College of Education and Affiliated Programs
Annual Assessment Report – Fall 2012
Ed Specialist Level II Credential and Masters Program in Special Education

Background

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

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 40-50 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 5).

The Level II and Master's program reflects the 6 key ideas in the College of Education Mission and Conceptual Framework: effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy. (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, lifelong 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: Individualized Education, Cultural Responsiveness, Evidence-Based Practices, and Advocacy and Leadership. 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.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
SLOs	Effectively apply theory to practice	Analyze data to guide instructional decision-making.	Determine effective behavioral, emotional, and environmental supports for student learning	Effectively plan for transition	Effectively collaborate and consult with teachers, parents, and other school professionals	Demonstrate leadership skills in systems change efforts (Level 2 M/S ONLY)	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	Exit Interview	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 Standard13: Data-based Decision Making Standard 18: Assessment (M/M) Standard 19: Curriculum & Instruction (M/M) CTC	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 15: Current and Emerging Research and Practices	CTC Standard 19: Leadership and Management (M/S only)	CTC Standard 15: Current and Emerging Research and Practices

		Induction Standard 19: Teaching EL Learners					
Conceptual Framework	Evidence-based practices	Effective Pedagogy	Effective Pedagogy		Collaboration; Advocacy	Leadership; Advocacy	Innovation; Scholarship
CSULB Learning Outcomes	Well-prepared	Integrating liberal education	Integrating liberal education	Collaborative problem-solving	Knowledge and respect for diversity	Collaborative problem-solving	Engaged in global and local issues
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, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	59	44	35

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Thesis (698)[1]	1
Comps[2]	20

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[1] This is data on stude**n**ts who were enrolled in thesis work during Fall 2011 and Spring 2012. This figure may include students who actually "crossed into" this transition point prior to Fall 2011 and were still making progress on their theses at this time.

[2] This is data on the number of students who *applied* to take the comprehensive examination in Summer 2011, Fall 2011. The data include students who may not have taken or passed the examination(s).

Table 4

Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)

	Number
Passed	23
Failed	0
Total[3]	23

Table 5

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)

	Number
Degree	27
Credential	34

Table 6

Faculty Profile 2011-12[4]

Status	Number
Full-time TT/Lecturer	5
Part-time Lecturer	2
Total:	7

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.

Three full time faculty participated in the data discussion for this program. The notes are attached. We did have some errors in this data, particularly for SLO 4. Dr. Richards-Tutor met with the assessment office to discuss problems in the data and the data were reanalyzed. The new data were examined by faculty again before writing this report.

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[3] The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

[4] Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

    a. <u>Candidate Performance Data</u>: 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.

For the AY 11-12, we had two sources of candidate performance data: signature assignments related to student learning outcomes and data from comprehensive exams. Each semester the education specialist level II/masters degree program collects data on each of the seven program student learning outcomes through signature assignments. The student learning outcomes, signature assignments and description of the assignment are provided in Table 7. On all student learning outcomes our candidates on average scored above a 3 (meets expectations) on each of the signature assignments. See Figure 1. Additionally, most of our students scored a 4 (exceeds expectations) on these signature assignments. For example on SLOs 1, 2, 3, 5, and 7 over 70% of our students score a 4. On SLO 4 about 40% of candidates scored a 4 (exceeds expectations) and 50% scored a 3 (meets expectations). See Figure 2. On each of the signature assignments for SLOs 1, 2, 3, 5, and 7, candidates also performed on average at or above a 3 on all subcriteria. The exception to this was subcriterion 3, transition plan, for the signature assignment that meets SLO 4. See figure 3. As seen in table 4 (above), all students who took the comprehensive exam passed the exam.

