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 II and Masters of Science

Name of Program: Education Specialist-Level II and Masters of Science

Credential awarded: Education Specialist Level II Professional Clear Credential

Is this program offered at more than one site? No

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

The Professional Level II 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 II program is closely aligned with the Master of Science program in Special Education to encourage further professional growth and development. The Level II and Masters programs combined have seven Student Learning Outcomes (SLOs). Please refer to table 1 for a complete description of the SLOs. Each year we accept approximately 45-50 students in the Level II and Masters of Science program (See table 2 for specific data). Of these students about half are only completing the Level II program, and the other half are completing both the Level II and Masters of Science programs. Since there is significant overlap in the candidates in the Level II and Masters of Science program and the coursework in the programs, this report will discuss both programs.

For each of our program SLOs there is a signature assignment in a program course to measure the outcome. Candidates in our Level II program take 4 courses (12 units) which meet program SLOs 1-5 and, if the students are earning a moderate/severe professional credential, they also are required meet SLO 6. Candidates in the Masters of Science program complete all the 12 units of Level II coursework, and take an additional 18+ units of coursework (for a total of 30 units) which includes research methods, electives, and culminating experiences (i.e., a Master's thesis or comprehensive examination; See table 3 for detailed data on culminating experience). Candidates in the Masters of Science program have an additional SLO, SLO 7 (analyze and synthesize research in special education through written communication). Each year we have approximately 20 students complete the Masters of Science in Special Education and between 30-50 apply for the Professional Clear credential (See table 4).

The Level II and Masters program reflects the 6 key ideas in the College of Education Mission and Conceptual Framework: growth and learning, social responsibility, diversity, service and collaboration, school improvement, research, scholarship and evaluation. (See table 1 for the alignment of program SLOs to the conceptual framework.) The program builds upon the foundational knowledge and skills developed in the Level I program. 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 II program builds upon these capacities and extends candidate competence in key program areas: Collaboration, Diversity, Literacy, Technology, & Transition. The Level II program is designed to allow candidates to continue to develop as reflective practitioners in advanced skill areas and knowledge. The Masters of Science program in Special Education prepares candidates to attain leadership positions in public and private schools for individuals with disabilities. The program is aimed at developing advanced skills and knowledge of current research in special education, and demonstration of the ability to engage in reflective inquiry.

There have been a few major changes to the Level II and Masters of Science programs since the last CTC report in 2006-2007:

1. Program faculty have revised the student learning outcomes for the program so that they align with the current CTC Education Specialist Level II standards, and also meet the program goals for

our Masters of Science candidates.
2. There has been some change in program faculty as new full-time faculty have been hired and 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 2007-08, and in 2008-09.

The SLOs described in table 1 form the foundation of our Level II and Masters 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: Effectively apply theory to practice	Outcome 2: Analyze data to guide instructional decision-making.	Outcome 3: Determine effective behavioral, emotional, and environmental supports for student learning	Outcome 4: Effectively plan for transition	Outcome 5: Effectively collaborate and consult with teachers, parents, and other school professionals	Outcome 6: Demonstrate leadership skills in systems change efforts (Level 2 Moderate/Severe ONLY)	Outcome 7: Analyze and synthesize research in special education through written communication (M.S. degree only)
Signature Assign-ment(s)	Reflective practice assignment	Model Program project/case study	Model Program project/case study	Transition plan	MAPS assignment	Model Program project/case study	Exam
National Standards		CEC Standard 4: Effective instructional Strategies CEC Standard 6: Language CEC Standard 7: Instructional Planning CEC Standard 8: Assessment	CEC Standard 5: Learning Environments and Social Interactions		CEC Standard 10: Collaboration	CEC Standard 9: Professional and Ethical Practice	
State Standards	CTC Standard 15: Current and Emerging Research and Practices	Practices CTC Standard 13: Data-based Decision Making Standard 18: Assessment (M/M) Standard 19: Curriculum & Instruction (M/M)	CTC Standard 14: Advanced Behavioral, Emotional, and Environmental Supports CTC Standard 15: Current and Emerging Research and Practices	CTC Standard 16: Transition and Transition Planning CTC Standard 15: Current and Emerging Research and Practices	CTC Standard 20: Collaboration and Consultation (M/M only) CTC Standard 18: Advanced Communication Skills (M/S only) CTC Standard	CTC Standard 19: Leadership and Management (M/S only)	CTC Standard 15: Current and Emerging Research and Practices

