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

Institution: California State University Long Beach

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

Program documented in this report: Education Specialist Level I

Name of Program: Education Specialist Level I

Credential awarded: Education Specialist Preliminary Level I

Is this program offered at more than one site? No

Program Contact: Cara Richards-Tutor

Phone #: 562/985-1938

E-Mail: crichar4@csulb.edu

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 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 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 build capacities and candidate competence in the following key program areas: Collaboration, Diversity, Literacy, Technology, & Transition. 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 Level I Education Specialist Program has 6 Student Learning Outcomes (SLOs) that are aligned to our program key areas as well as the key ideas of the College of Education Conceptual Framework. See table 1 for complete description of SLOs and their alignment to the key ideas of the conceptual framework.

Each year we accept slightly over 100 students into the Level I credential program (see table 2 for specific data for the AY 07-08 and AY 08-09 years). 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. Each year approximately 70 students enroll in fieldwork and then apply for the Level 1 credential (See tables 3 & 4 for specific data from AY07-08 and AY08-09).

There have been a few major changes to the Level I program since the last CTC report in April, 2001:

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) There has been some change in program faculty as existing faculty have taken on various administrative positions in the College (e.g., Department Chair, Associate Dean, Dean; see table 5 for program faculty profile information)
3) The program has had new coordinators in 2007-2008.
4) Approval for CLAD certification through Level I – approved 2006-2007.

The SLOs described in table 1 form the foundation of our Level I program. These SLOs were refined in Spring 2008 as part of a college-wide assessment project. The data presented in this report for AY 07-08 and 08-09 are related to these outcomes, with some slight variation in 07-08 as the SLOs were in development.

Table 1
Student learning outcomes (SLOs), signature assignment related to the SLO, and the college key principles of the conceptual framework, state and national standards which both the SLOs and signature assignments are aligned

SLOs	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 6: Discusses characteristics of effective communication and collaboration with families and other professionals.
Signature Assignment(s)	Legal/philosophical exam scored via rubric	Case study-assessment plan scored via rubric	IEP writing assignment scored via rubric;	Reading Intervention Project scored via rubric; Instructional Unit Plan Assignment	Behavior Intervention project scored via rubric	Collaboration portion of IEP assignment-In development
National Standards	Standards 1, 9 (CEC)	Standards 2, 8 (CEC)	Standard 3, 7 (CEC)	Standard 4 (CEC)	Standard 5 (CEC)	Standard 10 (CEC)
State Standards	Standards 10, 11(CA)	Standards 22 (CA)	Standard 23 (CA)	Standard 23 (CA)	Standards 15, 24 (CA)	Standard 16 (CA)
Conceptual Framework	Values Diversity, Prepares Leaders, School Improvement	Promotes Growth, Research and Evaluation, School Improvement	Promotes Growth	Promotes Growth, Research and Evaluation, School Improvement	Promotes Growth, Research and Evaluation	Service and Collaboration
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Student Learning	Professional Knowledge and Skills; Professional Dispositions

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

	Transition Point 1 Admission to Program					
	2007-2008			**2008-2009**		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	150	113	n/a	92	70	n/a

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]**
Credential Program Advanced Fieldwork (EDSP 587 & 588 A and B)	67 Student Teachers/Interns advanced to fieldwork	81 Student Teachers/Interns advanced to fieldwork

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

	Transition Point 3 Exit	
	2007-2008	**2008-2009**
Degree	0	0
Credential[3]	63	65

Table 5
Faculty Profile 2007-2009

Status	2007-2008	2008-2009
Full-time TT/Lecturer	7	6
Part-time Lecturer	15	14
Total:	22	20

**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.

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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] 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.

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.

Once admitted to the Level I Education Specialist Program there are 6 signature assignments that are directly aligned to our 6 SLOs (See table 6 for SLOs, related signature assignment, and description of assignment).

