College of Education and Affiliated Programs
Annual Assessment Report Template – Fall 2012
Educational Specialist Preliminary

Background

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

The Education Specialist Preliminary 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 program reflects the College of Education mission to prepare educators for life-long learning, professional growth, and social responsibility. The goals of the 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 Preliminary program is designed to build capacities and candidate competence in the following key program areas: Individualized Education, Cultural Responsiveness, Evidence-Based Practices, and Advocacy and Leadership. The Preliminary program is designed to allow candidates to develop as reflective practitioners in skill areas and knowledge in the field of special education. The old Level 1 program had 6 Student Learning Outcomes (SLOs) that were aligned to our program key areas as well as the key ideas of the College of Education Conceptual Framework. The Preliminary Program has 7 SLOs which are aligned to our program key areas as well as the key ideas of the College of Education Conceptual Framework. See Table 1.

Each year we accept approximately 70 or more students into the Level I/Preliminary credential program (see table 2 for specific data for AY 11-12). Students in the Level I/Preliminary Education Specialist Credential Program complete 12 units (13 units for Preliminary) 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 50-60 students enroll in fieldwork and then apply for the credential (See tables 2, 3 & 4 for specific data from AY 11-12).

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
SLOs	Describes the legal, ethical, and historical foundations of special education in a multicultural society.	Assesses student current level of performance using multiple measures.	Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners	Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.	Candidates will effectively collaborate and consult with teachers, families, and other school professional to provide cohesive delivery of services.	Candidates will determine effective behavioral, emotional, and environmental supports for student learning.	Candidates will effectively plan for transition of students into, through, and beyond school.
Signature Assignment(s)	Legal/philosophical exam scored via rubric	Case study-assessment plan scored via rubric	IEP writing assignment scored via rubric, Collaboration portion of IEP assignment	Intervention Project or Instructional Unit Plan scored via rubric	Mock IEP Meeting Presentation	Positive Behavior Support Plan scores via rubric	Transition portion of IEP, IFSP or SOP scored via rubric
National Standards	Standards 1, 9 (CEC)	Standards 2, 8 (CEC)	Standard 3, 7 (CEC)	Standard 4 (CEC)	Standard 8 (CEC)	Standards 5 & 6 (CEC)	Standard 7 (CEC)
State Standards	Standards 3, 2	Standards 5	Standards 3, 8, 10	Standards 9, 10, 13	Standard 4	Standards 12, 14	Standards 7, 8
Conceptual Framework	Leadership; Innovation	Scholarship	Evidence-based Practices	Effective Pedagogy; Evidence-based Practices	Collaboration	Advocacy	Advocacy
CSULB Learning Outcomes	Knowledge and respect for diversity; Well-prepared	Well-prepared, Integrating liberal education	Collaborative problem solving	Integrating liberal education	Engaged in global and local issues	Knowledge and respect for diversity	Collaborative problem solving
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Professional Dispositions	Pedagogical Content Knowledge	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	83	67	67

Table 3

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

	Number
Credential Program Advanced Fieldwork (EDSP 587 & 588 A and B)	48

Table 4

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

	Number
Credential	48

Table 5

Faculty Profile 2011-12[1]

Status	2011-2012
Full-time TT/Lecturer	6
Part-time Lecturer	17
Total:	23

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.

We had 6 faculty at our meeting to discuss program data on 11/15/12. The minutes are attached. We were not able to complete the discussion because the data were not accurate. After this meeting, one of the faculty members, Dr. Richards-Tutor, met with the both Dr. Haviland and Keeley Lewis in the assessment office to get accurate data and then this data was reviewed by three faculty members Dr. Richards-Tutor, Dr. Leonard-Giesen, and Dr. Coots in order to write this report.

---

[1] 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. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

Each semester the preliminary education specialist 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 6. On all student learning outcomes our students on average score above a 3 (meets expectations) on each of the signature assignments. See Figure 1. Additionally, most of our students score a 4 (exceeds expectations) on these signature assignments. For example on SLOs 1, 3, 4, 5, 6, and 7 over 60% of our students score a 4. See Figure 2.

