



College of Education and Affiliated Programs
Annual Assessment Report Template – Fall 2010
Educational Specialist Level 1

Note: This report presents and analyzes data from the 2009-2010 academic year.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Level I Education Specialist Credential Program at CSULB prepares candidates to be authorized to teach in the areas of Mild/Moderate and Moderate/Severe disabilities, and received initial approval in November, 1999. The Level I program reflects the College of Education Mission and Theme to prepare educators for life-long learning, professional growth, and social responsibility.

The newly developed themes for our Education Specialist Program are

- Individualized Education
- Collaboration
- Cultural Responsiveness
- Evidence-based Practices
- Advocacy & Leadership

The goals of the Level I program are to assist candidates to become:

- Effective and caring teachers
- Partners with parents and others in the development of high quality educational programs
- Life-long learners engaged in program development reflective of practices in special education

The Level I program is designed to allow candidates to develop as reflective practitioners in skill areas and knowledge in the field of special education. The program is aimed at developing skills and knowledge of current research in special education, and demonstration of the ability to engage in reflective inquiry and application in practice.

Students in the Level I Education Specialist Credential Program complete 12 units of prerequisite courses, 21 units in our program core courses, and 12 units in supported fieldwork in sites that educate and provide related supports and services to children and youth identified with mild/moderate or moderate/severe disabilities.

There have been a few major changes to the Level I program since the last Annual Report was submitted in Fall 2009:

- 1) Program faculty have revised the fieldwork competency checklist for the program so that the design is more closely aligned to student learning outcomes and more clearly identifies related benchmark assignments from core courses.
- 2) The program has been adjusting the roles of coordinators in 2009-2010.
- 3) The funding for our Education Specialist Intern Program was cut in spring 2010 due to a change at the state level making the grant a block grant. This has greatly reduced the amount of support we have been able to provide to our interns in the past year and also resulted in redistribution of coordinator responsibilities.
- 4) Due to changes in the California Education Specialist credential structure and the development of new standards for education specialist programs, our faculty wrote a new Preliminary Credential Program which was passed through required levels of the curriculum committees in the college during 2009-2010 academic year. This program began accepting students in August 2010.
- 5) One of our full-time lecturers completed her doctoral program in spring 2010. Both of our full-time lecturers now have their Ed.D. degrees.

Student Learning Outcomes:

The learning outcomes listed below form the foundation of our Level I program. These learning outcomes were refined in Spring 2008 as part of a college-wide assessment project. The data presented in this report are related to these outcomes for the 2009-2010 academic year.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3a	Outcome 4a	Outcome 5a	Outcome 6a	Outcome 7
SLOs	Describes the legal, ethical, and historical foundations of special education in a multicultural society.	Assesses student current level of performance using multiple measures.	Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners	Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.	Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services.	Candidates will determine effective behavioral, emotional, and environmental supports for student learning.	Candidates will effectively plan for transition of students into, through, and beyond school.

Signature Assignment(s)	Legal/philosophical exam scored via rubric	Case study-assessment plan scored via rubric	IEP writing assignment scored via rubric, Collaboration portion of IEP assignment	Intervention Project or Instructional Unit Plan scored via rubric	Family Intervention Project scored via rubric	Positive Behavior Support Plan scores via rubric	Transition portion of IEP, IFSP or SOP scored via rubric
National Standards	Standards 1, 9 (CEC)	Standards 2, 8 (CEC)	Standard 3, 7 (CEC)	Standard 4 (CEC)	Standard 8 (CEC)	Standards 5 & 6 (CEC)	Standard 7 (CEC)
State Standards	Standards 3, 2	Standards 5	Standards 3, 8, 10	Standards 9, 10, 13	Standard 4	Standards 12, 14	Standards 7, 8
Conceptual Framework	Values Diversity, Prepares Leaders, School Improvement	Promotes Growth, Research and Evaluation, School Improvement	Values Diversity	Promotes Growth, Research and Evaluation, School Improvement	Service and Collaboration	Promotes Growth	Social Responsibility
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Professional Knowledge and Skills, Professional Dispositions	Pedagogical Content Knowledge	Pedagogical Content Knowledge

Table 2

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

	Transition Point 1 Admission to Program		
	2009-2010		
	Applied	Accepted	Matriculated
TOTAL	137	104	Data system does not allow us to track matriculation

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

	Transition Point 2 Advancement to Culminating Experience
	2009-2010¹
Credential Program Advanced Fieldwork (EDSP 587 & 588 A and B)	74

Table 4*Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2010)*

	Transition Point 3 Exit
	2009-10
Credential²	62

Table 5*Faculty Profile 2009-2010*

Status	2009-2010
Full-time Faculty	5.5
Part-time Lecturer	12
Total:	17.5

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

Five full-time faculty members met and discussed the assessment findings and possible implications for future instructional planning and assessment. We were unable to meet with part-time faculty for this data discussion but the outcomes will be addressed in the next part-time faculty meeting planned for spring 2011. Please refer to the attached list and notes from the meeting.

¹ Data are reported for Summer 2009 through Spring 2010.

² 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 2010.

Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

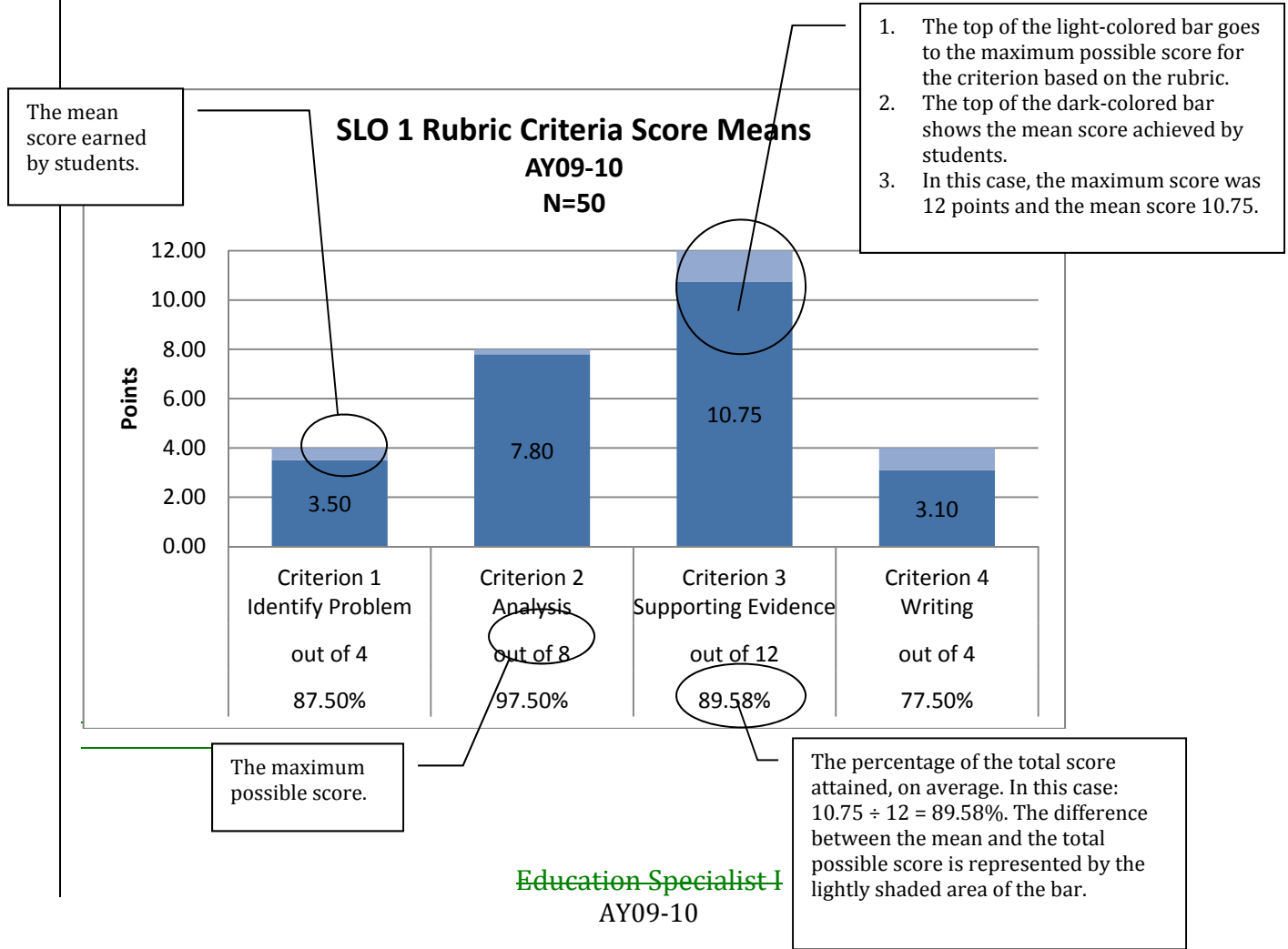
Table 6

Education Specialist Level 1 Student Learning Outcomes and Signature Assignments

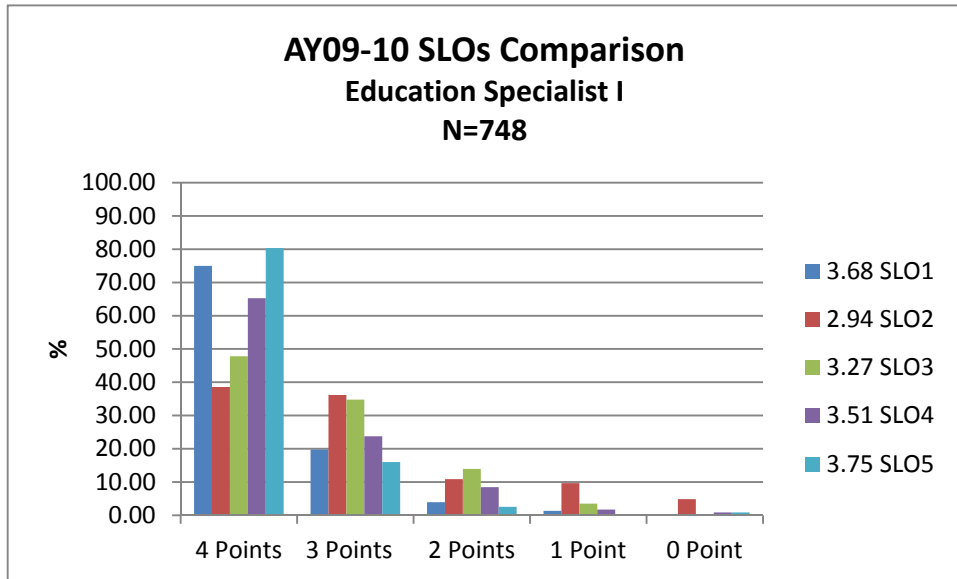
Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Describes the legal, ethical, and historical foundations of special education in a multicultural society.	EDSP 480: Legal/Philosophical Exam	Candidates will respond in writing to essay-type question/s that require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

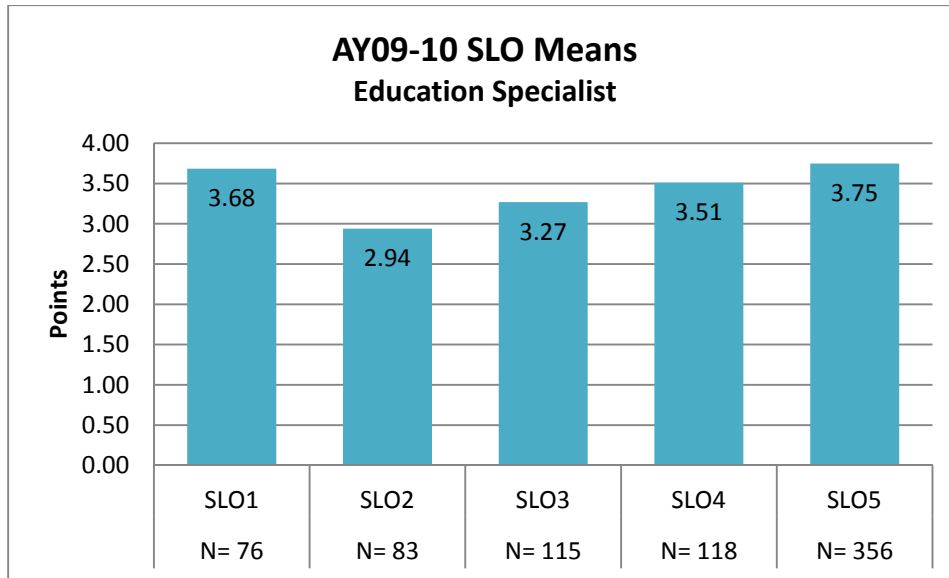
Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 4a: Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.	EDSP 577: Intervention Project EDSP 578: Instructional Unit Plan	EDSP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

Annotated Data Chart



Education Specialist I
AY09-10





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

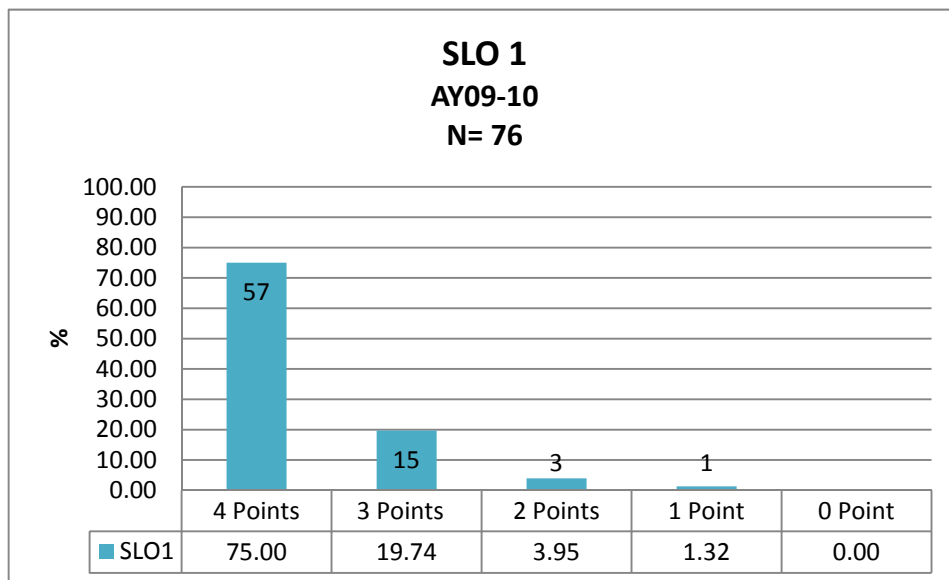
Outcome 2: Assesses student current level of performance using multiple measures.