During the AY 2007-2008 we were in the process of developing 0-4 point rubrics, and therefore our signature assignments had to be measured based on the grade the candidates earned on the assignment. The A-F grade was converted into a 0-4 scale (0=incomplete; unable to score (F), 1=does not meet expectations (F or D), 2=meets some expectations (C), 3=meets expectations (B), 4=exceeds expectations (A). Table 7 shows the signature assignment data for Fall 2007 and Spring 2008.

For AY 2008-2009, each of the signature assignments was measured by rubrics that were all on the 0-4 scale. Table 8 shows signature data from Fall 2008 and Spring 2009. Figure 1 displays the means for all candidates who completed the signature assignments in AY 08-09. Because SLO 1 & SLO 2 means were slightly lower than the means for the other SLOs we wanted to examine the signature assignment data for these two SLOs more carefully. Figure 2 shows the means for our candidates for each of the rubric criteria for the signature assignment aligned with SLO 1. Figure 3 shows the means for our candidates for each of the rubric criteria for the signature assignment aligned with SLO 2.

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	Written essay exam that candidates respond to in class
• SLO 2: Assesses student current level of performance using multiple measures.	• EDSP 564: Case Study – Assessment Plan	Candidates choose one student and administer multiple assessments to the student and write the results as well as provide program planning recommendations
• SLO 3: Plans individualized education programs in alignment with student needs/competencies and California Content Standards.	• EDSP 567: IEP Assignment • EDSP 569: IEP Assignment	Candidates write IEP goals and objectives for one student in multiple content areas
• SLO 4: Designs instructional units	• EDSP 567: Reading	Candidates design a reading

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

Table 7
Signature assignment data for Fall 07 and Spring 08

SLO	Signature Assignment	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)	Unable to Score (0)
1	Legal/philosophical exam N=79	29%	25%	19%	27%	0%
2	Case study-assessment plan N=102	70%	17%	5%	8%	0%
3	IEP writing assignment N=105	65%	29%	2%	4%	0%
4	Reading Intervention Project (F07) and Instructional Unit Plan Assignment (S08) N=105	70%	21%	7%	2%	0%
5	Behavior Intervention project N=105	51%	37%	9%	3%	0%
6	Collaboration portion of IEP assignment N=123	In Development				

Table 8
Signature assignment data for Fall 08 and Spring 09

SLO	Signature Assignment	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)	Unable to score (0)
1	Legal/philosophical exam N= 32	40.6%	25%	31.3%	3.1%	0%
2	Case study-assessment plan N=70	43.9%	30.6%	13.3%	5.1%	7.1%
3	IEP writing assignment N=164	58.5%	32.9%	5.5%	1.2%	1.8%
4	Reading Intervention Project (F07) and Instructional Unit Plan Assignment (S08) N=224	54.9%	34.8%	6.7%	1.3%	2.2%
5	Behavior Intervention project N=291	58.4%	22.3%	11.6%	2.8%	4.8%
6	Collaboration portion of IEP assignment N=61	75.4%	21.3%	3.3%	0%	0%

Figure 1
Mean Scores for all SLOs for AY08-09

AY08-09 SLO Means
(Education Specialist I)

SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
3.03	2.99	3.45	3.39	3.27	3.72
N=32	N=98	N=164	N=224	N=291	N=61
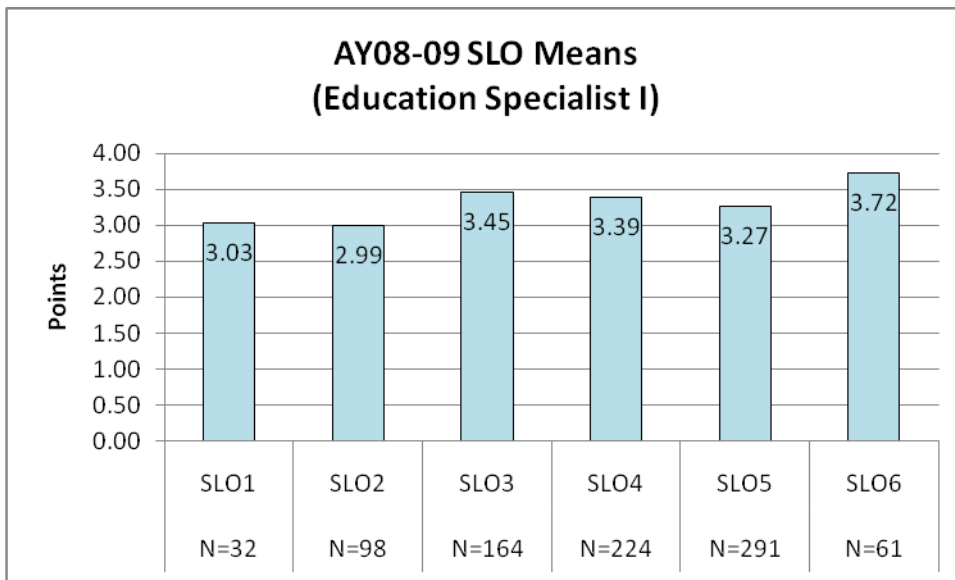
Figure 2
SLO 1 rubric criteria

