment results.

Signature Assignment used in EDRG 651 that addresses SLO 3
Assignment Description

Based upon assessment results candidates develop and deliver an individualized intervention plan. Pre-post assessment data are gathered and recommendations for future interventions are provided.

Data Collection Process
The data were collected in an in-course assignment done by all candidates. Over the two year period the same instructor taught the course consequently all candidates received the same assignment instructions and all assignments were evaluated by the same faculty member using an analytic rubric.

Figure 7
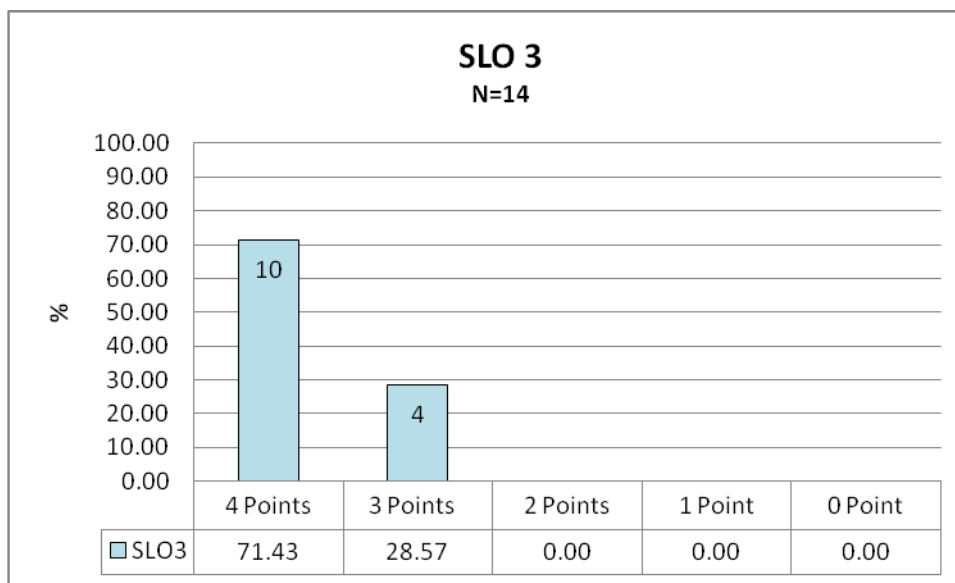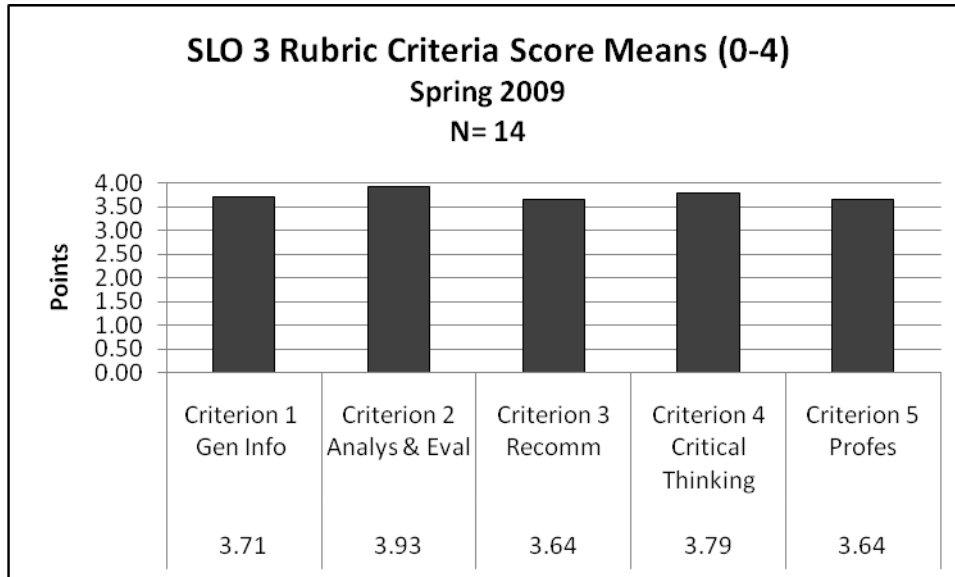**Signature Assignment Grades for SLO 3, 2008-09**

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO3	71.43	28.57	0.00	0.00	0.00

SLO 3
N=14

Figure 8
Criteria Score Details for SLO 3, 2008-09

SLO 4: Candidate can articulate and apply theoretical foundations in reading/language arts to current theory and research.