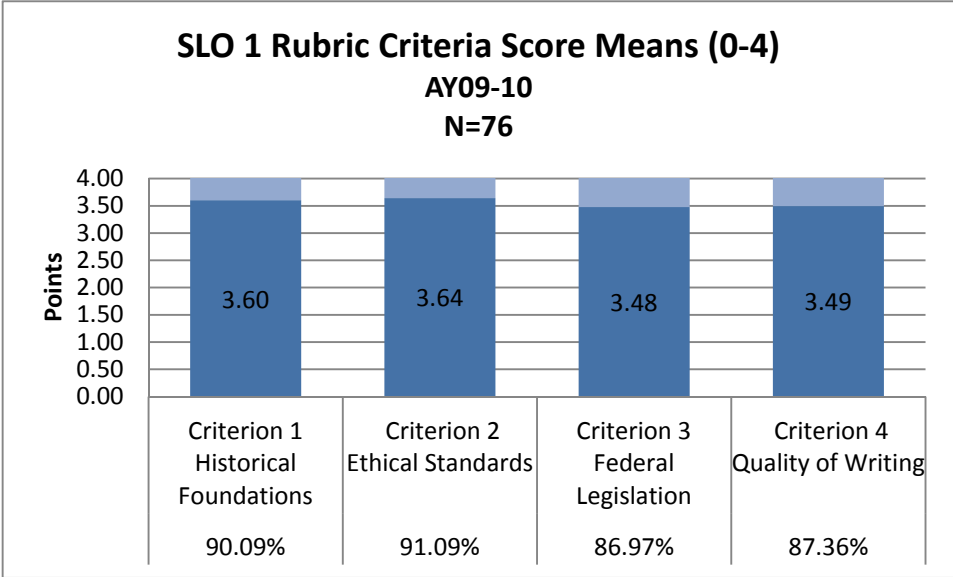
Outcome 3: Plans individualized education programs in alignment with student needs/competencies and California Content Standards.

Outcome 4: Designs instructional units based on student data and best practices in special education.

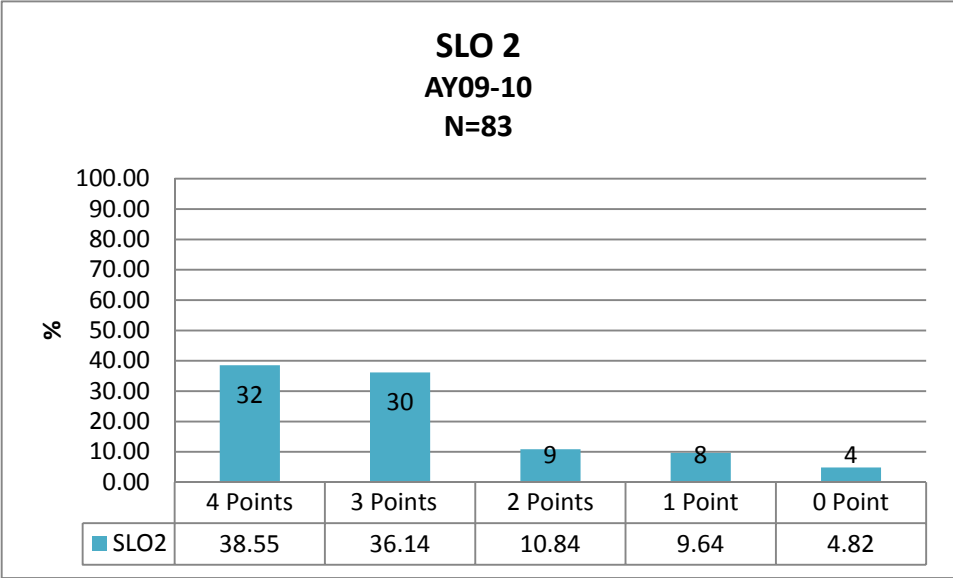
Outcome 5: Effectively manages the teaching and learning environment.

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





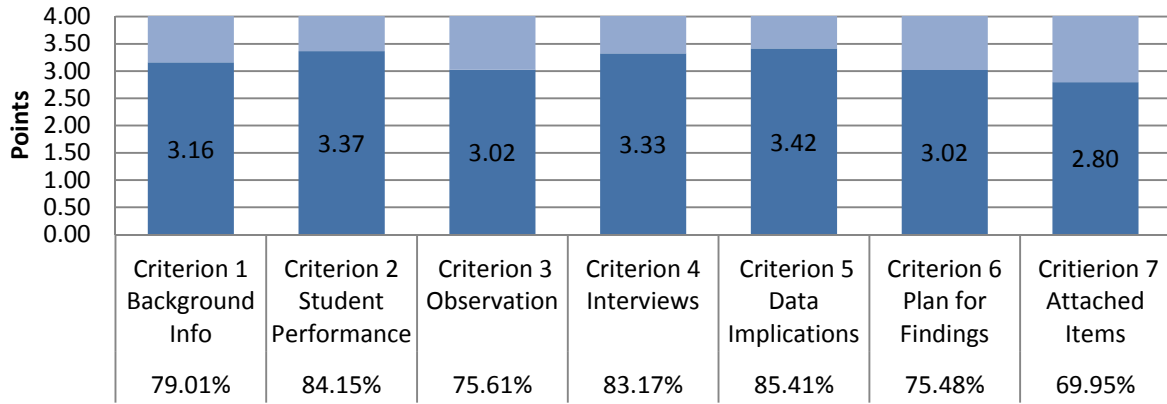
Outcome 2: Assesses student current level of performance using multiple measures.



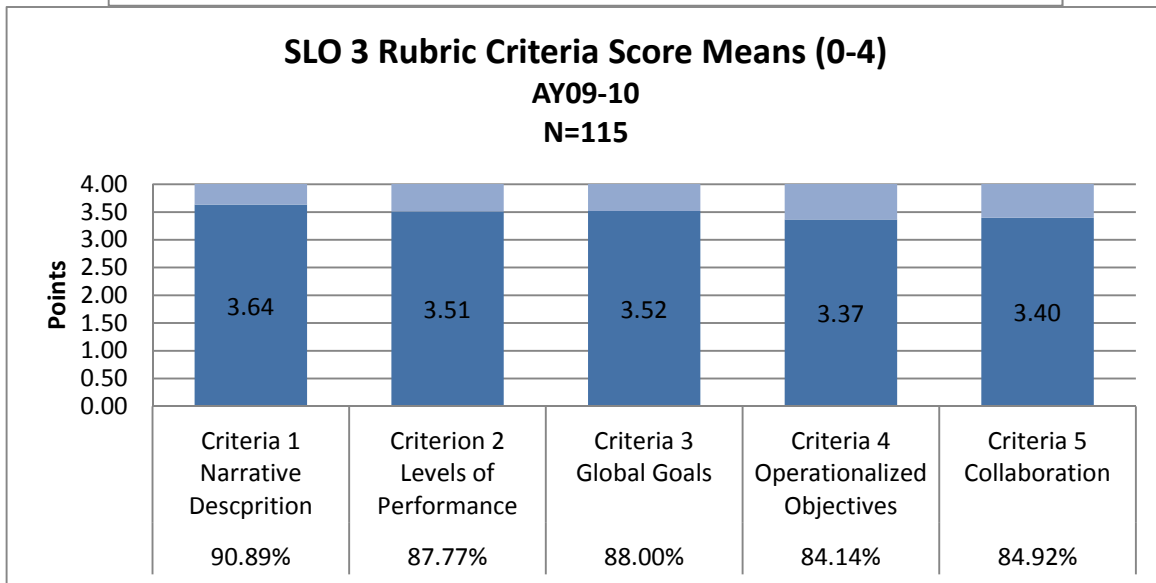
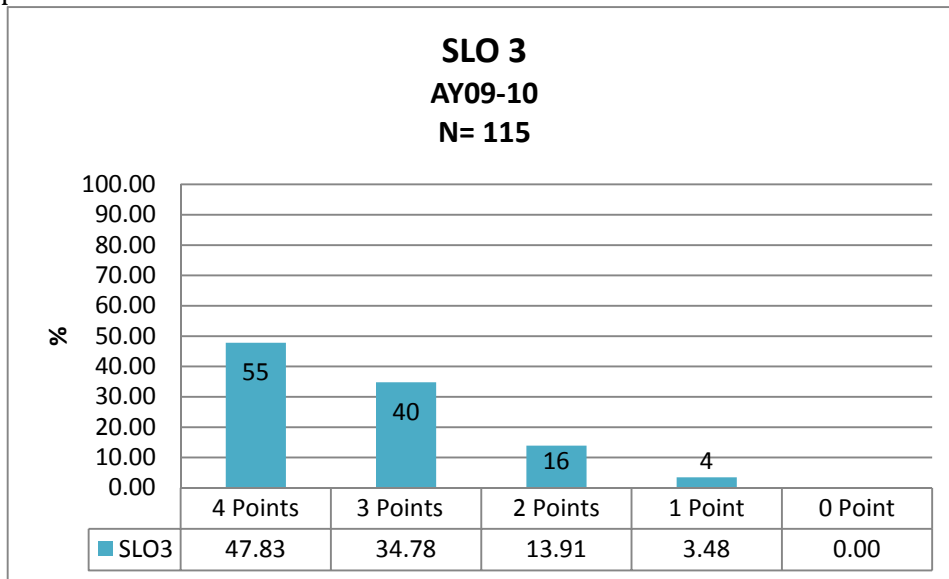
SLO 2 Rubric Criteria Score Means (0-4)