SLO 1 Rubric Criteria Score Means (0-4)
Spring 2009
N= 32

	Criterion 1 Historical Foundations	Criterion 2 Ethical Standards	Criterion 3 Federal Legislation
	3.44	3.66	2.72
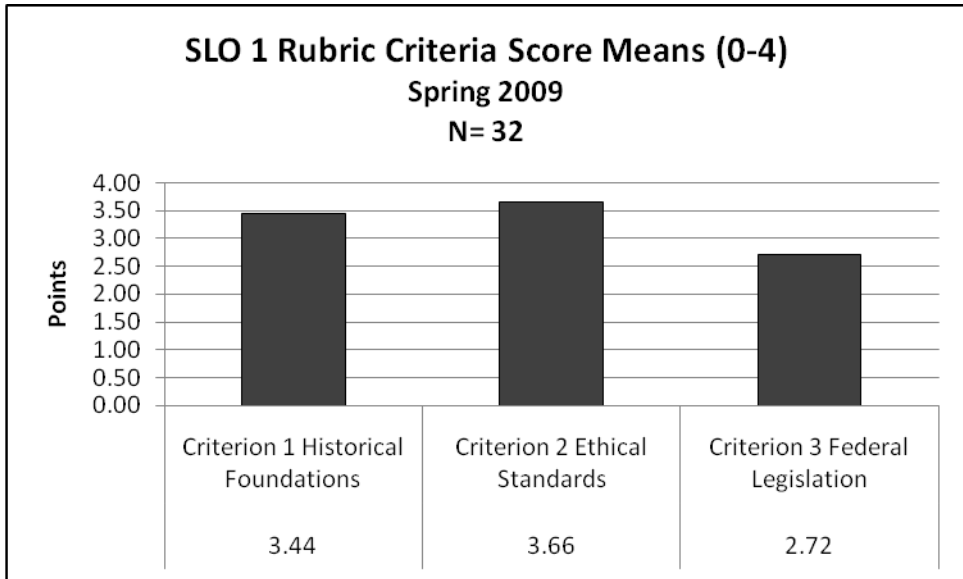
Figure 3
SLO 2 Rubric Criteria

SLO 2 Rubric Criteria Score Means (0-4)
AY0809
N=70

	Criterion 1 Background Info	Criterion 2 Student Performance	Criterion 3 Observation	Criterion 4 Interviews	Criterion 5 Data Implications	Criterion 6 Plan for Findings	Criterion 7 Attached items
	3.01	2.96	2.51	3.07	2.69	2.93	3.60