SLOs	Outcome 1: Effectively apply theory to practice	Outcome 2: Analyze data to guide instructional decision-making.	Outcome 3: Determine effective behavioral, emotional, and environmental supports for student learning	Outcome 4: Effectively plan for transition	Outcome 5: Effectively collaborate and consult with teachers, parents, and other school professionals	Outcome 6: Demonstrate leadership skills in systems change efforts (Level 2 Moderate/Severe ONLY)	Outcome 7: Analyze and synthesize research in special education through written communication (M.S. degree only)
		CTC Induction Standard 19: Teaching EL Learners			15: Current and Emerging Research and Practices		
Conceptual Framework	Promotes Growth, Prepares Leaders, Research and Evaluation	School Improvement, Values Diversity	School Improvement, Values Diversity	School Improvement, Prepares Leaders	Prepares Leaders, Service and Collaboration	Promotes Growth, Service and Collaboration	Research and Evaluation
NCATE Elements	Pedagogical Content Knowledge	Pedagogical Content Knowledge, Student Learning	Pedagogical Content Knowledge, Student Learning	Pedagogical Content Knowledge	Professional Knowledge and Skills, Professional Dispositions	Professional Knowledge and Skills, Professional Dispositions	Pedagogical Content Knowledge

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	52	50	47	66	46	42

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	2
Comps[4]	18	18
Project (695)[5]	0	0
Other (Advanced Credential Programs Only)	0	0

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

	Transition Point 3 Exit	
	2007-2008	2008-2009
Degree	16	15
Credential[6]	44	28

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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.

[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 5
Faculty Profile 2007-2009

Status	2007-2008	2008-2009
Full-time TT/Lecturer	7	6
Part-time Lecturer	2	1
Total:	9	7

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

The program submits information on how candidate and program completer performance are assessed and a summary of the data. The length of this section depends on the size of the program and how data is reported. The information and data submitted in this section will be used as the basis for the analysis and action plan submitted in Sections III and IV.

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

Once admitted to the Level II/masters program there are 7 signature assignments that are directly aligned to our 7 SLOs (See table 6 for SLO, signature assignment, and description of assignment). The Level II only program (without the masters degree) has 6 key assessments which meet the 6 SLOs.

During the 2007-2008 academic year we were in the process of developing rubrics and therefore our signature assignments were 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 & 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 assignment data from Fall 2008 and Spring 2009. Additionally for students completing our masters degree program, we have comprehensive exam data. Table 9 displays the comprehensive exam data for candidates who completed the program in Spring 2008 and Spring 2009.

Table 6
Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
• SLO 1: Candidates will effectively apply theory to practice	• EDSP 546C: Reflective Practice Project	Action research project in which candidates reflect on theory and relate it to a practice they chose to implement
• SLO 2: Candidate will analyze data to guide instructional decision-making	• EDSP 563: Model Program Project • EDSP 565: Case Study	Model Program project: Candidates develop a model program that supports students with significant disabilities in general education. Focus is on using academic and behavior data to develop the program
• SLO 3: Candidate will determine effective behavioral, emotional, and environmental supports for student learning	• EDSP 563: Model Program Project • EDSP 565: Case Study	Case Study: Candidates design and intervention that includes both academic and behavior components and is based on data
• SLO 4: Candidate will effectively plan for transition	• EDSP 566: Transition Plan	Candidates write transition portion of IEP, IFSP or SOP
• SLO 5: Candidate will effectively collaborate and consult with teachers, parents, and other school professionals	• EDSP 535: MAPS Project	Candidates work with one student and the important people in their lives to create an action plan that focuses on the students goals and dreams
• SLO 6: Candidate will demonstrate leadership skills in systems change efforts (Level 2 M/S ONLY).	• In development	
• SLO 7: Candidate will analyze and synthesize research in special education through written communication (M.S. degree only)	• EDSP 550: Final Exam	Exam that requires candidates to synthesize and analyze literature in special education

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	Reflective Practice N=31 (Fall 07 & Spring 08	41.9%		35.5%		16.1%		6.5%		0%
2	F07 Model Program N=11 Case Study N=19	Model Program 81.8%	Case Study 52.6%	Model Program 0%	Case Study 31.6%	Model Program 9.1%	Case Study 0%	Model Program 9.1%	Case Study 15.8%	0%
3	Model Program N=11 Case Study N=19 (Fall 07)	Model Program 81.8%	Case Study 52.6%	Model Program 0%	Case Study 31.6%	Model Program 9.1%	Case Study 0%	Model Program 9.1%	Case Study 15.8%	0%
4	Transition Plan N=19 (Fall 07)	100%		0%		0%		0%		0%
5	MAPS N=36 (Spring 08)	88.9%		8.3%		2.8%		0%		0%
6	Model Program N=11 (Fall 07)	81.8%		0%		9.1%		9.1%		0%
7	550 Exam N=17 (Fall 07)	58.8%		29.4%		5.9%		5.9%		0%