AY09-10

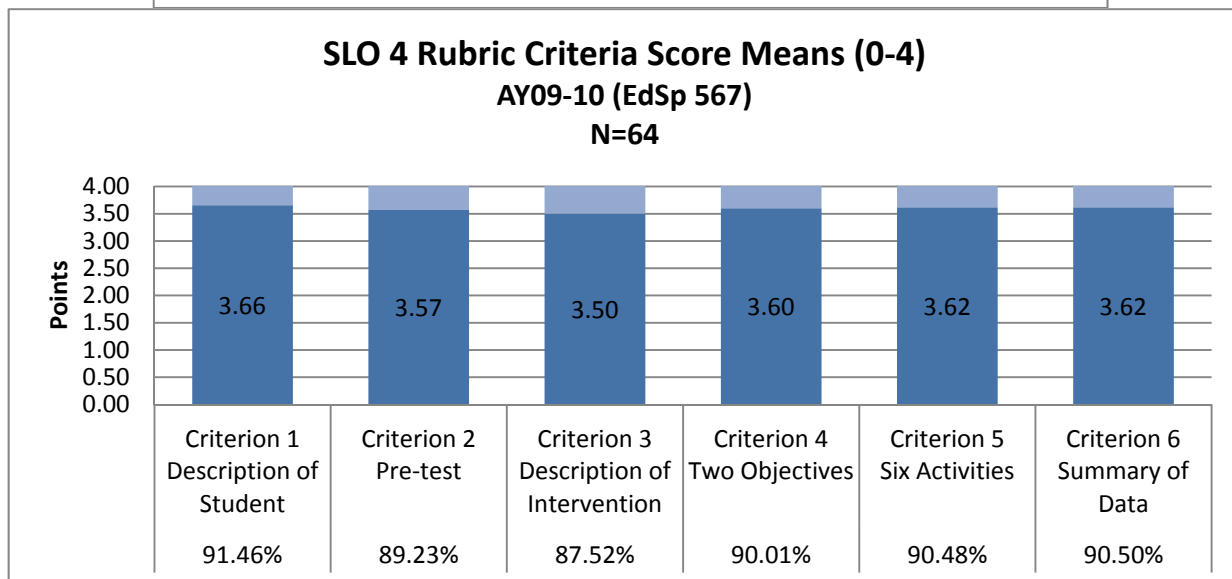
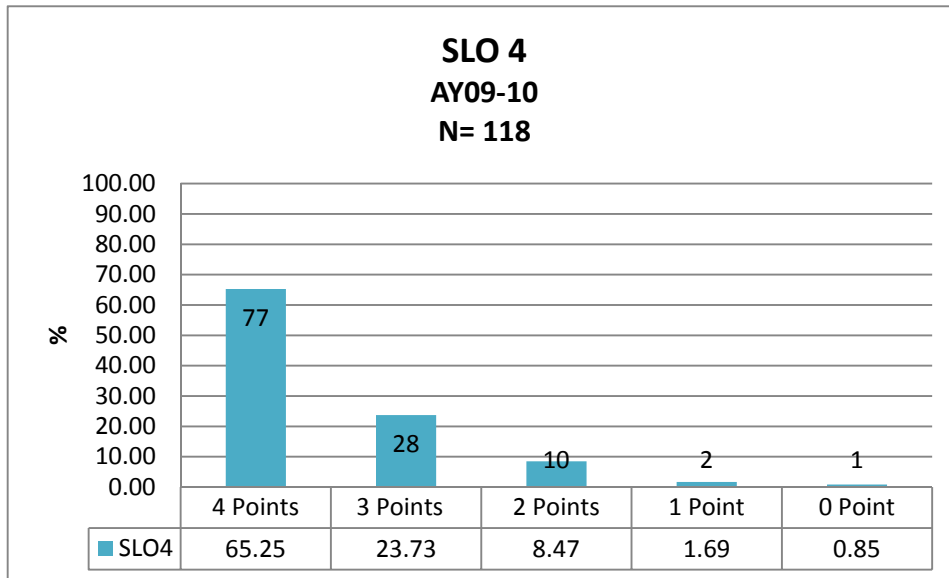
N=83



Outcome 3: Plans individualized education programs in alignment with student needs/competencies and California Content Standards.



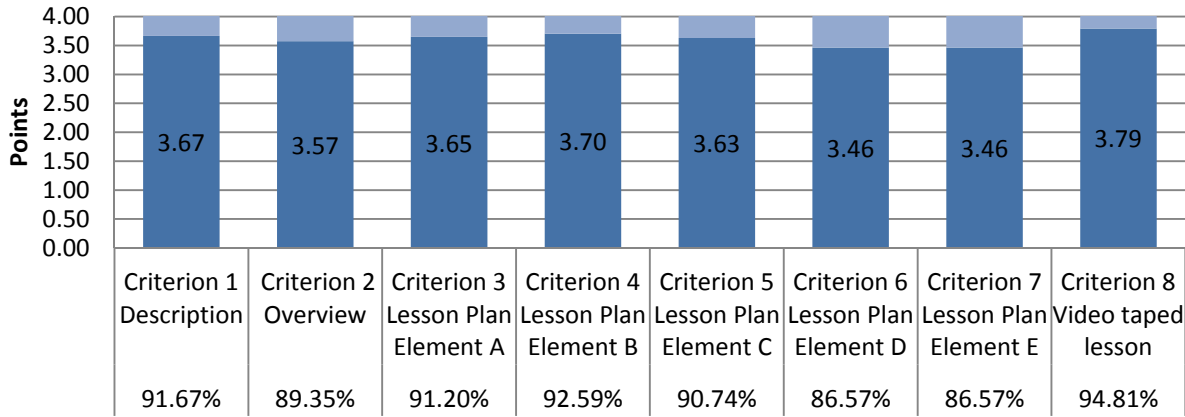
Outcome 4: Designs instructional units based on student data and best practices in special education.