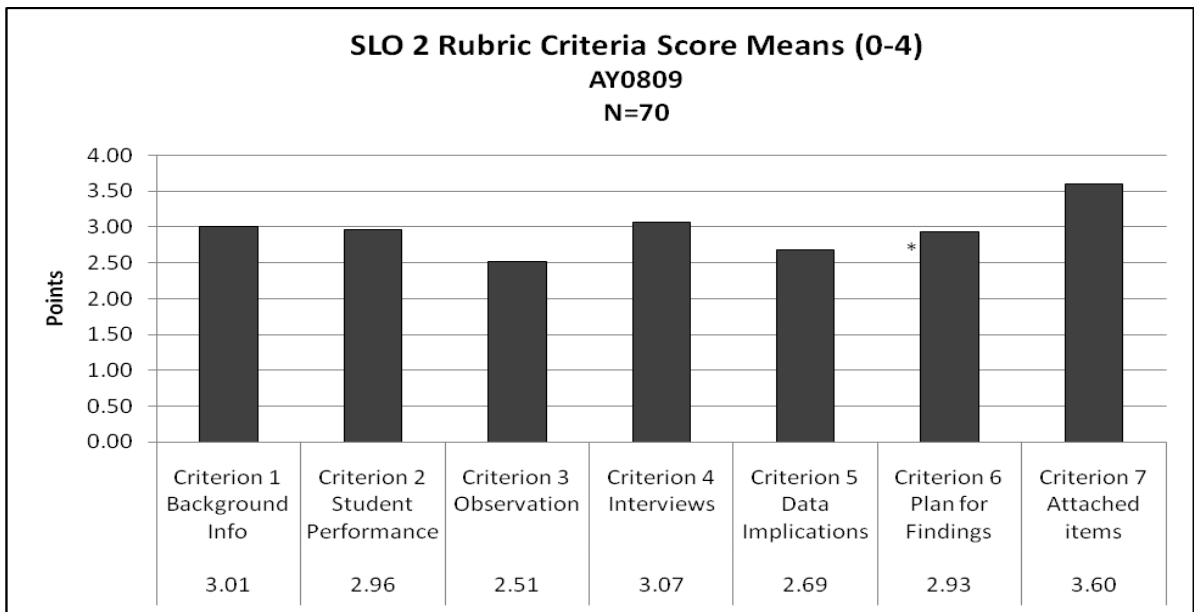**b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?** What additional assessments are used to ascertain program effectiveness as it relates to candidate competence? Please identify 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.

One of the main sources of program effectiveness data for the Education Specialist Level I program is from the CSU system-wide survey required for all graduates and their employers. Return rates are relatively high (average 89% for past 4 years) and therefore this data allows us to examine strengths and weaknesses of the program in comparison to other CSU programs. This also allows us to examine trends over time. The CSU Chancellor survey has four sections that relate the Education Specialist Credential, two sections are particularly relevant to program effectiveness: 1) general concepts and practices of teaching (23 items) and 2) specific concepts and practices (32 items). Each year, the faculty have reviewed the results focusing on the main areas of strengths and areas for improvement identified in this program effectiveness data. The CSU system-wide survey data is reported in two tables for AY 07/08. (Note: At the time this report was written, data from AY08/09 has not been provided yet from the CSU Chancellors Office.) Table 9 contains items that 80% or more of our candidates reported that the program prepared them "well or adequately". Table 10 contains items that less than 80% of our candidates reported that the program prepared them "well or adequately".

Table 9
AY 07-08 CSU Exit Survey-items that more than 80% Education Specialist of candidates responded well or adequately prepared. (N=52)

Survey Item-General Concepts and Practices of Teaching

Graduates of CSULB were *adequately or well prepared to…*	Percent Responded well or adequately prepared
1. Prepare lesson plans and make prior arrangements for students' class activities	98.1%
2. Organize and manage a class or a group of students for instructional activities	96.2%
3. Organize and manage student behavior and discipline satisfactorily	94.2%
4. Use an effective mix of teaching strategies and instructional activities	94.2%
5. Meet the instructional needs of students who are English language learners	80.8%
6. Meet the instructional needs of students from diverse cultural backgrounds	94.2%
7. Meet the instructional need of students with special learning needs	94.2%
8. Understand how personal, family, and community conditions often affect learning	94.2%
9. Learn about my students interests and motivations and how to teach accordingly	94.2%
10. Get student involved in engaging activities and sustain on task behavior	94%
11. use computer-based technology to help students learn the subjects of the curriculum	86.3%
12. use computer based technology for instruction, research, and record keeping	82.7%
13. Monitor student progress by using formal and informal assessment methods	92.2%
14. assess pupil progress by analyzing a variety of evidence including exam scores	90.4%
15. adjust my teaching strategies so all pupils have chances to understand and learn	94.2%
16. Adhere to principles of educational equity in the teaching of all students	94.2%