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	Reflective Practice N=35 (Fall 08 & Spring 09)	91.4%	8.6%	0%	0%	0%
2	Model Program or Case Study N=36 (Fall 08)	61.1%	33.3%	5.56%	0%	0%
3	Model Program or Case Study N=36 (Fall 08)	58.3%	30.56%	11.1%	0%	0%
4	Transition Plan N=41 (Fall 08 & Spring 09)	70.7%	26.8%	2.4%	0%	0%
5	MAPS N=44 (Spring 09)	88.6%	11.4%	0%	0%	0%
7	550 Exam N=18 (Fall 08)	26.5%	64.7%	8.8%	0%	0%

*Note: SLO 6 was not measured during AY08-09 because the signature assignment and rubric were being developed.
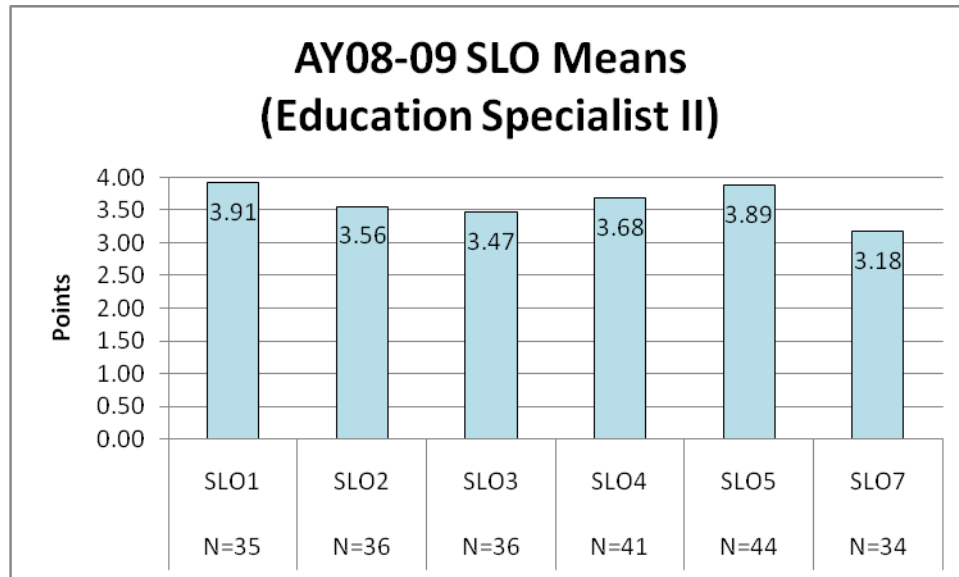
Figure 1
Mean scores across all SLOs for AY08-09

Table 9
Comprehensive Exam Data from Spring 2008 & Spring 2009

	Exceeds Expectations (4)		Meets Expectations (3)		Meets Some Expectations (2)		Does Not Meet Expectations (1)	
Take home 1 S08 N=19 S09 N=16	5.25% S08	0% S09	89.5% S08	100% S09	0% S08	0% S09	5.25% S08	0% S09
Take home 2 S08 N=18 S09 N=16	11.1% S08	12.5% S09	50% S08	75% S09	33.3% S08	12.5% 09	5.6% S08	0% S09
On campus S08 N= 18 S09 N=16	0% S08	18.8% S09	55.6% S08	81.2% S09	33.3% S08	0% S09	11.1% S08	0% S09