In looking more carefully at the data we were very pleased to see that on each of the subcriteria for the signature assignments students were performing at or above a 3 (meets expectations). We were particularly encouraged that the criteria scores for the signature assignment for SLO 2 were at or above 3. See Figure 4. In previous years a couple of these criteria were on average below a 3. We believe this is a direct result of changes we made based on previous year's data to make modifications in how these topics were covered in class and make the rubric for the assignment clearer to students. However, we were disappointed to see that 11 of the students, 20%, still scored only a 2 (meets some expectations) overall on the assignment. See Figure 3. In our discussion of the data, we decided that our next action steps would be to again review the rubric for the signature assignment that measures SLO 2. Also, the instructors of EDSP 564, the course the SLO is measured, will meet to discuss individual student data to determine the reason whey students earned 2s on the assignment. They will discuss patterns in the errors they make. They will then present this information to all faculty at a meeting in the Spring semester. All faculty will then discuss this and make appropriate changes based on the findings.
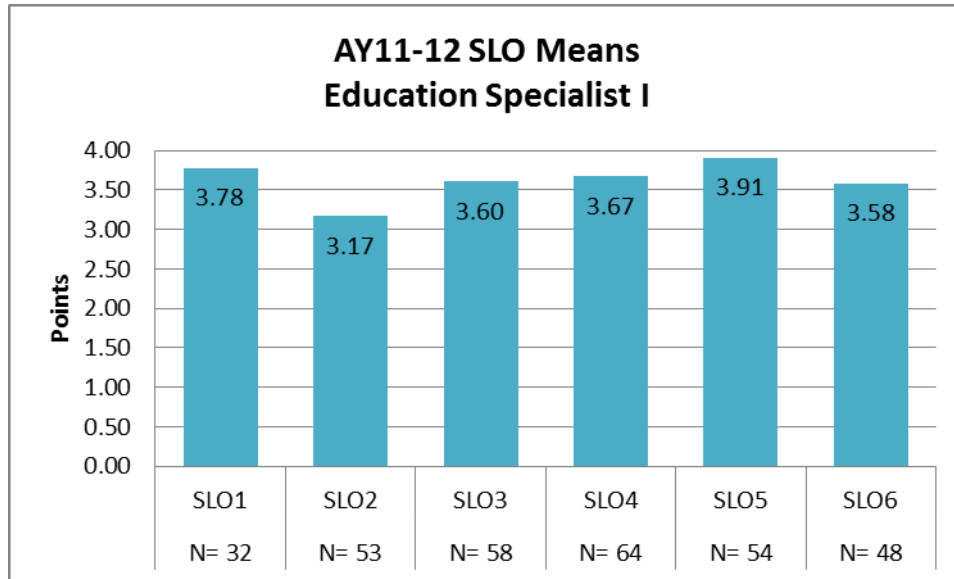
Table 6

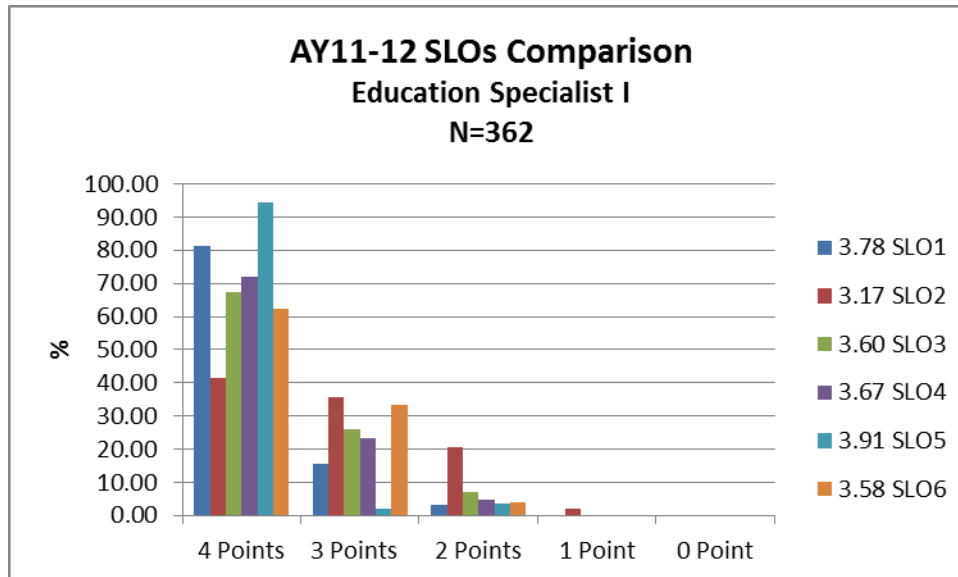*Education Specialist Level 1 Student Learning Outcomes and Signature Assignments*