17. use class time efficiently by relying on daily routines and planned transitions	94.2%

Survey Item-General Concepts and Practices of Teaching

Graduates of CSULB were *adequately or well prepared to…*	Percent Responded well or adequately prepared
19. communicate effectively with parents or guardians of my students	94.2%
20. Think about problems that occur in teaching and to try-out various solutions	94.2%
21. understand my professional, legal, and ethical obligations	94.2%
22. Use class time efficiently by relying on daily routines and planned transitions	96.2%
23. Evaluate and reflect on my own teaching and seek out assistance that leads to professional growth	98.1%

Survey Items-Concepts and Practices of Education Specialist Teaching	Percent Responded well or adequately prepared
1. Know and understand the subjects of the curriculum at my grade level	90.4%
2. Teach reading-language arts according to CA Content Standards in reading	94.0%
3. understand child development, human learning and the purposes of schools	90.4%
4. Teach mathematics according to CA Content Standards	90.0%
5. Teach science according to CA Content Standards	80.0%
6. Teach history and social Studies according to CA Content Standards	86.0%
10. Design hands-on classroom activities that suit the attention spans of my students	92.2%
11. Enable my young students to interact with their peers in healthy, productive ways	94.1%
12. promote academic skills of pupils at different levels of prior proficiency	94.2%
13. extend students' concrete thoughts by familiarizing them with more abstract ideas	88.5%
14. assist students in managing their time and in keeping track of school assignments	90.4%
15. build on peer friendships, develop group skills, and encourage leadership roles.	94.2%

Survey Item- Concepts and Practices of Education Specialist Teaching

Graduates of CSULB were *adequately or well prepared to…*	Percent Responded well or adequately prepared
16. Encourage students to take risks in discovery activities and divergent thinking	88.5%
17. assist students in making ethical judgments	94.2%
18. Assist students in decision-making, problem solving, and critical thinking	92.3%
19. create an environment that supports language use, analysis, practice, and fun	96.1%
20. use language so pupils with different levels understand oral and written English	92.3%
21. teach the skills of English writing and to provide appropriate feedback to students	94.1%
22. assist individual students in the areas of their instructional needs in reading and math	94.1%
23. know and understand federal and state laws that govern special education	94.2%

Survey Item- Concepts and Practices of Education Specialist Teaching

Graduates of CSULB were *adequately or well prepared to…*	Percent Responded well or adequately prepared
24. develop and implement IEPs with parents, teachers, and administrators	94.3%
25. plan instructional activities in integrated settings for pupils with disabilities	96.2%
26. develop student assessments that indicate progress toward IEP objectives	92.0%
27. collaborate with para-educators in meeting students' instructional needs.	88.5%
28. consult with general education teachers about teaching special education students	92.3%
29. conduct educational assessments as defined in students' assessments plans	88.5%
30. use disability specific teaching strategies and activities, when appropriate	86.5%
31. teach disability-specific curriculum when applicable to my specialty area	86.5%
32. develop and implement transition plans for special education students	80.8%

Table 10
AY 07-08 CSU Exit Survey-items that less than 80% Education Specialist of candidates responded well or adequately prepared. (N=52)

Survey Item-General Concepts and Practices of Teaching	
Graduates of CSULB were *adequately or well prepared to…*	Percent Responded well or adequately prepared
18. Know about resources in the school & community for at-risk students/families	75.0%
Survey Item- Concepts and Practices of Education Specialist Teaching	
Graduates of CSULB were *adequately or well prepared to…*	Percent Responded well or adequately prepared
7. Teach visual and performing arts according to CA Content Standards	65.3%
8. Teach P.E. according to the CA framework	57.1%
9. Teach health according to the CA framework	67.3%

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?