In AY08-09, the means for SLO 7 were slightly lower than the means for the other SLOs so we wanted to examine the signature assignment data for this SLO more carefully. Figure 2 shows the means for our candidates for each of the rubric criteria for the signature assignment aligned with SLO 7. Figure 3 shows the means for our candidates for each of the rubric criteria for the comprehensive exam data which is also aligned with SLO 7.
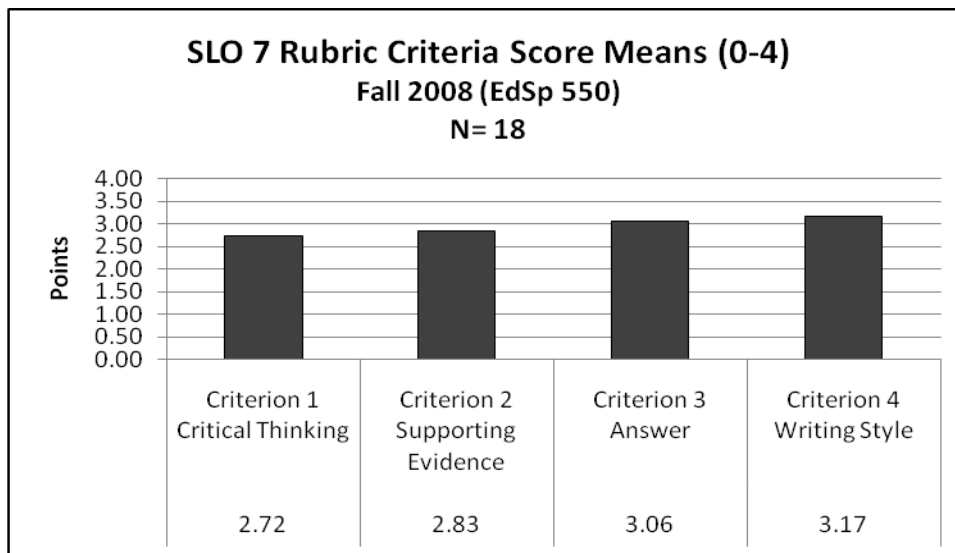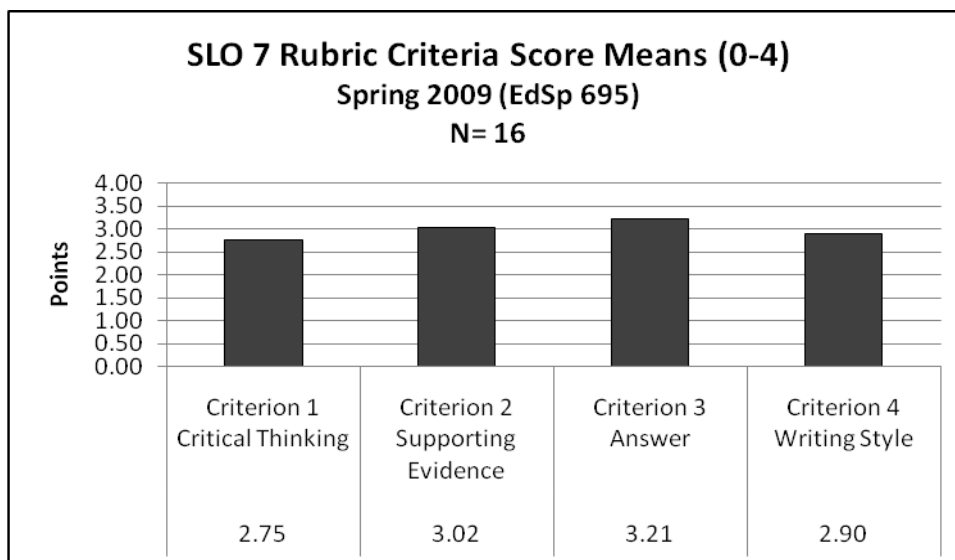
Figure 2
Rubric Criteria for EDSP 550

Figure 3
Rubric Criteria for Comprehensive exams

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

Two data sources were used to examine program effectiveness: an employer survey and a candidate exit survey. The employer survey is distributed to the candidate's principal or other school administrator to complete. The survey asks how well the employer feels the candidate performs in regards to each of the CTC standards for the Professional Clear Education Specialist credential, which are directly related to program SLOs (see Appendix A for employer survey). The candidate exit survey is given to candidates at the end of the program. The candidates are asked to respond to 14 questions (see Appendix B for candidate survey). Both surveys are likert scale surveys with 1-4 ratings. Data from both surveys was collected in Spring 2008 and Spring 2009 (See tables 10-13 for means and standard deviation data.)

Table 10
2008 Employer Survey Results (Disaggregated by authorization mild/moderate or moderate/severe)

Credential Authorization Moderate/Severe N=11	Std 13	Std 14	Std 15	Std 16	Std 18 M/M	Std 19 M/M	Std 20 M/M	Std 18 M/S	Std 19 M/S
Mean	3.72	3.82	3.64	3.82				3.82	3.73
SD	0.47	0.41	0.51	0.41				0.40	0.47
Credential Authorization Mild/Moderate N=19	**Std 13**	**Std 14**	**Std 15**	**Std 16**	**Std 18 M/M**	**Std 19 M/M**	**Std 20 M/M**	**Std 18 M/S**	**Std 19 M/S**
Mean	3.47	3.67	3.5	3.65	3.71	3.63	3.86		
SD	0.61	0.58	0.51	0.49	0.45	0.50	0.33		

Table 11
2009 Employer Survey Results (Disaggregated by authorization mild/moderate or moderate/severe)

Credential Authorization Moderate/Severe N=8	Std 13	Std 14	Std 15	Std 16	Std 18 M/M	Std 19 M/M	Std 20 M/M	Std 18 M/S	Std 19 M/S
Mean	3.88	3.63	3.5	3.63				3.63	3.38
SD	0.35	0.52	0.53	0.52				0.52	0.52
Credential Authorization Mild/Moderate N=10	**Std 13**	**Std 14**	**Std 15**	**Std 16**	**Std 18 M/M**	**Std 19 M/M**	**Std 20 M/M**	**Std 18 M/S**	**Std 19 M/S**
Mean	3.5	3.6	3.5	3.4	3.5	3.8	3.6		
SD	0.53	0.52	0.53	0.52	0.53	0.42	0.52		

Table 12
2008 Candidate Exit Survey Results [Disaggregated by credential authorization: Mild/moderate (N=29) or Moderate/severe (N=14)]