Signature Assignment used in EDRG 556 that addresses SLO 4
Assignment Description

Candidates research a self-selected topic in literacy education and write a literature review that encompasses a review of current theory and practice. Candidates choose one major theorist in the field of literacy and provide an in-depth discussion of whether the theorist would agree or disagree with the findings in the literature review.

Data Collection Process
The data were collected in an in-course assignment done by all candidates. Over the two year period the same instructor taught the course consequently all candidates received the same assignment instructions and all assignments were evaluated by the same faculty member using an analytic rubric

Figure 9
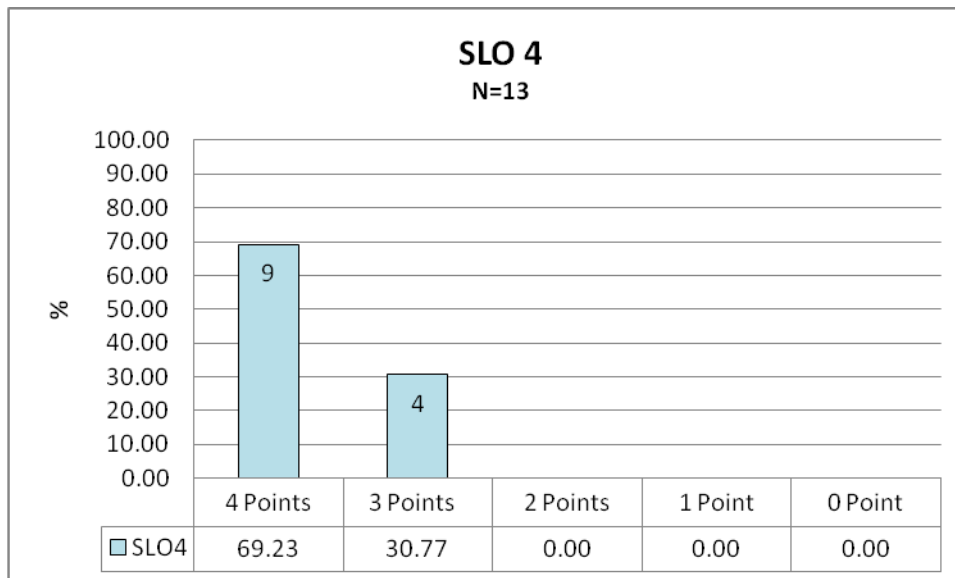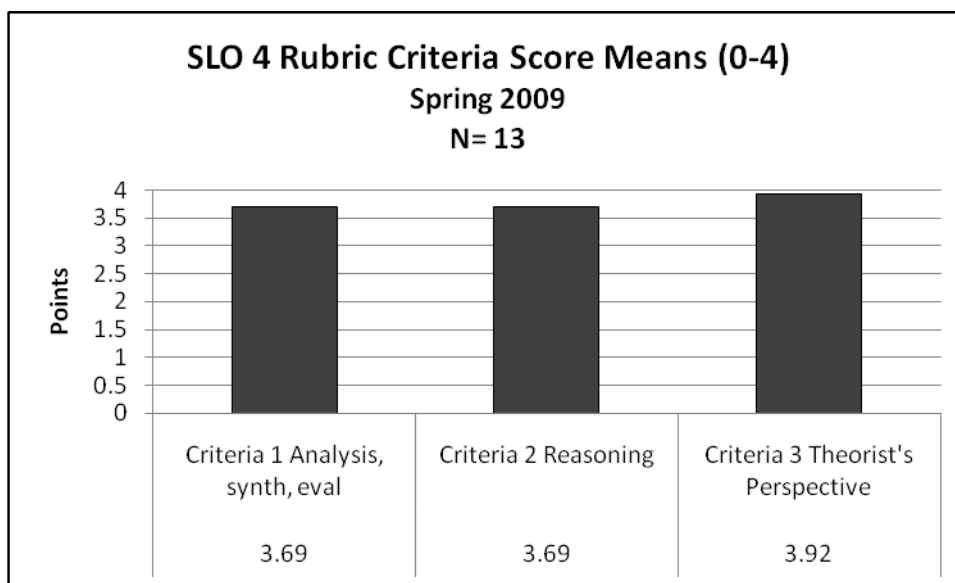**Signature Assignment Grades for SLO 4, 2008-09**

SLO 4
N=13

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO4	69.23	30.77	0.00	0.00	0.00

Figure 10
Criteria Score Details for SLO 4, 2008-09

SLO 4 Rubric Criteria Score Means (0-4)
Spring 2009
N= 13

Criteria 1 Analysis, synth, eval	Criteria 2 Reasoning	Criteria 3 Theorist's Perspective
3.69	3.69	3.92

SLO 5: Candidate can integrate technology into reading/language arts instruction.