Candidate Competence

In the Education Specialist Level I program we use signature assignments as our main sources of data to analyze candidate competence. Overall candidates in the Education Specialist Level I program, on average, met SLOs for the program. As seen it tables 7 and 8, for SLOs 3-5 in AY 07-08 and 08-09 and SLO 6 AY 08-09 over 80% of our candidates consistently met or exceeded expectations. For SLO 1 (AY 07-08 & 08-09) and SLO 2 (AY 08-09) a slightly lower percentage of candidates met or exceeded expectations. In AY 08-09 average scores on signature assignments were all close to 3 (meets expectations) or above 3 (see figure 1). However, SLO 1 and 2 had slightly lower means than the other SLOs. Since the percentages and averages for SLO 1 and 2 were lower then other SLOs we wanted to examine the signature assignment data more closely. To do this we examined assignment descriptions, drafts of rubrics, and for AY07-08 and rubric criteria data for AY08-09.

In examining AY07-08 data with all program faculty in Fall of 2008, we discussed the extremely low number of candidates who met or exceeded expectations on SLO 1, 54%. An analysis of the signature assignment description revealed that the assignment did not accurately reflect the SLO 1. In a discussion of improving candidate performance and program effectiveness, it was decided that the rubric needed to be rewritten so as to create a better fit between the assignment and the SLO. In addition, we noted that the signature assignment for SLO1 was an exam whereas other SLOs in other courses are measured by project-based assignments that allow for resubmission. Changes to the rubric were made for AY08-09. The AY08-09 data indicate that a larger percentage of candidates met or exceeded expectation, approximately 65%. However, a large number of candidates were still not performing at expectations. For AY 08-09 we had additional data to help us understand this trend. In early Fall 2009, we examined the AY08-09 scores on each of the criteria on the rubric for SLO 1. In examining the rubric criteria data for SLO 1 (see figure 2), data indicate that on average candidates performed well on criteria 1 and 2 but performed quite a bit lower on criteria 3, federal legislation. In discussion with program faculty this data came as a surprise since this topic is covered in depth. However, we decided to form a small work group to carefully look at the material covered in the course EDSP 480 where the SLO is measured, to examine the exam question or questions that relate to federal legislation, and to examine the rubric that measures the signature assignment and this criterion particularly.

Although in AY 07-08 the overwhelming majority of candidates met or exceeded expectations on SLO 2, in AY 08-09 this was not the case. In examining the rubric criteria data for SLO 2 (see figure 3), data indicate that candidates performed on average quite a bit lower on two criteria: criterion 3 (observation) and criterion 5 (data implications). In discussing these data with program faculty, faculty who teach the course stated that candidates often lose points on criterion 3 because they either do not complete this part of the report or they do not follow directions closely. We discussed that to improve candidate performance, faculty would examine the criteria description to make sure it is clear for candidates. For criterion 5, faculty discussed several reasons for the lower scores on this criteria. One possibility was that the criteria description might not be clear enough. Second, faculty mentioned that many candidates in this course have not taken the methods courses, and therefore may not have the prerequisite information to complete this part of the assignment. This discussion led to a decision to examine the assignment more carefully to determine if the criteria for data implications is truly measuring SLO 3 (assess student current level of performance using multiple measures), or if it goes beyond what SLO 3 requires. Again a small work group was formed to examine this alignment of the SLO and the assignment as well as the rubric.

Program Effectiveness data

All of the signature assignment data that contributes to candidate competence also is directly related to program effectiveness. That is, signature assignment data contributes to our understanding of the effectiveness of our program. These data contribute to how we build on the strengths of our program and also how we make improvements to our program. Additionally, we have one other set of data we use to evaluate program effectiveness, candidate exit surveys from the CSU-wide Chancellor Survey. At the end of fieldwork in Level I program candidates are required to complete this survey (refer to section IIb for more detailed description of survey).