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Mild/Moderate														
Mean	3.9	3.6	3.9	3.7	3.9	3.6	3.3	3.7	3.7	3.6	3.8	3.8	3.5	3.8
SD	.35	.56	.56	.54	.33	.57	.72	.55	.46	.60	.40	.61	.59	.41
Moderate/Severe														
Mean	3.8	3.6	3.7	3.8	3.8	3.1	3.4	3.8	3.7	3.4	4.0	3.8	3.5	3.7
SD	.43	.65	.47	.42	.42	.86	.65	.60	.48	.65	0	.45	.51	.49

  *Note: Two candidates were obtaining both authorizations and their data is reported in both credential authorizations

Table 13
2009 Candidate Exit Survey Results [Disaggregated by credential authorization: Mild/moderate (N=14) or Moderate/severe (N=10)]

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Mild/Moderate														
Mean	3.86	3.57	3.93	3.86	3.79	3.64	3.5	3.64	3.71	3.92	3.58	3.92	3.69	3.84
SD	0.36	0.51	0.27	0.36	0.43	0.50	0.65	0.50	0.47	0.28	0.51	0.28	0.63	0.38
Moderate/Severe														
Mean	4	3.9	4	4	4	3.6	3.7	3.7	3.8	4	3.67	3.78	3.67	3.67
SD	0	0.32	0	0	0	0.52	0.48	0.48	0.42	0	0.5	0.44	0.5	0.5

*Note: Two candidates were obtaining both authorizations and their data is reported in both credential authorizations

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 Level II/masters program we have three main sources of data to examine when analyzing candidate competence: 1) Signature assignment data related to program SLOs, 2) comprehensive exam data (for those students completing the masters degree), and 3) Employer exit survey data. See Appendix C for notes from faculty data discussion meeting.

Signature Assignment data:
Overall candidates in the Education Specialist Level II/masters program, met SLOs for the program. (See Tables 7 and 8 have the signature assignment data for 07-08 and 08-09 with the percentage of students who scored in each of the 0-4 ratings.) Figure 1 displays the average scores on signature assignments for AY 08-09 which are all above 3, again indicating that candidates in the program are either meeting or exceeding expectations. (Note: The reflective practice project in 546C, which meets SLO 1, has two semesters of data in both AY07-08 and AY08-09. The transition plan in 566, which meets SLO 4, has two

semesters of data in AY 08-09. The other signature assignments have only one semester of data because the courses are only offered one time each year.)

In both AY07-08 and AY 08-09, for each of the signature assignments, at least 75% of candidates exceeded or met expectations. In discussing the data with program faculty, we were not surprised that the majority of our candidates exceeded or met expectations considering the *expectation* in the program is that candidates maintain As and Bs in all coursework. However, we do realize that we have approximately 25% of candidates who on some signature assignments did not meet expectations. In discussing this with program faculty, we articulated that there are several interventions that are implemented when candidates are not meeting expectations. These interventions include reviewing drafts, individual appointments, tutorials in APA or punctuation/grammar, referral to graduate workshops and/or writing center. For most signature assignments, candidates do have the opportunity to redo assignments if they do not meet expectations. The data we reported was for first time submission of assignments only. However, if we were to examine revised assignments the number of candidates meeting expectation would increase.

For all signature assignments except the AY07-08 Reflective Practice Assignment, 80% of the candidates exceeded or met expectations. There is slight differential in the percent of candidates who exceeded or met expectations on the Reflective Practice signature assignment. Again, in discussing this with program faculty, a couple of reasons were identified for this slight difference. First, there is a definite change in the demand of courses from the Level 1 program to the Level II/Master's program, and since EDSP 546C is the first course in the series of courses for the Level II and Master's program, candidates may be adjusting to these new demands and not performing as well. Second, this assignment also requires the candidates to write a literature review. For many of our candidates, this is the first time they have had to write a literature review. In AY08-09 overall candidates performed much better on the reflective practice project, with over 90% exceeding expectations and 8.6% meeting expectations, with 100% at least meeting expectations. There are a couple of explanations for this change. First, the faculty teaching this course increased the emphasis on teaching the literature review portion of the project. Second, in AY08-09, rubrics were used to measure candidate performance and this may have made the assignment expectations more clear as well as calibrated instructors of the course. Third, the candidates in this course during 08-09 may have been stronger writers. Unfortunately, since in AY 07-08 we only used the final grade on the assignment to measure candidate performance and we did not have rubric, it is hard to know what this change in candidate performance on this particular assignment is due to. However, over the next several years we will continue to use rubrics and we can determine trends in the data in the next couple years.