Signature Assignment used in EDRG 543 that addresses SLO 5
Assignment Description

Candidates identify a curricular area and develop and teach a WebQuest lesson a lesson based on California Content Standards and International Society for Technology in Education standards. Candidates must use the PowerPoint presentation tool and the lesson must include an

introduction, task, process, evaluation and conclusion. Candidates then reflect on the technology experience discussing they and their candidates learning and changes might be made in the future with a similar WebQuest lesson.

Data Collection Process
The data were collected in an in-course assignment done by all candidates. Over the two year period the same instructor taught the course consequently all candidates received the same assignment instructions and all assignments were evaluated by the same faculty member using an analytic rubric

Figure 11
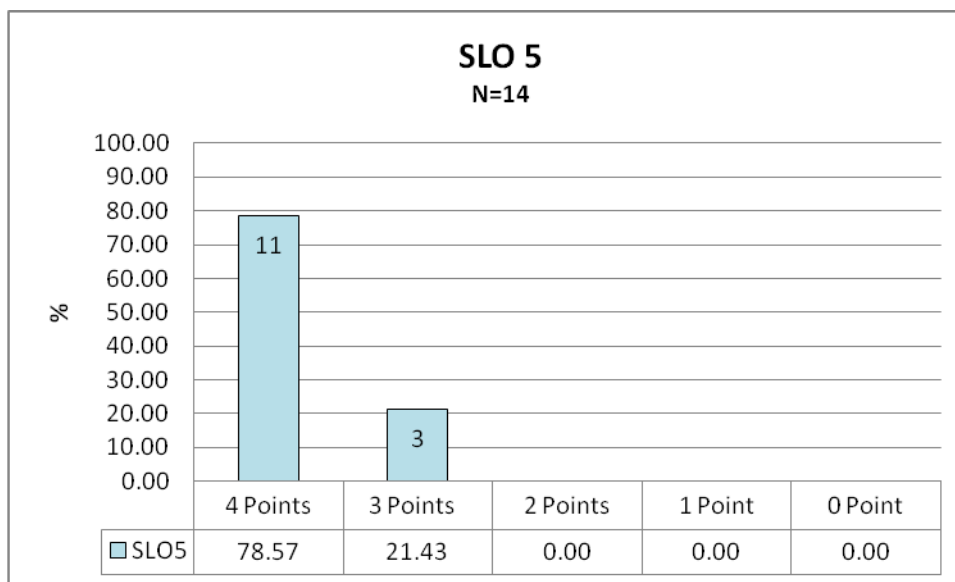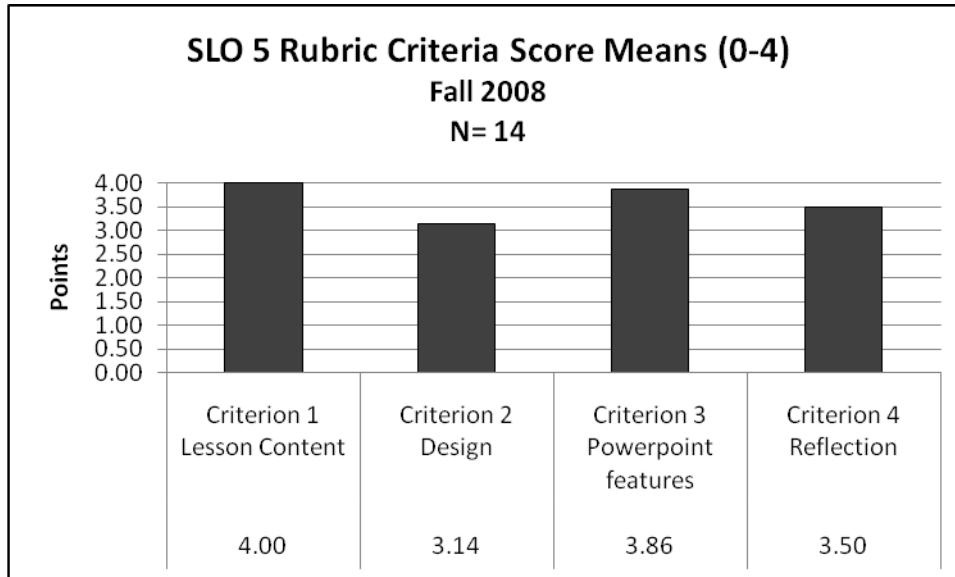**Signature Assignment Grades for SLO 5, 2008-09**