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Describes legal, ethical, and historical foundations of special education in a multicultural society.	EDSP 480: Legal/Philosophical Exam	Candidates will respond in writing to essay-type question/s that require them to identify, discuss, and synthesize information regarding historical foundations, ethical standards, and legal mandates.
SLO 2: Assess student current level of performance using multiple measures.	EDSP 564: Case Study – Assessment Plan	This assignment is intended to familiarize candidates with administering various formal and informal assessment measures to learn more about a student, and in interpreting,

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
		analyzing, and synthesizing results from these measures to plan for instruction. The case study will focus on a minimum of two of the following domains related to school performance of students with exceptionalities: (i) academics or functional academics, (ii) language and communication, (iii) social-emotional adjustment and behavior, (iv) pre-vocational or vocational, and (v) motor skills and mobility.
SLO 3: Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners.	EDSP 480: IEP Writing Assignment	Based on guidelines for effective collaboration for IEP preparation, planning, and meetings, candidates will complete the following assignment to demonstrate their knowledge of and ability to implement these guidelines.
SLO 4: Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.	EDSP 578: Instructional Unit Plan Assignment Or EDSP 577 Intervention Project	Using evidence-based instructional approaches presented in this class, students will demonstrate their knowledge and application of components of planning effective instructional units and lessons for students with moderate to severe disabilities. Decisions for planning will reflect previous assessments and written IEP.
SLO 5: Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services	EDSP 534: Mock IEP Meeting Presentation	In groups of 4 to 5 students, student teams will present and facilitate a mock IEP meeting that demonstrates effective communication skills, professionalism, and defining characteristics of collaboration.
SLO 6: Candidates will determine effective behavioral, emotional, and environmental supports for student learning.	EDP 560: Positive Behavior Support Plan	Candidates will identify and work for at least 13 weeks (see Timeline) with a student from a school site who has a severe behavior problem. The objective of this project is to extinguish the aberrant behavior and increase the prevalence of a desired behavior. A copy of each report will be provided to the parent after it has been approved by the instructor. The school psychology report writing rubric (RWR) will be used to assess the quality of the summary report.
SLO 7: Candidates will effectively plan for transition of students into, through, and beyond school.	EDSP 534: Individual Transition Plan (ITP)	Candidates prepare the transition portion of an IEP or SOP document, describing the student and his/her characteristics and outlining the plan for transition.

Figure 1

AY11-12 SLO Means

AY11-12 SLO Means
Education Specialist I

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
Points	3.78	3.17	3.60	3.67	3.91	3.58
	N= 32	N= 53	N= 58	N= 64	N= 54	N= 48

Figure 2

AY11-12 SLO Comparison

AY11-12 SLOs Comparison
Education Specialist I
N=362

Legend:
- 3.78 SLO1
- 3.17 SLO2
- 3.60 SLO3
- 3.67 SLO4
- 3.91 SLO5
- 3.58 SLO6
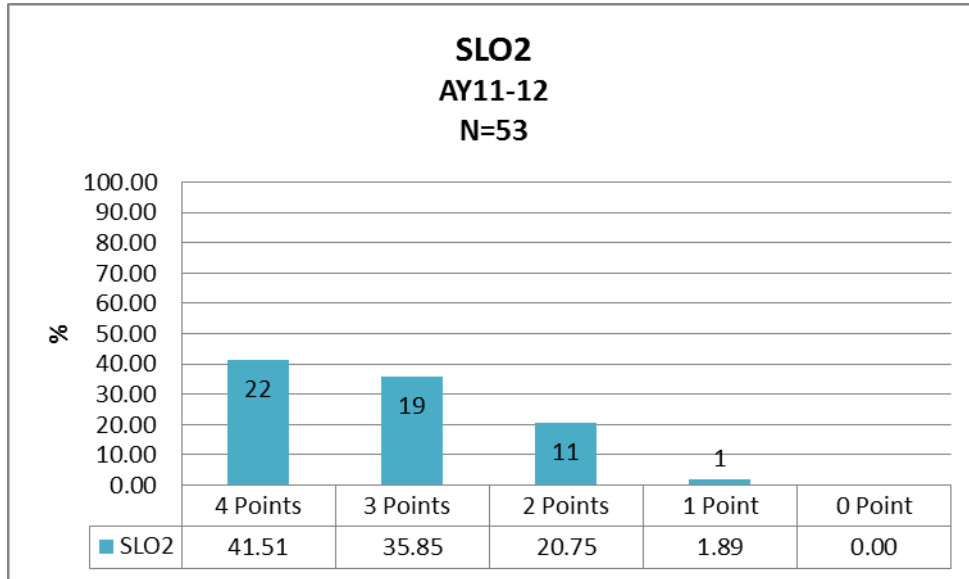
Outcome 2: Assesses student current level of performance using multiple measures.