In further review of the AY 07-08 data, we found that for three of the benchmark assignments, EDSP 546C reflective practice project, EDSP 550 Exams, and EDSP 565 case study project, there is more of a distribution between candidates exceeding and meeting expectations. On the other hand, the 535 MAPs project, 566 transition plan, and 563 model program project have 80% or more of the candidates exceeding expectations. In discussing this as a faculty, one reason for this may be that in the former assignments the criteria include a synthesis and critical analysis of the literature, whereas the latter do not. The additional level of difficulty of these assignments may have led to more distribution across student level of performance. As a faculty, we realize that this means there is not consistency in the demand of these assignments. For many of the projects we agreed that this was acceptable because the assignments are meeting different SLOs. However, this was a concern to us particularly with the 563 model program project and 565 case study project since they meet the same SLOs for candidates in either the Mild/Moderate and Moderate/Severe authorization areas. In developing the rubrics and finalizing the signature assignments for 563 and 565, there was agreement that only elements of the

projects which directly measured the SLOs would be used in assessing candidate performance on the signature assignment. However, faculty could have other elements of the assignment which did not measure the SLOs, such as review of the literature, but these would not be included in the SLO data. In AY08-09 the data shows that approximately 90% of the students in both 563 & 565 either met or exceeded expectation on both SLOs that are measured in those courses, SLOs 2 & 3. Additionally, although candidates on average performed above a 3 on the signature assignment for SLO 7 in EDSP 550, candidates perform particularly low in two of the four criteria on the rubric, critical thinking and supporting evidence (see figure 2). We will discuss our plans to improve these scores in the section on areas for improvement.

Comprehensive exam results.
Candidates in our master's of science program in special education who take the comprehensive exam option are given three comprehensive exam questions: two are take-home, which they have a week to complete, and one is a one-day exam on campus. Each of the exams is rated by 3 faculty members who have expertise in the topic area. Overall, comprehensive exam data indicate that the majority of our candidates are meeting expectations on the comprehensive exams with a few exceeding expectations and very few not meeting expectations. For AY07-08 the rubric we used we had a 1-4 score but we considered a "2, meets some expectations" as passing. We actually used the term "pass with reservations". We altered the rubric for the AY08-09 year and the candidates needed to receive a 3 or higher from two of the 3 raters to "meet expectations". Because of this major change in the scoring of the exam it is difficult to compare data across the two years. In looking individually at each year, again the majority, over 80% of the students, are meeting expectations (see table 9). In AY 07-08, at least one student did not meet expectations on each of the exams but in AY 08-09 the only exam on which candidates did not meet expectations was exam 2. Now that we have the new rubric and scoring system, we can look for trends across the next several years to determine specific areas for improvement. In looking specifically at the 4 criteria on the rubric (see figure 3), candidates on average did not quite meet expectations on criteria 1, critical thinking, and criteria 4, writing style. In the next section we will discuss our plan to improve these scores for our candidates.

Employer Exit Surveys. In both AY07-08 and AY08-09 employer surveys indicate for each of the Level II CTC standards (and program SLOs) that our candidates meet or exceed the competencies. We examined the data by disaggregating them by authorization, mild/moderate or moderate severe (see tables 10 & 11). It appears that the means for candidates obtaining the moderate/severe authorization perform slightly higher on many of the shared competencies according to their principals. However, once standard deviations are calculated these differences are not statistically significant.

Program Effectiveness data
All of the data that contributes to candidate competence also is directly related to program effectiveness. That is, signature assignment data, comprehensive exam data, and employer exit survey data all contribute 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 can use to evaluate program effectiveness, candidate exit surveys. At the end of the Level II/masters program students are asked to complete a survey as to how well they feel our program prepared them.

Candidate Exit Surveys
AY 07-08 and AY 08-09 candidate exit surveys indicate that for each of the 14 questions regarding the effectiveness of our program preparation the candidates ranked the program very highly. We examined the data by disaggregating them by authorization mild/moderate or moderate severe (see tables 12 &

13). The authorizations determine which courses candidates take and therefore can provide us information on both strengths and areas to improve.

In examining both years of data by authorization, there were not significant differences in candidate's reporting on the effectiveness of program preparation. However, the AY07-08 survey indicates one question, question 6, did have a large mean difference between candidates in the two authorizations. This question asks the candidates to tell the quality of the program preparation in the area of advanced methods for students with disabilities. For this question, candidates in the moderate/severe authorization overall rated the program preparation lower than those in the mild/moderate authorization. In previous years, candidates in the moderate/severe authorization have rated this area lower. There are two possible reasons for this. First, this is a larger issue in the field of special education in that there are a limited number of evidence-based practices in the area of moderate/severe disabilities, particularly in comparison to practices for students with mild/moderate disabilities. Second, the advanced methods course for moderate/severe candidates focuses on inclusion of students in the general education classroom. For many of our candidates, the schools where they work do not have inclusive classrooms, which presents a challenge for the candidates both practically and theoretically as they work through the disparity between best practices and what actually happens in schools. In contrast, in the AY 08-09 surveys there was no difference in the ranking of our program on question 6 between candidates in the two authorizations. Program faculty were surprised by this because we did not make any major changes to the program in this area because: a) there is still a limited amount of literature in this area and b) as a program we strongly believe in inclusive practices. The lack of difference in the means in 08-09 could be due to the fact that our N is very small for both group, or it could be the circumstances of the candidates in the program are different from in previous years and they work in more inclusive settings.