SLO 5
N=14

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO5	78.57	21.43	0.00	0.00	0.00

Figure 12
Criteria Score Details for SLO 5, 2008-09

SLO 5 Rubric Criteria Score Means (0-4)
Fall 2008
N= 14

Criterion 1 Lesson Content	Criterion 2 Design	Criterion 3 Powerpoint features	Criterion 4 Reflection
4.00	3.14	3.86	3.50

SLO 6: Candidate can effectively communicate information to other professionals in the education community.

Signature Assignment used in EDRG 695 that addresses SLO 6
Assignment Description

Candidates administer a battery of assessments to a child experiencing difficulty with literacy. Based upon assessment results candidates develop an individualized intervention plan.

Data Collection Process
The data were collected in an in-course assignment done by all candidates. Over the two year period the same instructor taught the course consequently all candidates received the same assignment instructions and all assignments were evaluated by the same faculty member using an analytic rubric.

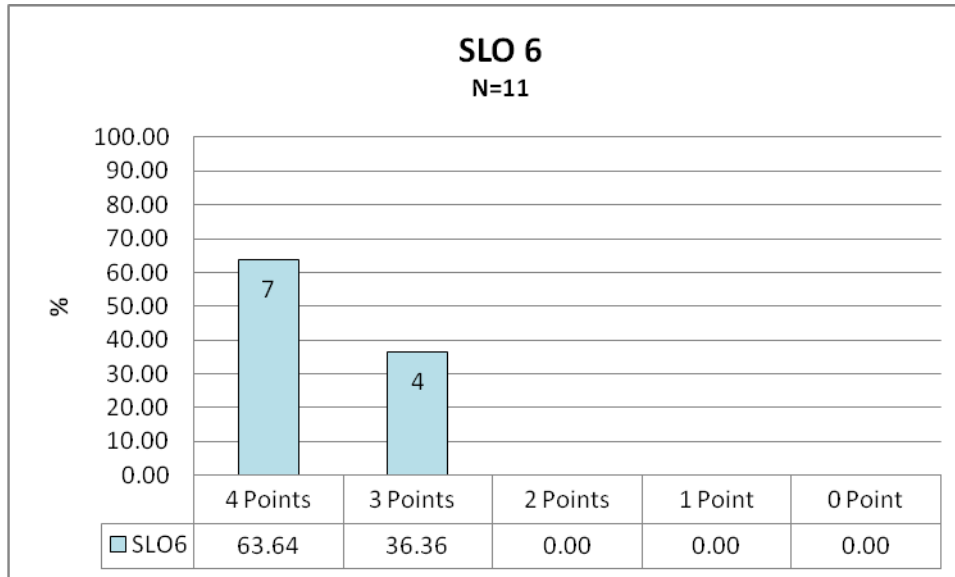**Figure 13**
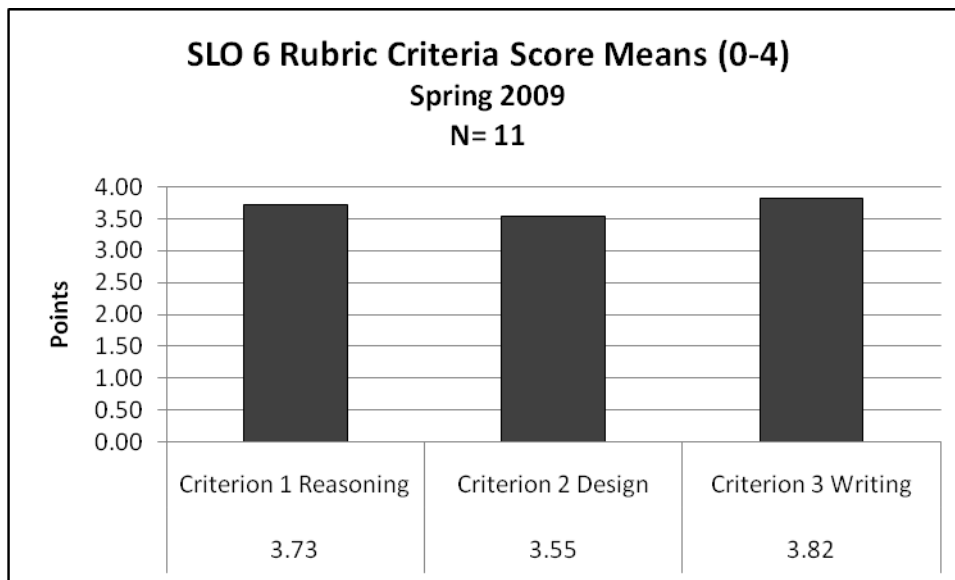**Signature Assignment Grades for SLO 6, 2008-09**