Table 7

Program Student Learning Outcomes and Signature Assignments

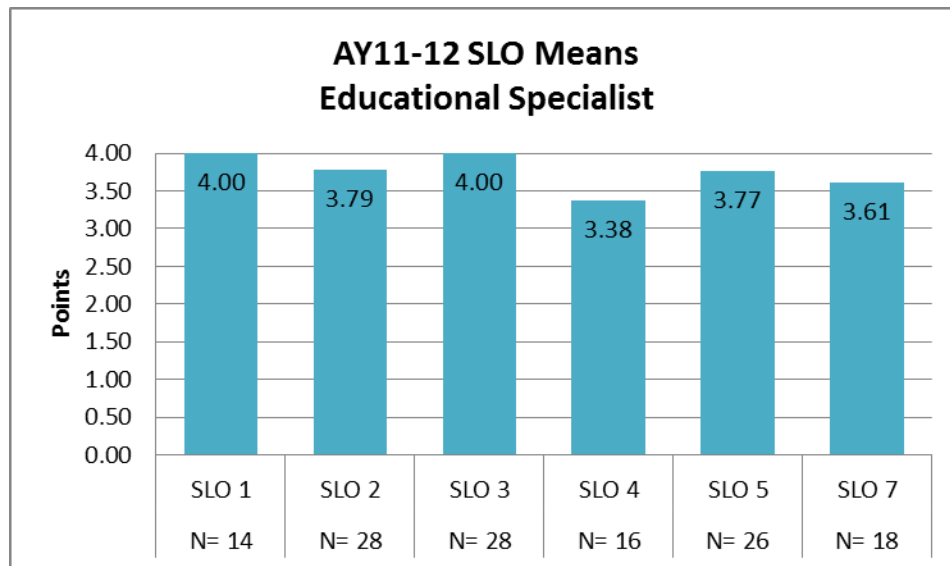| Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Candidates will effectively apply theory to practice	EDSP 546C: Reflective Practice Project	Action research project in which candidates reflect on theory and relate it to a practice they chose to implement
SLO 2: 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	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

Figure 1
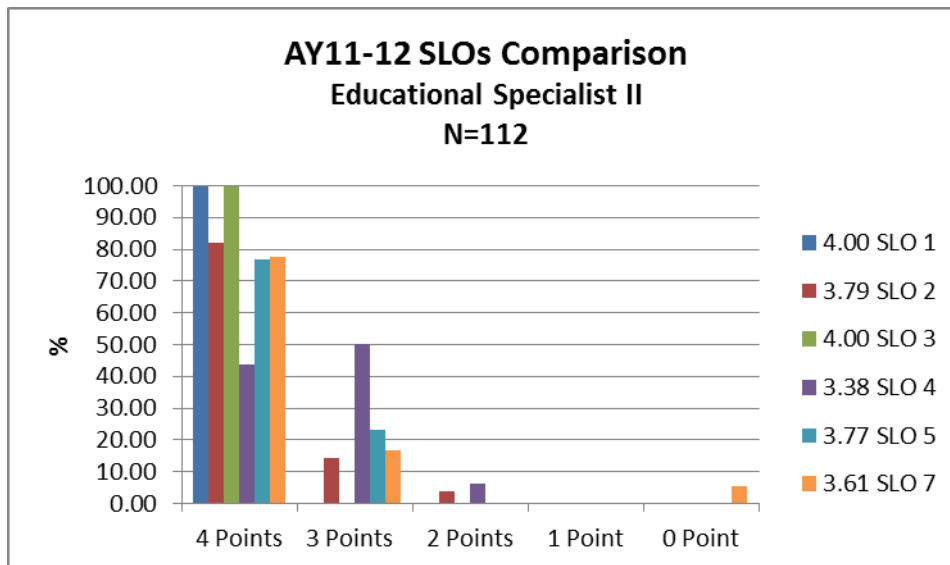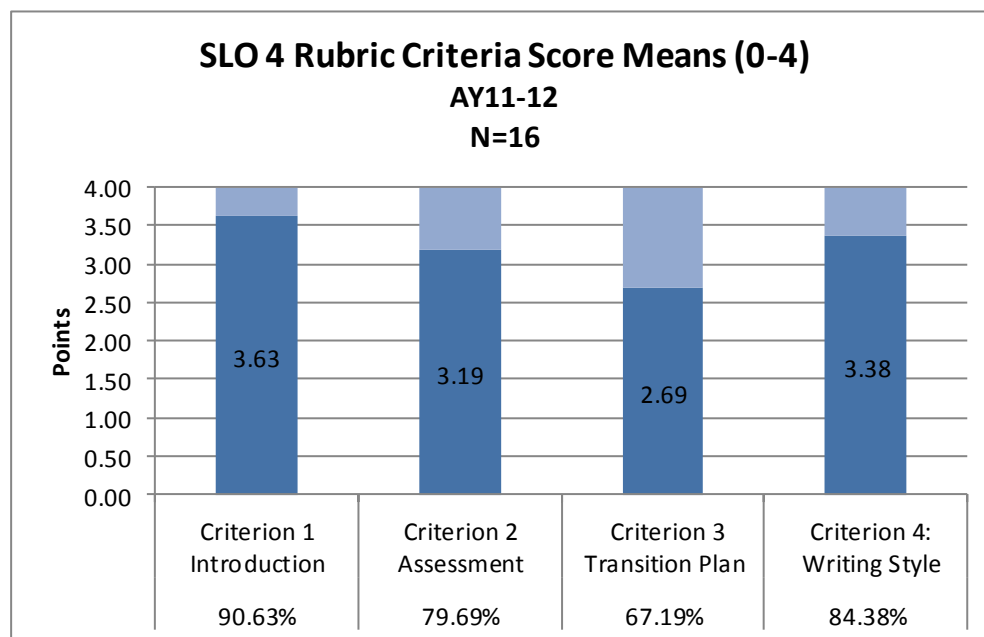
AY11-12 SLO Means