Figure 3

AY11-12 Score Distribution-SLO 2

SLO2
AY11-12
N=53

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO2	41.51	35.85	20.75	1.89	0.00

(bar values: 22, 19, 11, 1)

Figure 4

AY11-12 Criteria Score Means-SLO 2

SLO 2 Criteria Score Means (0-4)
AY11-12
N=53

	Criterion 1 Background Info	Criterion 2 Student Performance	Criterion 3 Observation	Criterion 4 Interviews	Criterion 5 Data Implications	Criterion 6 Plan for Findings
Points	3.60	3.24	3.52	3.62	3.50	3.59
%	90.10%	81.01%	87.96%	90.56%	87.62%	89.66%
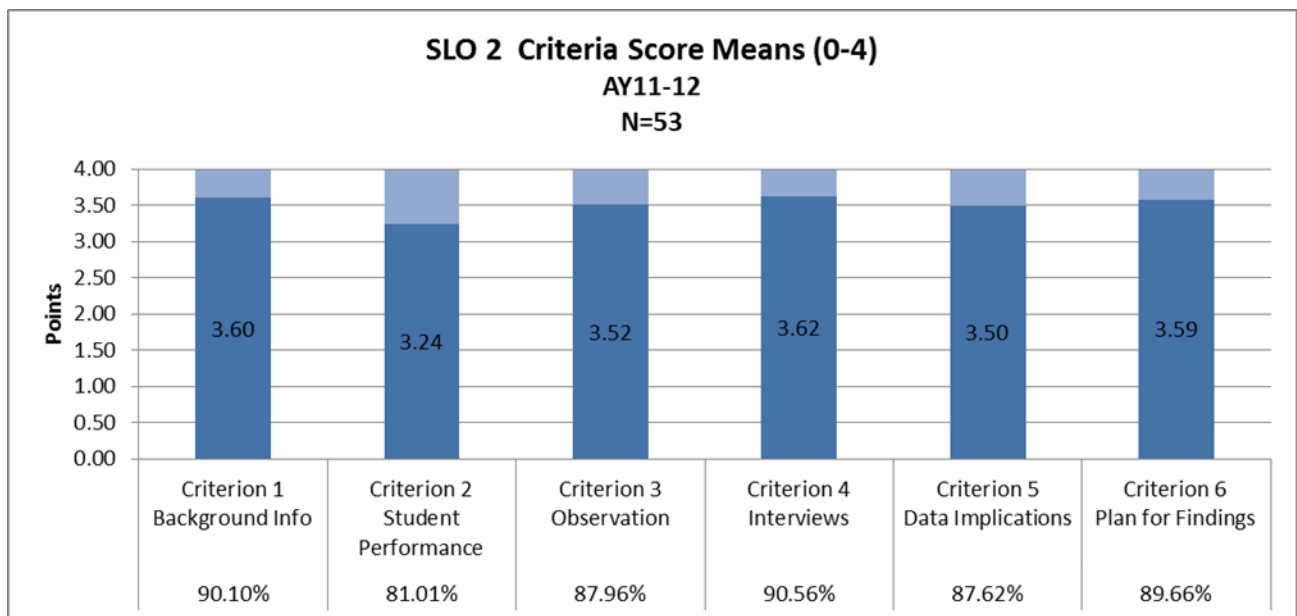
b. <u>Program Effectiveness Data</u>: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

The CSU wide employer and first year candidate survey data provides us with program effectiveness data. For this reporting period we will focus on both the employer and candidate responses to the 16 questions that focus on the specific practices of special education teaching (see Tables 7 and 8). Our campus has decided to use a cutoff of 75% as a benchmark on these surveys. Therefore, all items that have 75% of the responses or higher as well or adequately prepared are highlighted in green. All items that have lower than 75% as well or adequately prepared are highlighted in red. Please note that our response rate is low for this survey for both employers (N=4,5) and candidates (N=9,10,12), and therefore, we plan to use a combination of last years' data and data over next several years to examine program effectiveness more closely.