SLO 6
N=11

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO6	63.64	36.36	0.00	0.00	0.00

Figure 14
Criteria Score Details for SLO 6, 2008-09

SLO 6 Rubric Criteria Score Means (0-4)
Spring 2009
N= 11

Criterion 1 Reasoning	Criterion 2 Design	Criterion 3 Writing
3.73	3.55	3.82

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.

Our practice of encouraging candidates to disseminate research in their own classroom to the broader community was evidenced during this assessment cycle by two candidates publishing juried journal articles co-authored with the program coordinator, one in a nationally recognized literacy journal with an acceptance rate of 8% and the other in a well respected state literacy journal. These articles focused on best practice in the classroom. Additionally, six candidates contributed to a book on their effective practice with English language learners written by one of the program faculty.

Other anecdotal data were also collected as they became available. These include:
- A former student who was nominated as one of the "Best of the Best" in Los Angeles county public schools.
- A former student received the award of best teacher of the year in Santa Ana Unified.
- A former student served as a co-chair for the 16th Annual National Two Way Bilingual Immersion Conference.
- A former student presented a paper at the Arizona Reading Association State Conference, and she did two in-service for her district on high frequency and sight words.
- A current student, while taking EDRG 551 and learning more about the relationship between assessment and instruction, started work with her grade level department team to develop a test-retest/diagnostic-summative assessment for one reading/language arts unit. The assessment will be used for pre- and post-unit measure of students' knowledge on the unit.

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 2007-08 Data

Data in Table 6, based on holistic rubrics, provide us with information regarding particular SLOs on which students did well and did not do well. In general, all students did well with SLO 3, and a majority of students did well for SLO2. There is 15% of students did not do well for SLO6.

Our students did well with a signature assignment for SLO2 (Diagnostic Profile and Intervention Plan) where they conducted various assessment with a struggling reader and planned a targeted intervention plan based on identified strengths and needs for tutoring sessions. Most students performed at the A level.

For SLO3 (Case Study Report), students wrote about how they addressed needs during the tutoring sessions and what the student has improved. All students performed at the A level.

For SLO 6, students were required to write a publishable piece or conduct an individual inquiry project. The signature assignment has a high expectation from students. The data shows a wide

range of student achievement for SLO 6. Some students may not be as skillful at writing as expected from this signature assignment.

Analysis of 2008-09 Data

The data from the signature assignments inform us about the candidates' attainment of the SLOs .

Analysis of data for SLO 1
In Fall 2008 data were collected in EDRG 554 corresponding to SLO 1 (Figure 3).

- 63% of the candidates received a score of four.
- SLO 1 has the largest percentage of candidates who received a score of three.

Figure 4 displays data for the specific criteria used to assess candidates.

- All candidates scored a four in criterion one which included the description of the district, the vision statement and the members of the literacy team.
- The mean score for criterion two, the description of the current Reading/Language Arts program was 3.88.
- The mean score for criterion three, recommendations for improving effectiveness, was also 3.88.
- Criterion four, recommendations regarding materials and technology had a mean score of 3.65.
- Criterion six, professionalism in presentation, had a mean score of 3.63.
- Criterion five, the professional development plan had the lowest mean for this SLO namely 3.31.