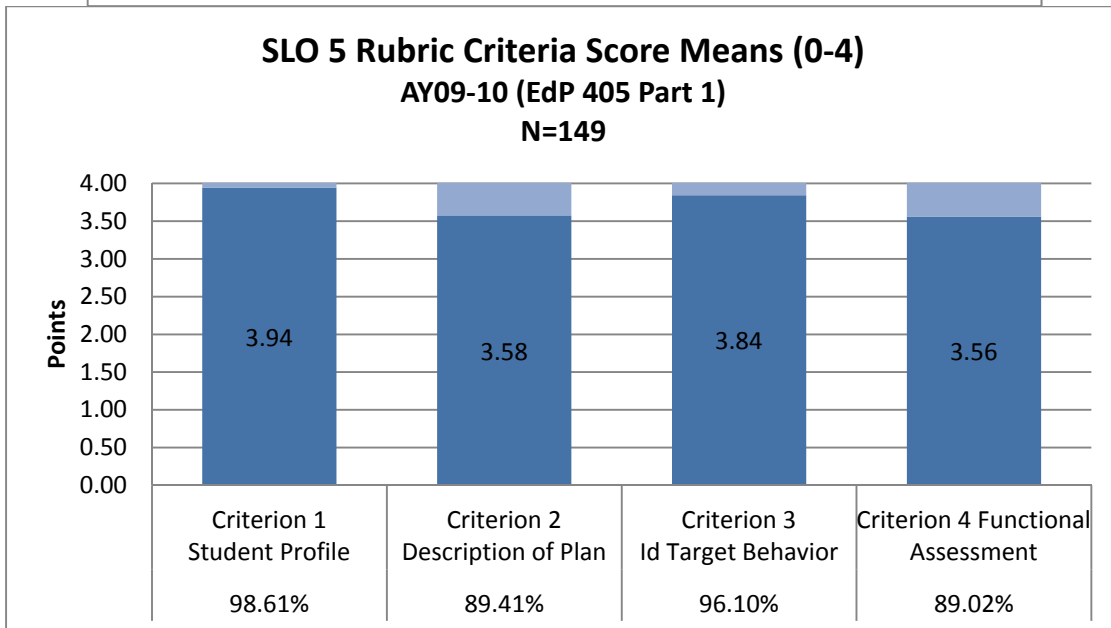
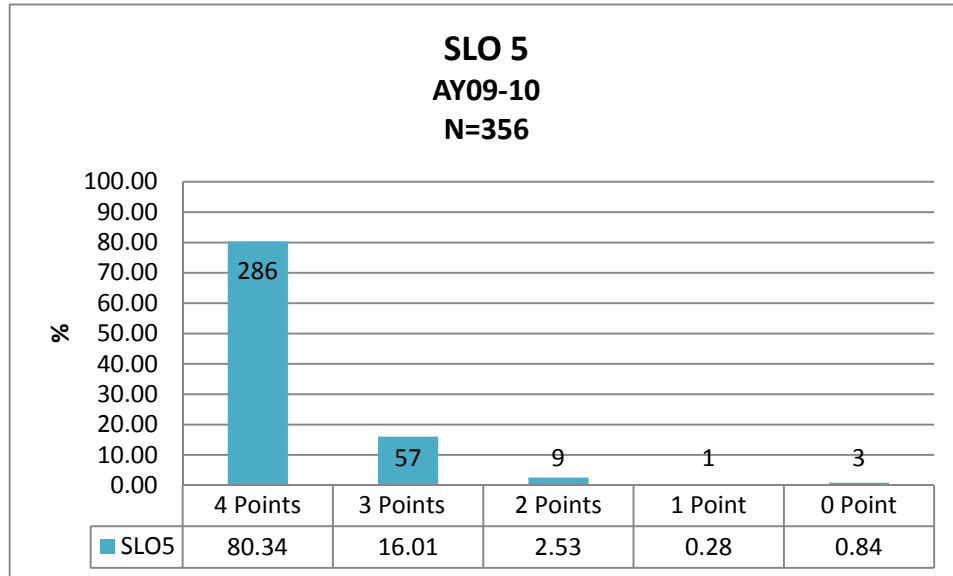
SLO 4 Rubric Criteria Score Means (0-4)

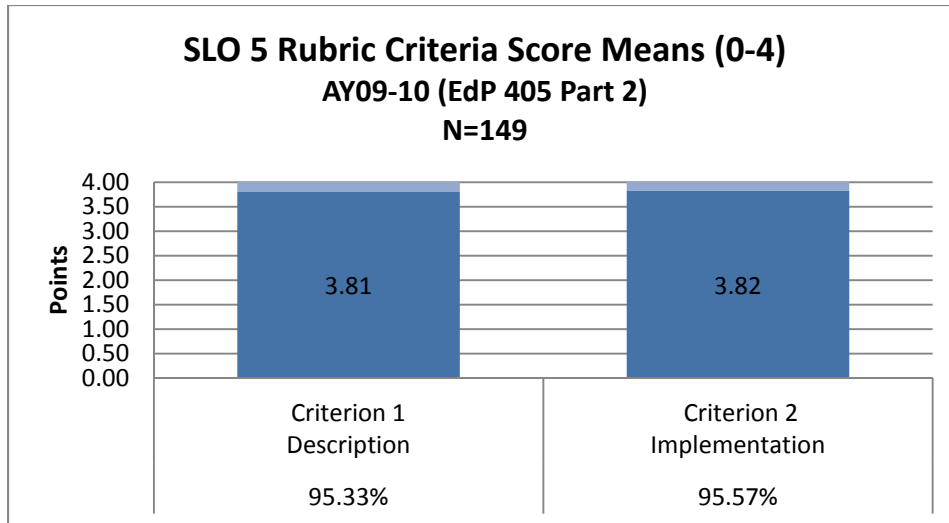
Spring 2010 (EdSp 569)

N=54



Outcome 5: Effectively manages the teaching and learning environment.





- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Data Contents of File 4-B

File 4-B in 2010: Item-Specific Evidence about Education-Specialist Credential Programs (Level I)

- Table 1** *General Concepts and Practices of Teaching: The Effectiveness of CSU Education Specialist Level I Credential Programs According to Employment Supervisors (General Concepts and Practices 1-11)*
- Table 2** *General Concepts and Practices of Teaching: The Effectiveness of CSU Education Specialist Level I Credential Programs According to Employment Supervisors (General Concepts and Practices 12-24)*
- Table 3** *General Concepts and Practices of Teaching: The Effectiveness of CSU Education Specialist Level I Programs According to First-Year Teaching Graduates (General Concepts and Practices 1-11)*
- Table 4** *General Concepts and Practices of Teaching: The Effectiveness of CSU Education Specialist Level I Programs According to First-Year Teaching Graduates (General Concepts and Practices 12-24)*
- Table 5** *Concepts and Practices Specifically for Special Education: The Effectiveness of Education Specialist Level I Credential Programs According to Employment Supervisors of CSU Teaching Graduates*
- Table 6** *Concepts and Practices Specifically for Special Education: The Effectiveness of Education Specialist Level I Credential Programs According to First-Year CSU Level I Graduates*
- Table 7** *Concepts and Practices Specifically for Special Education: The Effectiveness of Education Specialist Level I Credential Programs According to Employment Supervisors of CSU Teaching Graduates*
- Table 8** *CSU Coursework and Fieldwork in Learning to Teach: Value and Helpfulness of Education Specialist Level I Credential Programs When Program Graduates Served as 1st-Year Special Education Teachers*

Table 1
General Concepts and Practices of Teaching: The Effectiveness of CSU Education Specialist Level I Programs
During 2008-09 as Evaluated in 2010 by the Employment Supervisors of the Programs' First-Year Teaching
Graduates

(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your 2009 Evaluation *File-Set 4-B*,
Table 1.)