Based on the 5 employers who completed the survey in 2011, over 75% felt that our Level I candidates were well or adequately prepared on the specific practices in special education. These percentages are generally at the same level as the average across all CSUs. In the past one item that was just at the 75% cutoff was number 11, which focuses on "monitor outcomes and modify instruction based on pupil accomplishments". This year's data show that 80% of the employers feel that our students are well or adequately prepared to do this. As administrators are focused on student data and using that data to modify instruction it was not surprising that this was rated a bit lower in the past. As these expectations have changed in schools we have also changed our expectations of candidates. In our preliminary program we have three assignments that focus on using data to modify instruction, one in our assessment class, on in the behavior course, and one in the curriculum and instruction courses. Over time we had hope to see an increase in how well prepared employers feel our candidates are able to do this. We did see a slight increase in the percentage but because again the N is particularly low we will want to look at data over the next few years to ensure that we see that this is consistently about 80%.

Interestingly, candidates overall rated themselves as less prepared than did employers. This has been consistent for the past couple of years. The ratings on items 1 and 2 regarding teaching to the reading and math content standards were most surprising. This is surprising because our candidates took courses in the Multiple Subject program on these content areas and in addition these topics were reinforced in the special education curriculum and instruction courses. There are two reasons which may explain these results: 1) candidates who teach middle/high school may not be adequately prepared by the courses in the Multiple Subject program which focus on K-6; and, 2) candidates who teach students with mild/moderate versus moderate/severe disabilities may not feel adequately prepared since our Level I courses were cross categorical.

In the new preliminary program we have made two changes that may positively impact how well prepared our students feel on these items: 1) candidates can take either the Multiple Subject reading course or the secondary level reading course based; and, 2) candidates take a mild/moderate or moderate/severe curriculum and instruction course. Taking a reading course more focused on the specific grade level they wish to teach should make candidates feel more adequately prepared. Additionally, taking a curriculum course focused on the specific disabilities categories they will be teaching should also help candidates feel more prepared to teach reading and math to the specific population of students they are teaching.

However, in the area of mathematics we may still not see our percentage of candidates increase above our 75% cutoff. One reason for that is that our candidates cannot take secondary level math education courses unless they have higher level math content courses, which many do not. Therefore, our middle and high school teachers are not going to be as adequately prepared as we would like them to be. This is not just a CSU Long Beach issue but a state level issue, and this is reflected in the CSU wide data on item 2, that indicates that only 64% of candidates in special education feel prepared to teach mathematics according to California content standards. Interestingly, 100% of the employers feel that our candidates are well or adequately prepared to teach both reading and math, and across the CSU over 85% of employers feel that candidates are adequately prepared.

We were also surprised by three other areas that less than 75% of candidates rated as well or adequately prepared: teaching students using techniques validated by research, positive behavioral support techniques, collaboration with para-educators. In the past these areas have not been areas of concern. Since the data from these surveys are from students who were in the old Level I credential program, these might change over the next few year. We have two courses in the program the focus on positive behavioral supports. Our methods course are focused on research validated instructional techniques. Since again the N is quite low we will watch these items specifically over the next few years.

Table 7

Employer Survey Responses

Evaluation Questions Answered in 2011 by the Employment Supervisors of Teaching Graduates of CSU Education Specialist Level I	**CSU Long Beach:**				
Based on your observations of and conferences with this teacher (who was named in the survey), please assess *how well* s/he was *prepared* to . . .	(1) *N*	(2) Well or Adequately Prepared	(3) Somewhat or Not Prepared	(4) **Mean**	(5) **SD**
A. **Preparation for Subject-Specific Pedagogies in Special Education**					
1 . . . teach reading-language arts according to California Standards in Reading.	4	100%	0%	2.25	.50
2 . . . teach mathematics according to California Content Standards in Math.	4	100%	0%	2.50	.58
B. *General Preparation for Teaching Students in Special Education Classes*					
3 . . . know and understand federal and state laws that govern special education.	5	80%	20%	1.80	.45
4 . . . assess students' interests and abilities using multiple assessment procedures.	5	80%	20%	2.40	.89
5 . . . adapt curriculum to meet the needs of students with disabilities.	5	80%	20%	2.20	1.30
6 . . . develop and implement IEPs *with* parents, teachers and administrators.	5	80%	20%	2.20	.84
7 . . . use individual & group assessment information in planning appropriate lessons.	5	80%	20%	2.40	.89
8 . . . plan instructional activities in integrated settings for students with disabilities.	5	100%	0%	2.80	.45
9 . . . use teaching strategies validated by research as effective with SE students.	5	80%	20%	2.00	1.22
10 . . . use positive behavioral support techniques.	5	80%	20%	2.40	.89
11 . . . monitor outcomes and modify instruction based on pupil accomplishments.	5	80%	20%	2.40	.89