Analysis of data for SLO 2
In Spring 2009 data were collected in EDRG 651 corresponding to SLO 2 (Figure 5).

- 50% of the candidates received a score of four.
- SLO 2 was the only SLO in which any candidate scored lower than a 3.

Figure 6 displays data for the specific criteria used to assess candidates.

- The mean score for criterion one, assessments administered, was 3.79.
- The mean score for criterion two, analysis of data, was 3.46.
- Criterion three, intervention plan, had a mean score of 3.57.
- Criterion four, professionalism in presentation, had a mean score of 3.71.
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Analysis of data for SLO3
In Spring 2009 data were collected in EDRG 651 corresponding to SLO 3 (Figure 7).

- 72% of the candidates received a score of four.

Figure 8 displays data for the specific criteria used to assess candidates.

- Criterion one, general case study information, had a mean score of 3.71

- The mean score for criterion two, analysis and evaluation of assessment and tutoring sessions was 3.93.
- The mean score for criterion three, recommendations for future interventions, was 3.64.
- Criterion four, critical thinking, had a mean score of 3.79.
- Criterion five, professionalism in presentation, had a mean score of 3.64.

Analysis of data for SLO 4

In Spring 2009 data were collected in EDRG 556 corresponding to SLO 4 (Figure 9).

- 69% of candidates received a score of four for the signature assignment.

Figure 10 displays data for the specific criteria used to assess candidates.

- Criterion one, analysis, synthesis and evaluation of the topic, had a mean score of 3.69.
- Criterion two, reasoning and thinking, also had a mean score of 3.69.
- Criterion three, synthesizing a theorist's perspective, had a mean score of 3.92.

Analysis of data for SLO 5

In Fall 2008 data were collected in EDRG 543 corresponding to SLO 5 (Figure 11).

- 79% of the candidates received a score of four for the signature assignment.
- In this assessment cycle SLO 5 had the greatest percentage of candidates who received a score of four points.

Figure 12 displays data for the specific criteria used to assess candidates.

- 100% of candidates scored a four in criterion one which included the lesson content.
- The mean score for criterion two, lesson design, was 3.14. This was the lowest mean for not only SLO 5 but for all the SLOs under review in the assessment period.
- Criterion three, powerpoint features, had a mean score of 3.86.
- Criterion four, assignment reflection, had a mean score of 3.5.

Analysis of data for SLO 6

In Spring 2009 data were collected in EDRG 695 corresponding to SLO 6 (Figure 13).

- 63% of the candidates received a score of four.

Figure 14 displays data for the specific criteria used to assess candidates.

- The mean score for criterion one, reasoning and thinking, was 3.73.
- The mean score for criterion two, project design, was 3.55.
- The mean score for criterion three, quality of writing, was 3.82.

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.

There is no evidence to suggest a need for policy or curricular changes, faculty development, additional courses, or extracurricular opportunities. We, however, would like to take the following actions to enhance the effectiveness and quality of our program.

Table 7
Action Items

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Program or Common Standard(s)
1	For SLO 5, criterion design, faculty conferenced individually with each student about their outline of the lesson design before they began their project and provided support throughout the project.	Xu	Fall 2009	CTC Standards 11, 17, 19
2	For SLO 1 faculty provided three excellent examples of a professional development plan and provided direct implicit instruction on how to create a plan. This was done because this criterion had the lowest mean score for this SLO.	Theurer	Fall 2009	CTC Standards 12, 17, 18
3	Revise rubric for SLO 4 to include professionalism in presentation to align with other SLO rubrics.	Theurer	Spring 2010	
4	Revise rubric for SLO 5 to include professionalism in presentation to align with other SLO rubrics.	Xu	Fall 2010	
5	Revise holistic rubrics to analytic rubrics in an effort to identify strengths and needs in specific areas of each SLO.	Lord, Xu, Lunnis	This was completed in Fall 2008	
6	Add a component of a peer review of the literature reviews and case study report to EDRG 551 & EDRG 540 to address the issue of writing proficiency.	Lord, Xu	This was completed in Fall 2008	
7	Provide students with sample of outstanding and good (A and B levels) quality signature assignments in EDRG 695 so students will have a better understanding of what is expected.	Theurer	This was completed in Spring 2009	

Data Discussion Guide

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

Date of Workshop Discussion: October 22, 2009

Purpose: Data Discussion

Attendees:
Joan Theurer

Shelley Xu