Evaluation Questions Answered by the K-12 Employment Supervisors of Teaching Graduates of CSU Education Specialist Credential Programs:		This CSU Campus: Education Specialist Programs					CSU System: Education Specialist Programs				
		(1) N	(2) Well or Adequately Prepared	(3) Somewhat or Not Prepared	(4) Mean	(5) SD	(6) N	(7) Well or Adequately Prepared	(8) Somewhat or Not Prepared	(9) Mean	(10) SD
1	... know and understand the subjects of the curriculum at her/his grade level.	8	88%	13%	2.63	.74	162	87%	13%	2.41	.74
2	... organize and manage a class or a group of pupils for instructional activities.	8	75%	25%	2.25	.89	162	84%	16%	2.41	.79
3	... organize and manage student behavior and discipline satisfactorily.	8	88%	13%	2.38	.74	163	80%	20%	2.36	.85
4	... prepare lesson plans and make prior arrangements for class activities.	8	75%	25%	2.38	.92	163	85%	15%	2.40	.79
5	... use an effective mix of teaching strategies and instructional activities.	8	63%	38%	2.25	1.04	163	79%	21%	2.27	.83
6	... meet the instructional needs of students who are English language learners.	6	83%	17%	2.17	.75	143	80%	20%	2.17	.80
7	... meet the instructional needs of students from diverse cultural backgrounds.	8	75%	25%	2.00	.76	157	84%	16%	2.30	.76
8	... meet the instructional needs of students with special learning needs.	8	88%	13%	2.50	.76	162	86%	14%	2.46	.72
9	... communicate effectively with the parents or guardians of his/her students.	8	88%	13%	2.38	.74	162	84%	16%	2.38	.78
10	... maintain positive rapport and foster students' motivation and excitement.	8	75%	25%	2.38	.92	162	88%	12%	2.53	.70
11	... think about problems that occur in teaching and try out various solutions.	8	88%	13%	2.50	.76	162	83%	17%	2.30	.84

Table 2
General Concepts and Practices of Teaching: The Effectiveness of CSU Education Specialist Level I Programs
During 2008-09 as Evaluated in 2010 by the Employment Supervisors of the Programs' First-Year Teaching
Graduates

(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your 2009 Evaluation *File-Set 4-B*,
Table 2.)

<i>Evaluation Questions Answered by the K-12 Employment Supervisors of Teaching Graduates of CSU Education Specialist Credential Programs:</i>		This CSU Campus:					CSU System:				
		Education Specialist Programs					Education Specialist Programs				
Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . .		(1) N	(2) Well or Adequately Prepared	(3) Somewhat or Not Prepared	(4) Mean	(5) SD	(6) N	(7) Well or Adequately Prepared	(8) Somewhat or Not Prepared	(9) Mean	(10) SD
12	... understand child development, human learning and the purposes of schools.	8	88%	13%	2.50	.76	161	89%	11%	2.40	.70
13	... understand how personal, family & community conditions may affect learning.	7	86%	14%	2.29	.76	159	92%	8%	2.39	.69
14	... learn about students' interests and motivations, and how to teach accordingly.	8	88%	13%	2.50	.76	161	86%	14%	2.37	.80
15	... get students involved in engaging activities and to sustain on-task behavior.	8	75%	25%	2.13	.83	160	77%	23%	2.22	.87
16	... use computer-based applications to help students learn curriculum subjects.	7	100%	0%	2.43	.53	146	82%	18%	2.22	.77
17	... use computer-based technology in class activities and to keep class records.	8	100%	0%	2.63	.52	159	86%	14%	2.33	.75
18	... monitor student progress by using formal and informal assessment methods.	8	88%	13%	2.25	.71	160	79%	21%	2.24	.83
19	... assess pupil progress by analyzing a variety of evidence including test scores.	8	63%	38%	2.13	.99	157	79%	21%	2.28	.85
20	... assist individual students in areas of their instructional needs in reading/math.	7	86%	14%	2.29	.76	152	84%	16%	2.36	.77
21	... adjust teaching strategies so all pupils have chances to understand and learn.	8	75%	25%	2.25	.89	159	81%	19%	2.31	.85
22	... adhere to principles of educational equity in the teaching of all students.	8	88%	13%	2.50	.76	159	86%	14%	2.42	.77

23	... use class time efficiently by relying on daily routines and planned transitions.	8	88%	13%	2.38	.74	161	83%	17%	2.34	.87
24	... know about resources in the school & community for at-risk students/families.	7	86%	14%	2.43	.79	155	77%	23%	2.09	.86

Table 3
General Concepts and Practices of Teaching: The Effectiveness of CSU Education Specialist Level I Credential Programs During 2008-09 as Evaluated by the Programs' First-Year Teaching Graduates While They Taught in Special Education

(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your 2009 *Evaluation File-Set 4-B*, Table 3.)

<i>Evaluation Questions Answered in 2010 by Special Education Teachers Who Finished CSU Education Specialist L-1 Programs in 2008-09:</i>		This CSU Campus: Education Specialist Programs					CSU System: Education Specialist Programs				
		(1) N	(2) Well or Adequately Prepared	(3) Somewhat or Not Prepared	(4) Mean	(5) SD	(6) N	(7) Well or Adequately Prepared	(8) Somewhat or Not Prepared	(9) Mean	(10) SD
1	... know and understand the subjects of the curriculum at your grade level(s).	5	60%	40%	1.60	1.14	213	70%	30%	1.95	.84
2	... organize and manage a class or a group of pupils for instructional activities.	5	60%	40%	1.60	.55	214	73%	27%	2.02	.85
3	... organize and manage student behavior and discipline satisfactorily.	5	40%	60%	1.40	.55	214	62%	38%	1.85	.93
4	... prepare lesson plans and make prior arrangements for class activities.	5	80%	20%	2.00	.71	215	79%	21%	2.17	.78
5	... use an effective mix of teaching strategies and instructional activities.	5	60%	40%	1.80	.84	214	78%	22%	2.12	.78
6	... meet the instructional needs of students who are English language learners.	5	40%	60%	1.40	.55	211	75%	25%	2.02	.79
7	... meet the instructional needs of students from diverse cultural backgrounds.	5	80%	20%	1.80	.45	211	79%	21%	2.17	.77
8	... meet the instructional needs of students with special learning needs.	5	100%	0%	2.20	.45	212	87%	13%	2.39	.77
9	... communicate effectively with the parents or guardians of your students.	5	80%	20%	2.20	.84	213	75%	25%	2.04	.87
10	... maintain positive rapport and foster students' motivation and excitement.	5	60%	40%	1.60	.55	211	83%	17%	2.23	.79
11	... think about problems that occur in teaching and try out various solutions.	5	40%	60%	1.40	.55	212	74%	26%	2.08	.90

Table 4
General Concepts and Practices of Teaching: The Effectiveness of CSU Education Specialist Level I Credential Programs
During 2008-09 as Evaluated by the Programs' First-Year Teaching Graduates While They Taught in Special Education

(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your 2009 *Evaluation File-Set 4-B*, Table 4.)

<i>Evaluation Questions Answered in 2010 by Special Education Teachers Who Completed CSU Education Specialist Credential Programs in 07-08:</i>		This CSU Campus:					CSU System:				
		Education Specialist Programs					Education Specialist Programs				
Once you finished your CSU credential program in 2009, and when you were a special ed. teacher in 2009-10, how well prepared were you to ...		(1) N	(2) Well or Adequately Prepared	(3) Somewhat or Not Prepared	(4) Mean	(5) SD	(6) N	(7) Well or Adequately Prepared	(8) Somewhat or Not Prepared	(9) Mean	(10) SD
12	... understand child development, human learning and the purposes of schools.	5	60%	40%	1.40	.89	213	75%	25%	2.05	.86
13	... understand how personal, family & community conditions may affect learning.	5	60%	40%	1.60	1.14	213	83%	17%	2.21	.80
14	... learn about students' interests and motivations, and how to teach accordingly.	5	40%	60%	1.40	.55	214	77%	23%	2.11	.81
15	... get students involved in engaging activities and to sustain on-task behavior.	5	40%	60%	1.20	.84	213	73%	27%	2.02	.87
16	... use computer-based applications to help students learn curriculum subjects.	5	60%	40%	1.60	.55	211	59%	41%	1.71	.91
17	... use computer-based technology in class activities and to keep class records.	5	60%	40%	1.60	.55	210	56%	44%	1.69	.95
18	... monitor student progress by using formal and informal assessment methods.	5	40%	60%	1.40	.55	211	76%	24%	2.07	.86
19	... assess pupil progress by analyzing a variety of evidence including test scores.	5	80%	20%	1.80	.45	210	74%	26%	1.99	.85
20	... assist individual students in areas of their instructional needs in reading/math.	5	60%	40%	1.40	.89	209	74%	26%	2.03	.83
21	... adjust teaching strategies so all pupils have chances to understand and learn.	5	60%	40%	1.60	.55	214	79%	21%	2.14	.79
22	... adhere to principles of educational equity in the teaching of all students.	5	80%	20%	1.80	.45	214	86%	14%	2.29	.76

23	... use class time efficiently by relying on daily routines and planned transitions.	5	80%	20%	2.00	.71	211	77%	23%	2.07	.82
24	... know about resources in the school & community for at-risk students/families.	5	40%	60%	1.40	1.14	210	57%	43%	1.64	.96

Table 5

Concepts and Practices for Special Education Teaching: The Effectiveness of CSU Education Specialist Level I Programs

During 2008-09 as Evaluated in 2010 by the Employment Supervisors of the Programs' First-Year Teaching Graduates

(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your 2009 *Evaluation File-Set 4-B*, Table 5.)