12	. . . develop student assessments that indicate progress toward IEP objectives.	5	80%	20%	2.00	1.22
13	. . . conduct educational assessments as defined in students' assessment plans.	5	80%	20%	2.20	.84
14	. . . consult with regular-ed. teachers about teaching special education students.	4	100%	0%	2.75	.50
15	. . . work with other teachers in inclusive school environments.	5	80%	20%	2.40	.89
16	. . . collaborate with para-educators in meeting students' instructional needs.	5	60%	40%	2.20	1.10

Table 8

Candidate Survey Responses

Evaluation Questions Answered by Special Education Teachers Who Finished CSU Education Specialist Level I Programs During 2009-10: **Once you finished your CSU credential program in 08-09, and when you were a special ed. teacher in 09-10, *how well prepared* were you to . . .**	**CSU Long Beach:**				
	(1) N	(2) Well or Adequately Prepared	(3) Somewhat or Not Prepared	(4) Mean	(5) SD
A. Preparation for Subject-Specific Pedagogies in Special Education					
1 . . . teach reading-language arts according to California Standards in Reading.	12	67%	33%	1.83	.94
2 . . . teach mathematics according to California Content Standards in Math.	12	58%	42%	1.75	.97
B. *General Preparation for Teaching Students in Special Education Classes*					
3 . . . know and understand federal and state laws that govern special education.	9	100%	0%	2.11	.33
4 . . . assess students' interests and abilities using multiple assessment procedures.	10	80%	20%	2.20	.79
5 . . . adapt curriculum to meet the needs of students with disabilities.	10	70%	30%	1.90	.74
6 . . . develop and implement IEPs *with* parents, teachers and administrators.	10	90%	10%	2.00	.82
7 . . . use individual and group assessment data in planning appropriate lessons.	10	80%	20%	2.10	.74
8 . . . plan instructional activities in integrated settings for pupils with disabilities.	10	90%	10%	2.10	.88
9 . . . use teaching strategies validated by research as effective with SE students.	10	60%	40%	1.80	.79
10 . . . use positive behavioral support techniques.	10	60%	40%	1.90	.88
11 . . . monitor outcomes and modify instruction based on pupil accomplishments.	10	80%	20%	2.20	.79
12 . . . develop student assessments that indicate progress toward IEP objectives.	10	90%	10%	2.20	.63
13 . . . conduct educational assessments as defined in students' assessment plans.	10	80%	20%	2.00	.67
14 . . . consult with regular-ed. teachers about teaching special education students.	10	70%	30%	2.00	.82
15 . . . work with other teachers in inclusive school environments.	10	80%	20%	2.10	.74
16 . . . collaborate with para-educators in meeting students' instructional needs.	10	60%	40%	1.90	.88

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

Analysis and Actions

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

Overall our data show that our candidates are meeting or exceeding expectations on each of our student learning outcomes. Our candidates perform particularly well on SLO 1 (Describes legal, ethical, and historical foundations of special education in a multicultural society) and SLO 5 (Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services). See Figures 1 & 2. As noted in the previous section although on average our candidates meet expectations on SLO 2, 20% of the students are not meeting expectation. See figure 3.

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

This year's data are similar to past years' data, as most of our students meet or exceed expectations on all signature assignments. In the past, we have also been concerned about candidate performance on SLO 2. In past years, candidates scored below a 3 on one particular criterion, criterion 2, student performance. This year the data for this criterion has increased to above a 3 although it is still slightly lower than the scores on the other criteria for the assignment. We believe that the increase in average performance on this criterion is a result of changes we made in the instruction on that aspect of the assignment. Now that we have made these changes and overall students are performing better, we want to find out more about why students score below a 3. In particular we want to know what criteria these students are scoring low on and if patterns exist.

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.

Table 9 details the steps that will be taken based on this analysis of data. The first step will be for the instructors of EDSP 564 to review the assignments of students who do not score a 3 or higher on the signature assignment for SLO 2. Next these instructors will share the data with full time program faculty. In addition we want to look carefully across SLOs to see if there are particular candidates who are not meeting expectations on multiple signature assignments. This data will be particular helpful to us so that we can provide these candidates extra support.

Table 9

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
1	Review student assignments from EDSP 564	EDSP 564 Instructors	Spring 2013	
2	Meet as a whole faculty to discuss findings from above action	All faculty	Fall 2013	
3	Look across courses to see if candidates who are not scoring a 3 or better on signature assignments are the same.	All faculty	End of Fall 2013	