Data from the CSU survey indicate multiple areas of strength in the Level 1 Education Specialist credential program. In the survey section entitled "General Concepts and Practices of Teaching" over 80% of our candidates reported that they felt well prepared or adequately prepared by our program in each of the areas measured (see table 9), except for one, item 18 "…know about resources in the school and community for at-risk students and families" (see table 10). In the past this item has been under 80%, and our program strongly believed that the overwhelming majority of our candidates should feel well or adequately prepared in this area. Therefore, two years ago in AY06-07 we added an assignment in our prerequisite course EDSP 350 that addresses resources in the school and community for students and their families. However, since the data from the CSU survey are from candidates exiting the program in 07-08, they would have taken EDSP 350 prior to AY06-07. The candidates completing the program in next several years will have completed EDSP 350 with the added assignment. Therefore, the 08-09 and 09-10 surveys will better reflect this change in our program, and we anticipate over 80% of candidates will report feeling well or adequately prepared on this item in future surveys.

In the section of the survey entitled "Concepts and Practices for Education Specialist Teaching," our program is strong in pedagogical knowledge and in teaching content areas of reading/language arts, math, science, and social studies with over 80% of our candidates feeling well or adequately prepared on all items (see table 9) except for three. These three items, 7-9, reflect that candidates do not feel as well prepared to teach visual and performing arts, P.E., and health (see table 10). The CSU survey data also indicate that across the CSUs far less than 80% of the Education Specialist students feel well or adequately prepared. There are several reasons for this. First, Education Specialist Standards from the State of CA and nationally, through CEC, do not include specific standards for each of these areas. Our candidates do not take coursework in these content areas. Our program focuses more on teaching strategies that our candidates can use to help students access the content rather than the content itself. It is reassuring for our program to know that on the pedagogical items and content areas of reading and math (two content areas our teachers teach most) that approximately 90% of our candidates feel well or adequately prepared.

IV.   Use of Assessment Results to Improve Candidate and Program Performance   1-2 pages

The Education Specialist Level I program determined program strengths and areas for improvement based on data from assessments and analysis. In this section we first list our program strengths that we will build from and will continue to work to maintain these areas as program strengths. Second, we list our areas for improvement, specific areas we feel will improve candidate performance and/or program effectiveness. This list is followed by a table which indicates actions to be taken and due dates.

Program Strengths

1. Signature assignment data from AY 07-08 and AY 08-09 indicate that the majority of the candidates exceeded or met expectations for all SLOs.
2. For candidates not meeting expectations, the program implements a variety of interventions designed to meet candidates' unique needs e.g., instructor review and explanation, instructor reading drafts of assignments and providing feedback, peer editing and support, student study groups, online writing tutorials, referral to on-campus writing resources, etc.
3. Overall over 80% of the candidates exiting our program feel well or adequately prepared in a majority of general concepts and practices of teaching.
4. Overall over 80% of the candidates exiting our program feel well or adequately prepared in specific Education Specialist concepts and practices of teaching.

Areas for improvement

1. Using the AY07-08 data based on student grades provided us with limited information to make program improvement decisions. To gather more specific data on how candidates are performing on the signature assignments we created rubrics that include specific criteria. In 08-09 we had rubric data which provided us a more nuanced understanding of candidate performance and program effectiveness. However, multiple years of data using these rubric will provide us with a stronger analysis. We will continue to use rubrics with consistency for all signature assignments.
2. Candidates scored lower on SLO 1, specifically criteria 3. A small work group was formed to carefully look at the material covered in the course EDSP 480 where the SLO is measured, to examine the exam question or questions that relate to federal legislation, and to examine the rubric that measures the signature assignment and this criterion particularly. Faculty from this work group will report to all faculty by December 1.
3. In AY 08-09 candidates scored lower on SLO 2, specifically criteria 3 and 5. This work group will report out by December 1 to all program faculty. Based on what the faculty reports we will determine what steps to take. We may decide to make changes; on the other hand, we may decide to watch for trends in the data over the next few years as we use rubrics consistently.
4. As with other Education Specialist programs across the CSUs our candidates do not feel adequately prepared to teach PE, visual and performing arts, and health. Although these are not the focus content areas of our program, to help our candidates in these areas our program is planning to use more guest speakers as well as use fieldwork seminars to address these topics, as we believe our candidates should have some exposure to these content areas.
5. We will meet to conduct reliability checks of candidate signature assignments using rubrics. This will be done on approximately 20% of the assignments from each course and for comprehensive exams.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Program or Common Standard(s)
1	Review 480 exam: including questions, student samples, syllabus schedule	Kristin, Tina, Sue	Dec.1	Standard 10 & 11
2	Review 564 assignment, rubric, changing implications to PLP	Gary, Rebecca	Dec.1	Standard 22
3	Contact guest speakers for methods classes and set fieldwork seminars in visual and performing arts, PE, and health	Sue	Spring 2010	N/A
4	Meet to conduct reliability checks using rubrics	All	Fall 2011	N/A