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

16	... collaborate with para-educators in meeting students' instructional needs.	7	100%	0%	2.43	.53	159	78%	22%	2.24	.87
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Table 6
Concepts and Practices for Special Education Teaching: The Effectiveness of CSU Education Specialist Level I Programs

During 2008-09 as Evaluated by the Programs' First-Year Teaching Graduates While They Taught in Special Education

(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your *2009 Evaluation File-Set 4-B, Table 6.*)

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

15	... work with other teachers in inclusive school environments.	5	80%	20%	2.00	.71	209	66%	34%	1.88	.99
16	... collaborate with para-educators in meeting students' instructional needs.	5	100%	0%	2.00	.00	207	63%	37%	1.77	.99

Table 7

CSU Coursework and Fieldwork in Learning to Teach: Value and Helpfulness of Education Specialist Level I Programs

When the Programs' Graduates from 2008-09 Served as Special Education Classroom Teachers During 2009-10 (For Comparable Findings about Program Effectiveness in the 2008-09 Academic Year, Please See Your 2009 Evaluation File-Set 4-B, Table 7.)

Questions Answered by Graduates of Education Specialist Programs:	This CSU Campus: Education Specialist Programs					CSU System: Education Specialist Programs				
	(1) <i>N</i>	(2) Very or Somewhat Valuable	(3) A Little or Not Valuable	(4) <i>Mean</i>	(5) <i>SD</i>	(6) <i>N</i>	(7) Very or Somewhat Valuable	(8) A Little or Not Valuable	(9) <i>Mean</i>	(10) <i>SD</i>
A. How Valuable or Helpful Was Instruction for Special-Education										
1. Instruction in the characteristics of pupils who are special-education eligible.	5	80%	20%	2.00	.71	203	85%	15%	2.33	.83
2. Instruction in the effects of cultural and linguistic backgrounds in special education.	5	80%	20%	2.20	.84	203	86%	14%	2.38	.80
3. Instruction in designing curriculum for students with disabilities.	5	60%	40%	1.80	.84	205	80%	20%	2.32	.85
4. Instruction in research-validated practices for teaching in special education.	5	60%	40%	1.80	.84	204	87%	13%	2.41	.79
5. Instruction in the uses of positive behavioral support techniques.	5	80%	20%	2.00	.71	205	87%	13%	2.46	.78
6. Instruction in implementing lessons in small-group and whole-class teaching.	5	40%	60%	1.60	.89	201	81%	19%	2.30	.84
7. Instruction in modifying/adapting instruction for students with disabilities.	5	80%	20%	2.00	.71	204	87%	13%	2.43	.77
8. Instruction in monitoring outcomes and modifying instruction accordingly.	5	60%	40%	1.80	.84	203	83%	17%	2.33	.82
9. Instruction in the assessment of students with disabilities.	5	100%	0%	2.20	.45	206	89%	11%	2.51	.74
10. Instruction in how to collaborate with other teachers and support personnel.	5	100%	0%	2.40	.55	204	77%	23%	2.18	.93
11. Instruction in working with students' parents, families and caregivers.	5	80%	20%	2.60	.89	202	76%	24%	2.17	.91
12. Instruction on the uses of reflection in the improvement of one's performance.	5	100%	0%	2.40	.55	203	83%	17%	2.36	.83
B. How Valuable or Helpful Were Fieldwork Assignments in CSU										
13. Your supervised teaching experiences in K-12 schools.	5	80%	20%	2.60	.89	206	85%	15%	2.43	.81
14. Your school visits and observations prior to supervised teaching.	5	40%	60%	1.40	1.14	201	77%	23%	2.23	.93
15. Off-campus fieldwork assignments in my reading methods class.	5	80%	20%	1.80	1.10	191	77%	23%	2.20	.93

16. Guidance and assistance provided by field supervisor(s) from the CSU.	5	80%	20%	2.00	1.22	205	80%	20%	2.23	.90
17. Guidance and assistance provided by supervising teacher(s) in K-12 schools	5	80%	20%	2.20	.84	198	81%	19%	2.31	.85

Table 8
The Quality of Pedagogical Preparation Programs in Relation to Professional Accreditation Standards in California:
Evaluations by Teaching Graduates of Education Specialist Level I Credential Programs One Year After Completion

(For Comparable Findings about Program Effectiveness in the 2007-08 Academic Year, Please See Your 2009 *Evaluation File-Set 4-B*, Table 8.)

<i>Program Qualities Evaluated by ES Program Graduates:</i>	This CSU Campus: Education Specialist Level I Programs					CSU System: Education Specialist Programs				
	(1) <i>N</i>	(2) True or Mostly True	(3) Some-what Or Not True	(4) Mean	(5) SD	(6) <i>N</i>	(7) True or Mostly True	(8) Some-what Or Not True	(9) Mean	(10) SD
1. In the program, I had opportunities to learn high standards and practices for providing services to individuals with disabilities.	5	100%	0%	2.60	.55	195	90%	10%	2.52	.70
2. The program examined educational policies, issues and research, and I developed a professional perspective about my teaching.	5	80%	20%	2.40	.89	196	87%	13%	2.47	.74
3. In the program, I learned to understand and accept differences in human culture, language, gender, age, abilities and disabilities.	5	100%	0%	2.40	.55	193	90%	10%	2.53	.74
4. I had a sequence of field experiences appropriate for my career goals, and I reflected on the many roles of special education teachers.	5	60%	40%	1.80	1.30	190	85%	15%	2.37	.89
5. I was guided and assisted by field supervisor(s) and university supervisor(s) who also evaluated my fieldwork performances.	5	80%	20%	2.20	1.30	193	88%	12%	2.46	.81
6. My supervising teacher(s) frequently observed my teaching, met with me and offered suggestions and advice about my teaching.	5	100%	0%	2.60	.55	196	83%	17%	2.39	.84
7. My university supervisor(s) occasionally observed my class, met with me and offered suggestions and advice about my teaching.	5	80%	20%	2.40	.89	197	83%	17%	2.42	.88

8.	In the program I learned how to manage learning environments that are safe, secure and supportive of special education students.	5	80%	20%	2.20	1.30	193	84%	16%	2.36	.87
9.	Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.	5	60%	40%	1.80	.84	200	83%	18%	2.27	.85

4. **OPTIONAL:** You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

Education Specialist Candidate Evaluation of the University Supervisor (Spring 2010)

Response Summary Report

1. Please enter the name of your University Supervisor.

Item	Count	Percent %
Marlene Daniels	7	20.59%
Tina Arora	5	14.71%
Amy Larsen	4	11.76%
Cara Richards-Tutor	3	8.82%
Kristin Stout	3	8.82%
Rebecca Canges	3	8.82%
Amy Larson	2	5.88%
Chris Lakey	1	2.94%
Dr. Gary Greene	1	2.94%
Gary Greene	1	2.94%
Ms. Daniels	1	2.94%
Nat Hansuvadha	1	2.94%
Professor Kristin Wolff-Stout	1	2.94%
Sue Leonard-Glesen	1	2.94%