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.

The Education Specialist Level II and Masters of Science 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. More specifically for three of the SLOs (4, 5, and 6) over 80% of our candidates _exceeded_ expectations.
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. Employers of our candidates indicate that the candidates of our program on average meet or exceed expectations of state standards which are directly related to SLOs.
4. Upon exit our candidates feel well prepared in the program goals areas as well as the state standards and the related SLOs.
5. Comprehensive exam data indicate that the large majority of our candidates exceed or meet expectations for comprehensive exams.

Areas for improvement

1. Using the AY 07-08 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 rubrics will provide us with a stronger analysis. We will continue to use rubrics with consistency for all signature assignments.
2. Candidates score particularly low on 3 criteria on the rubric used for EDSP 550 exams and comprehensive exams. The rubric needs to be examined as well as a plan to improve candidate scores in these areas, specifically what instruction can we provide in our program for to improve these scores.
3. Although we implement individual interventions as instructors, there is not a consistent model in the program and process that candidates need to follow when they are not meeting expectations. We will determine a process for implementing interventions for candidates.
4. 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 EDSP 550/comp exam rubric	Cara and Nat	December 1, 2009	Standard 15
2	Conduct reliability checks of candidate signature assignments	All faculty	Fall, 2010	Standard 12
3	Develop process for implementing interventions for candidates not meeting expectations	All faculty	Spring, 2010	Standard 12

California State University, Long Beach
Education Specialist Level II Moderate/Severe Disabilities Credential Program

Teacher's name: _____

Rater's name and position: _____

Directions for Rating: Rate the teacher on a scale of 1 – 4
    1 = competency not demonstrated,
    2 = competency demonstrated at a minimum level,
    3 = competency demonstrated at a sufficient level,
    4 = competency demonstrated at an advanced level,
    NA = No information to make rating.

DATA-BASED DECISION MAKING   1 2 3 4   NA
Each candidate demonstrates the ability to continually analyze assessment & performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports &/or daily schedules to facilitate skill acquisition & successful participation for each student.

BEHAVIORAL, EMOTIONAL, & ENVIRONMENTAL SUPPORTS   1 2 3 4   NA
Each candidate demonstrates advanced knowledge & ability to implement systems that assess, plan, & provide academic & social skill instruction to support students with complex behavioral & emotional needs. Each candidate works with educational, mental health, & other community resources in the ongoing process of designing, implementing, evaluating, & modifying identified supports to ensure a positive learning environment.

CURRENT & EMERGING RESEARCH & PRACTICES   1 2 3 4   NA
Candidates demonstrate that they read, apply, & disseminate current & emerging research on best practices as well as maintain currency on educational policies & laws that affect their professional practice.

TRANSITION & TRANSITION PLANNING   1 2 3 4   NA
Candidates demonstrate the knowledge & ability to implement factors associated with successful planning & implementation of transitional life experiences; each candidate collaborates with personnel from other educational & community agencies to plan for successful transitions for students.

ADVANCED COMMUNICATION SKILLS   1 2 3 4   NA
Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, & networking & negotiating, including family members

LEADERSHIP & MANAGEMENT   1 2 3 4   NA
Each candidate demonstrates leadership & management skills to coordinate & facilitate educational programs, including constructing & following efficient schedules that meet individual student needs & maximize available resources. The candidate demonstrates the ability to work effectively within integrated service delivery models & actively participates in school restructuring & reform efforts to impact systems change.

Teacher's name: _____

Rater's name and position: _____

Directions for Rating: Rate the teacher on a scale of 1 – 4
    1 = competency not demonstrated,
    2 = competency demonstrated at a minimum level,
    3 = competency demonstrated at a sufficient level,
    4 = competency demonstrated at an advanced level,
    NA = No information to make rating.

DATA-BASED DECISION MAKING   1 2 3 4 NA
Each candidate demonstrates the ability to continually analyze assessment & performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports &/or daily schedules to facilitate skill acquisition & participation for each student.

BEHAVIORAL, EMOTIONAL, & ENVIRONMENTAL SUPPORTS   1 2 3 4 NA
Each candidate demonstrates advanced knowledge & ability to implement systems that assess, plan, & provide academic & social skill instruction to support students with complex behavioral & emotional needs. Each candidate works with educational, mental health, & other community resources in the ongoing process of designing, implementing, evaluating, & modifying identified supports to ensure a positive learning environment.

CURRENT & EMERGING RESEARCH & PRACTICES   1 2 3 4 NA
Candidates demonstrate that they read, apply, & disseminate current & emerging research on best practices as well as maintain currency on educational policies & laws that affect their professional practice.