Figure 2

AY11-12 SLO Comparison

Figure 3

AY11-12 Criteria Score Means-SLO 4

SLO 4 Rubric Criteria Score Means (0-4)
AY11-12
N=16

	Criterion 1 Introduction	Criterion 2 Assessment	Criterion 3 Transition Plan	Criterion 4: Writing Style
Mean	3.63	3.19	2.69	3.38
	90.63%	79.69%	67.19%	84.38%

b. <u>Program Effectiveness Data</u>: 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.

In AY 11-12 we collected data from recent program graduates. The Assessment Office administers this survey centrally (with questions developed by the Assessment Committee) and our program then added on several program-specific questions. The main body of the survey has questions regarding college services, student learning, and the college's conceptual framework, while the program-specific questions asks questions related to program learning outcomes, overall preparation and areas where the program can improve.

We had about a 50% response rate from our students. From this data this year we focused on three key areas: how well our candidates felt our program prepared to be an effective teachers, how well they felt the program prepared them both professionally and academically, how well they felt the program prepared them to be critical thinkers and effective writers. Table 8 indicates that our candidates overall feel they were adequately or exceptionally prepared to be an effective teacher based on the seven student learning outcomes in our program. Candidates felt most effectively prepared in the area of transition planning, which is interesting given that this is the SLO they did not perform as well on. Candidates did not feel as prepared in the areas of augmentative and assistive technology, with about 31% of candidates indicating they were less than adequately prepared. Table 9 shows that the majority of our students strongly agreed or agreed that the program prepared them to work in special education, was intellectually rigorous, challenged them academically and professionally. Table 10 shows the data from the survey question that asks candidates to rate the quality of preparation in critical thinking,

effective writing, analysis and synthesis of ideas and concepts in special education, and locating credible sources to use in practice. Overall, our candidates feel that the program prepared them exceptionally well to do each of these.

Table 8

Question 7: Effective Teacher

7. Please rate the program in terms of how well we prepared you to be an effective teacher.
If you completed non-university activities instead of coursework for some Level II requirements, please describe how well those non-university activities prepared you in these areas.