2. Advanced Fieldwork Course/s Enrolled in this Semester (select all that apply).

Item	Count	Percent %
EDSP 587B	22	64.71%
EDSP 587A	15	44.12%
EDSP 588B	10	29.41%
EDSP 588A	6	17.65%

3. Advanced Fieldwork Site

Item	Count	Percent %
Traditional Student Teaching	27	79.41%
My own classroom	7	20.59%

4. How many times did your supervisor visit you this semester?

Item	Count	Percent %
6	4	12.12%
4	3	9.09%
5	3	9.09%
3	2	6.06%
5 times	2	6.06%
7	2	6.06%
8	2	6.06%
+8	1	3.03%
10	1	3.03%
12-15	1	3.03%
13 times	1	3.03%
2	1	3.03%
2hrs/week for 16 weeks	1	3.03%
3, attempted for 1 other visit, but programs at school site postponed visit.	1	3.03%
6 times in the classroom and a couple times outside of the classroom	1	3.03%

6-7 times	1	3.03%
about 8	1	3.03%
Every week	1	3.03%
Once a week	1	3.03%
once a week for an hour	1	3.03%
Six	1	3.03%
ten to twelve times this semester	1	3.03%

Average: 3.24

5. My university supervisor reviewed my initial and on-going assessments of my students and provided constructive feedback about them.

Item	Count	Percent %
Excellent	18	52.94%
Very much	12	35.29%
Not at all	2	5.88%
Somewhat	2	5.88%

6. My university supervisor provided concrete and specific feedback regarding my written lesson plans.

Item	Count	Percent %
Excellent	20	58.82%
Very much	11	32.35%
Somewhat	2	5.88%
Not at all	1	2.94%

7. My university supervisor provided concrete and specific feedback regarding my IEPs.

Item	Count	Percent %
Excellent	15	44.12%
Very much	11	32.35%
Somewhat	5	14.71%
Not at all	2	5.88%
Not Applicable	1	2.94%

8. My university supervisor provided concrete and specific feedback about my delivery of instruction.

Item	Count	Percent %
Excellent	26	76.47%
Somewhat	5	14.71%
Very much	3	8.82%

9. My university supervisor offered feedback about means to modify lessons to effectively include all students in the learning process.

Item	Count	Percent %
Excellent	25	73.53%
Very much	5	14.71%
Somewhat	4	11.76%

10. My university supervisor provided me with specific suggestions and feedback about ways to create a positive classroom environment.

Item	Count	Percent %
Excellent	21	61.76%
Very much	7	20.59%
Somewhat	5	14.71%
Not at all	1	2.94%

11. My university supervisor was knowledgeable about classroom management and shared constructive feedback regarding my developing skills in this area.

Item	Count	Percent %
Excellent	23	67.65%
Very much	7	20.59%
Somewhat	4	11.76%

12. My university supervisor shared useful information and provided useful feedback about ways to positively address individual, cultural, and linguistic differences in the classroom.

Item	Count	Percent %
Excellent	23	67.65%
Very much	5	14.71%
Somewhat	4	11.76%
Not at all	2	5.88%

13. My university supervisor provided me with useful information on locating resources and ongoing professional development opportunities in support of my teaching.

Item	Count	Percent %
Excellent	16	47.06%
Very much	12	35.29%
Somewhat	4	11.76%
Not at all	2	5.88%

14. My university supervisor provided me with concrete approaches to collaborate with colleagues in the school as well as how to communicate effectively with families.

Item	Count	Percent %
Excellent	22	64.71%
Very much	8	23.53%
Not at all	2	5.88%
Somewhat	2	5.88%

15. My university supervisor was available to provide support and easy to contact.

Item	Count	Percent %
Excellent	25	73.53%
Somewhat	5	14.71%
Very much	4	11.76%

16. My university supervisor made time to talk with me each visit, or discussed the observations and set goals for the next visit via telephone or email.

Item	Count	Percent %
Excellent	26	76.47%
Very much	7	20.59%
Somewhat	1	2.94%

17. My university supervisor assisted me (e.g., recommendations for sites to visit, writing effective reflections) with completing my field experience log.

Item	Count	Percent %
Excellent	21	61.76%
Very much	5	14.71%
Not Applicable	4	11.76%
Not at all	2	5.88%
Somewhat	2	5.88%

18. My university supervisor offered feedback to help me complete my program portfolio requirements.

Item	Count	Percent %
Excellent	26	76.47%
Somewhat	5	14.71%
Very much	2	5.88%
Not Applicable	1	2.94%

19. My university supervisor made time to talk with my site support team/ Master teacher and was available to answer his/her questions.

Item	Count	Percent %
Excellent	23	69.70%
Very much	6	18.18%
Not at all	3	9.09%
Somewhat	1	3.03%

20. My university supervisor gradually helped me meet the competencies on the Competency Checklist at an acceptable level.

Item	Count	Percent %
Excellent	27	79.41%
Very much	3	8.82%
Somewhat	2	5.88%
Not Applicable	1	2.94%
Not at all	1	2.94%

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

Overall, faculty agreed that there was noted improvement since our last review of program data. We attributed this to improved and clearer rubrics that were in place that academic year (2009-2010). Specific comments were:

- A concern over SLO2 (Assessing student current level of performance using multiple measures). The mean score is 2.94 compared to other SLO means all being above 3.25. Is this significant?
- SLO1 (Describing the legal, ethical, and historical foundations of special education in a multicultural society) appears to be much improved from the previous year. We attributed that to the previous analysis of program data and the resulting change in the midterm exam in the course that addresses this SLO.
- Criterion 5 in SLO2 (Assessing student current level of performance using multiple measures) was much better than before; this had previously been noted as an area of “weakness”.

- Criterion 7 of SLO2 left us with some questions. One instructor of the course that addresses this SLO apparently includes scores for Criterion 7 in the SLO data that is submitted and one instructor does not. This will be addressed in a future meeting and with part-time faculty. The main question is, “Does this criterion address the SLO?” If not, then perhaps it should not be included in SLO data collection but for more specific course or informal program evaluation.
- SLO4 (Designs instructional units based on student data and best practices in special education) showed a higher number of candidates scoring in the 3 and 4 point range overall. Instructors for this course attributed that to providing more direct feedback and input to candidates prior to their submission of the final project.
- Faculty members are extremely pleased with the overall outcomes for SLO5 (Effectively manages the teaching and learning environment) but are realistically concerned that the scores could be inflated. Since the course that primarily addresses this SLO is often taught by part-time faculty, this will also be discussed with them in a future meeting.

6. How do these findings compare to past assessment findings?

In general, the data appears to reflect improvement in SLO scores overall with the exception of the overall mean for SLO2. Other comparisons are included in the points in Q5.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

While we have made some changes in our requirements for candidates in SLO assignments (e.g., the midterm in one course), we tended not to change anything drastically for a couple of reasons. First, we wanted to see data over a couple of years before making changes so that we would be comparing similar content. Second, we were in the process of writing a new program based on the restructuring of the Education Specialist Credential at the state level and realized that there would be new courses, new standards, new assignments, and new rubrics at that time.

One thing that we have changed in our program, in order to address our concern about inflated grades, is to develop a new policy (put in place this year, 2010-2011) that puts more restrictions on candidates’ resubmission of assignments. In the past, there were few limitations on who could resubmit assignments and for what degree of percentage points. With the new policy, we are hoping that assigned grades will more accurately reflect the knowledge, skills, and abilities of our candidates. We also realize that this could result in apparently lower SLO scores for this academic year.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
	Develop new rubrics for the new courses and submit to Assessment Office	Course instructors	Due dates of related assignments
	Implement new policy regarding resubmission of assignments	Course instructors	Due dates of related assignments