TRANSITION & TRANSITION PLANNING   1 2 3 4 NA
Candidates demonstrate the knowledge & ability to implement factors associated with successful planning & implementation of transitional life experiences; each candidate collaborates with personnel from other educational & community agencies to plan for successful transitions for students.

ASSESSMENT   1 2 3 4 NA
Candidates acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and nonstandardized formal and informal assessment procedures and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.

CURRICULUM & INSTRUCTION   1 2 3 4 NA
Candidates acquire the knowledge and skills to teach, adapt, modify, and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.

COLLABORATION & CONSULTATION   1 2 3 4 NA
Candidates develop skills in communication, collaboration & consultation with teachers & other school personnel, community professionals, & parents. Each candidate is able to communicate relevant social, academic, & behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, & legal requirements.

California State University, Long Beach

Education Specialist Level II Credential and
Master of Science in Special Education Program

Student Exit Survey

Name (Optional):   **Date**:

Credential area: Mild/Moderate ___   Moderate/Severe ___ Dual M/M/S ___

Place a check here if you are a student in the Master of Science degree program. _____

What semester and year did you begin the Level II/Masters program, not including prerequisite courses?

What semester and year did you complete your final Level II/Masters course?

        We would like you to take a few minutes to share with us your impressions of the Education Specialist Level II Credential and Master of Science in Special Education Degree Program as you are now finishing those stages of the program. We thank you in advance as student feedback is a valuable source of program evaluation information for us.

        Please rate the program in terms of how well we prepared you to be an effective teacher. Using the 1-4 scale provided, rate the level of preparation as exceptional (4), adequate (3), less than adequate (2), and not acceptable (1).   Circle N/A if the item is not applicable.

PROGRAM GOALS

        How would you rate the quality of preparation in relation to our program goals?

                                        Exceptional ------------ Unacceptable

1. Effective and caring teachers	4	3	2	1	N/A
2. Partners with parents and others in the development of high quality educational programs	4	3	2	1	N/A
3. Lifelong learners engaged in program development reflective of best practices	4	3	2	1	N/A

Comments and suggestions:

Next, tell us about the quality of preparation in the following Level II/Master of Science areas:

Exceptional ------------ Unacceptable

4. Emerging issues in special education	4	3	2	1	N/A
5. Reflective practice/action research	4	3	2	1	N/A
6. Advanced special education methods	4	3	2	1	N/A
7. Assistive and augmentative technology	4	3	2	1	N/A
8. Transition planning	4	3	2	1	N/A
9. Communication and collaboration with other professionals and families	4	3	2	1	N/A
10. Research methods in education	4	3	2	1	N/A

Comments and suggestions:

Level II only students: *If you completed nonuniversity activities instead of coursework for Level II requirements, please describe how well those nonuniversity activities prepared you in the contracted areas.*

How would you rate the support provided by your support provider?

Exceptional ------------ Unacceptable

11.	4	3	2	1	N/A

Overall, rate the quality of the preparation in the following areas:

Exceptional ------------ Unacceptable

12. Critical thinking	4	3	2	1	N/A
13. Effective writing	4	3	2	1	N/A
14. Analysis and synthesis of the current literature in special education	4	3	2	1	N/A

Comments and suggestions:

In the following space, please provide us with what you would describe as the top 3 areas in need of improvement in the Level II and/or Master of Science in Special Education preparation program.

In the following space, please provide us with what you would describe as the top 3 strengths of your Level II and/or Master of Science in Special Education preparation program.

Thanks again for providing us with the requested information. Rest assured that these results are carefully examined and used to refine our program.

Appendix C

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 2/masters AY08-09 data

Attendees:
Susan Leonard-Giesen

Cara Richards

Nat Hansuvadha

Rebecca Canges

Tina Arora

Data Discussion Guide

Data Analysis and Interpretation Discussion

LEVEL 2/Masters
SLO 7-EDSP 550 (Research Exam)

Student Learning

- How satisfied are you with the overall performance of students on the signature assignment?

- On what criteria or sub-skills do students seem to be doing *particularly well*?
None of the areas are particularly high

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

Critical thinking, supporting evidence, writing style.

- How do findings on this outcome compare to past results on the outcome?

Generally, these areas are low.
- What are the areas of particular concern where you would like to see student performance improve?
Critical thinking

Instrument Utility

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

Yes, look at rubric but not make changes, but give constructive feedback

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

Not necessarily.

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?)

Direct instruction in critical thinking…model, guided practice, and practice, probably in 550

- 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?

Direct instruction in critical thinking…model, guided practice, and practice, probably in 550

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

Closing the Loop and Moving Ahead

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Review rubrics, 550 & Comps, and discuss teaching critical thinking	Nat, Cara	Dec. 1