	Exceptional	Adequate	Less than adequate	Not acceptable	N/A	Response Count
Emerging issues in special education	**62.5% (10)**	25.0% (4)	12.5% (2)	0.0% (0)	0.0% (0)	16
Reflective practice/action research	**56.3% (9)**	31.3% (5)	12.5% (2)	0.0% (0)	0.0% (0)	16
Advanced special education methods	31.3% (5)	**50.0% (8)**	18.8% (3)	0.0% (0)	0.0% (0)	16
Assistive and augmentative technology	18.8% (3)	**43.8% (7)**	31.3% (5)	0.0% (0)	6.3% (1)	16
Transition planning	**68.8% (11)**	31.3% (5)	0.0% (0)	0.0% (0)	0.0% (0)	16
Communication and collaboration with other professionals and families	43.8% (7)	**50.0% (8)**	6.3% (1)	0.0% (0)	0.0% (0)	16
Research methods in education	31.3% (5)	**56.3% (9)**	12.5% (2)	0.0% (0)	0.0% (0)	16
				answered question		**16**
				skipped question		**0**

Table 9

Question 8: Agreement with following…

8. Please indicate your level of agreement with the following regarding the program:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
Effectively prepared me for my work in special education	31.3% (5)	**56.3% (9)**	12.5% (2)	0.0% (0)	1.81	16
Was intellectually rigorous	**75.0% (12)**	18.8% (3)	0.0% (0)	6.3% (1)	1.38	16
Challenged me to develop academically	**68.8% (11)**	25.0% (4)	6.3% (1)	0.0% (0)	1.38	16
Challenged me to develop professionally	**50.0% (8)**	43.8% (7)	6.3% (1)	0.0% (0)	1.56	16
				answered question		**16**
				skipped question		**0**

Table 10

Question 9: Overall quality

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

	Exceptional	Adequate	Less than adequate	Not acceptable	N/A	Response Count
Critical thinking	**68.8% (11)**	18.8% (3)	6.3% (1)	0.0% (0)	6.3% (1)	16
Effective writing	**50.0% (8)**	31.3% (5)	12.5% (2)	0.0% (0)	6.3% (1)	16
Analysis and synthesis of the concepts and ideas in special education	**56.3% (9)**	31.3% (5)	6.3% (1)	0.0% (0)	6.3% (1)	16
Locate credible research studies and findings that I can apply to my practice	**56.3% (9)**	31.3% (5)	6.3% (1)	0.0% (0)	6.3% (1)	16
				answered question		**16**
				skipped question		**0**

4. <u>OPTIONAL</u>: 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.

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 areas in need of improvement.

Overall, our candidate level data indicate that our students are meeting or exceeding expectation on all student learning outcomes. It is interesting that this year, students scored lower on SLO 4 which is related to transition planning, particularly on criterion 3 related to the transition plan. In previous years students scored on average 3 or higher on this criterion. In addition, candidates overall met expectations so we think this was an issue for just this one year since previous years data do not show similar patterns. It was also interesting that the program effectiveness data indicated that transition planning was the area that candidates feel most prepared. One area that students do not feel as adequately prepared in the area of assistive and augmentative technology. Although we do feel this is an area of need, this topic has been moved into the preliminary program and is no longer a part of our Level II/masters degree program. We have put this topic in one of the preliminary courses and we will review that data in the preliminary program in the future.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

In each of the years we have collected data on both candidate performance as well as program effectiveness, we have seen that our candidates overall meet or exceed expectations on all SLOs. Additionally, in previous years our program effectiveness data indicate that the majority of our students feel that we are adequately preparing them both professionally and academically. This is the first year we have had this particular survey data so direct comparison is difficult.

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 and prioritize the action items.

In AY 12-13 we rewrote our masters program since there are not longer CTC standards for the Educational Specialist professional clear credential. AY 12-13 is the last year we will be collecting data related to the SLOs in this report. In AY 13-14 we will be offering our new program and related courses. Our next step is to create rubrics for all the new signature assignments. We will also need to make changes to the comprehensive exams for students who go through the new program.

Table 8

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
1	Create rubrics for all new SLO assignments for new masters program	All Faculty	Spring 2014	
2	Make changes to comprehensive exams	All Faculty	Spring 2015	