Appendix A

COLLEGE OF EDUCATION

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: 10/08/09

Purpose: Level 1 and 2/master Spring 09 data

Attendees:
Susan Leonard-Giesen

Cara Richards

Nat Hansuvadha

Rebecca Canges

Tina Arora

COLLEGE OF EDUCATION

Data Discussion Guide

Data Analysis and Interpretation Discussion

LEVEL 1
SLO 1-EDSP 480 (Legal, Ethical Exam)

<u>Student Learning</u>

• How satisfied are you with the overall performance of students on the signature assignment?
OK, but one criteria was low and we are concerned. Other criteria area were well above 3.0

• On what criteria or sub-skills do students seem to be doing *particularly well*?

• On what criteria or sub-skills do students seem to be *struggling*?

• How do findings on this outcome compare to past results on the outcome?
Better. The students did better from previous year because it moved from in class, take home

• What are the areas of particular concern where you would like to see student performance improve?

<u>Instrument Utility</u>

• Did the signature assignment and/or rubric you used give you the information you were seeking?

Yes, but is it the question, wording, etc.

• Do you want to make any revisions to the signature assignment and/or rubric, or the assessment process?

Possibly…maybe another way to measure

<u>Programs, Courses, and Practices</u>

- What do other data (such as program indicators) say related to your results? (For instance, how do they confirm, contradict, or add to what the direct evidence of student learning suggests?)

--Student teaching…journal writing at the end of the program; syllabus to look at topics and order of topic

- What actions (e.g., policy or curricular changes, faculty development, additional courses or extracurricular opportunities, changes in processes) might you take to improve student learning? Laws are also covered in methods classes but not assessed.

- Who else needs to know about these findings and next steps?

  Kristin Stout-PT instructor

LEVEL 1
SLO 2-EDSP 564 Case Study Assessment
Student Learning

- How satisfied are you with the overall performance of students on the signature assignment?
Satisfied-the vast majority of candidates got a 3 or 4

- On what criteria or sub-skills do students seem to be doing *particularly well*?

- On what criteria or sub-skills do students seem to be *struggling*?

  Observation (omitted) and Data implication (poor) was low below 3.0

- How do findings on this outcome compare to past results on the outcome?
The Data implication piece is generally a lower criteria

- What are the areas of particular concern where you would like to see student performance improve?
  Data implications

Instrument Utility

- Did the signature assignment and/or rubric you used give you the information you were seeking?

Yes, but we may want to review the rubric, is this criteria aligned to the SLO, should we expand the SLO to include implication, expecting too much from them

Possibly, change implications to Present Level of Performance

- Do you want to make any revisions to the signature assignment and/or rubric, or the assessment process?

Possibly

Programs, Courses, and Practices

- What do other data (such as program indicators) say related to your results? (For instance, how do they confirm, contradict, or add to what the direct evidence of student learning suggests?)

Students often have many questions for this section….what is meant by implications, do we teach about how the instruction is related to assessment

- What actions (e.g., policy or curricular changes, faculty development, additional courses or extracurricular opportunities, changes in processes) might you take to improve student learning?

- Who else needs to know about these findings and next steps?

    Lynn Smithey

Closing the Loop and Moving Ahead

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	*Review 480 exam: including questions, student samples, syllabus schedule*	*Kristin, Tina, Sue*	*Dec.1*
2	*Review 564 assignment, rubric, changing Implications to PLP*	*Gary, Rebecca*	*Dec.1*