



**College of Education and Affiliated Programs**  
**Annual Assessment Report Template – Fall 2010**  
*Multiple Subject Credential Program*

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

## **Background**

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

The Multiple Subject Credential Program (MSCP) is based in the Department of Teacher Education in the College of Education at California State University, Long Beach. The program prepares candidates to be credentialed in California for elementary and middle school instruction, grades K-8. The Multiple Subject Credential Program has four tracks:

- Track 1: Preliminary Multiple Subject Credential Program
- Track 2: Bilingual Cross-Cultural Language and Academic Development (BCLAD)
  - Emphasis in Spanish and Asian Languages
- Track 3: Multiple Subject Internship
- Track 4: Integrated Teacher Education Program (ITEP)

The Multiple Subject program reflects the mission of the College of Education to prepare educators for life-long learning, professional growth and social responsibility. Program goals are consistent with the vision of the Department of Teacher Education: to prepare knowledgeable, caring, reflective and highly competent teachers who are advocates for children, adolescents and families. Its inquiry-and experience-based program promotes education equity and excellence in contemporary, inclusive urban classrooms.

Objectives of the program include the following:

- prepare entry level teachers according to SB 2042 Teacher Performance Expectations
- prepare entry level teachers to use technology effectively in order to enhance instruction
- promote social responsibility and child advocacy among K-8 teachers
- collaborate with K-8 educators in order to promote school improvement

Program design is a spiraled curriculum combining content knowledge, pedagogy, and fieldwork based on the California Standards for the Teaching Profession. It guides candidates through practice and mastery of 13 Teaching Performance Expectations over time, resulting in competent developing professional educators and reflective practitioners.

Currently there are approximately 865 candidates enrolled in the program.

During 2008-2009 there were changes to the program resulting from the revision of signature assignments in each of the five pedagogy courses in order to align them with Student (Candidate) Learning Outcomes. Student Learning Outcomes are based upon the Teaching Performance Expectations described and mandated in SB2042. Prior to this change in 07-08, student learning outcomes were aligned with the broader set of six California Standards for the Teaching Profession (CSTP). The Teaching Performance Expectations are subsets of the CSTP and are described and defined in SB 2042. They are:

- **Outcome 1:** (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction
- **Outcome 2:** (TPE 2) Monitoring Student Learning During Instruction
- **Outcome 3:** (TPE 3) Interpretation and Use of Assessments
- **Outcome 4:** (TPE 4) Making Content Accessible
- **Outcome 5:** (TPE 5) Student Engagement
- **Outcome 6:** (TPE 7) Teaching English Learners
- **Outcome 7:** (TPE 8) Learning about Students
- **Outcome 8:** (TPE 9) Instructional Planning
- **Outcome 9:** (TPE 10) Instructional Time
- **Outcome 10:** (TPE 11) Social Environment
- **Outcome 11:** (TPE 12) Professional, Legal, and Ethical Obligations
- **Outcome 12:** (TPE 13) Professional Growth

Refer to Table 1 on the next page. This table outlines the student learning outcomes and signature assignments for the program as well as how these link to various college, state and national standards.

**Table 1***Program Student (Candidate) Learning Outcomes and Relevant Standards*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6<sup>1</sup></b>	<b>Outcome 7</b>	<b>Outcome 8</b>	<b>Outcome 9</b>	<b>Outcome 10</b>	<b>Outcome 11</b>	<b>Outcome 12</b>	<b>Outcome 13</b>
<b>SLOs</b>	(TPE 1) Specific Pedagogical Skills for Subject Matter Instruction	(TPE 2) Monitoring Student Learning During Instruction	(TPE 3) Interpretation and Use of Assessments	(TPE 4) Making Content Accessible	(TPE 5) Student Engagement	(TPE 6) Developmentally Appropriate Teaching Practices	(TPE 7) Teaching English Learners	(TPE 8) Learning about Students	(TPE 9) Instructional Planning	(TPE 10) Instructional Time	(TPE 11) Social Environment	(TPE 12) Professional, Legal, and Ethical Obligations	(TPE 13) Professional Growth
<b>Signature Assignments</b>	Standards-based summative assessment, Science Lesson, TPA 1, TPA 2, TPA 3, TPA 4	Lesson plan, Standards-based summative assessment, TPA 3, TPA 4	Developmental spelling-writing assessment and instruction, Case study report, TPA 1, TPA 3, TPA 4	Science lesson, TPA 1, TPA 2, TPA 3, TPA 4	Developmental spelling-writing assessment and instruction, Case study report, TPA 3, TPA 4	Standards-based Summative Assessment	Standards-based summative assessment, TPA 1, TPA 2, TPA 3, TPA 4	Developmental spelling-writing assessment & instruction, TPA 2, TPA 3, TPA 4	Lesson Plan, TPA 1, TPA 2, TPA 3, TPA 4	Lesson Plan, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4
<b>State Standards</b>	CSTP Understanding and Organizing Subject Matter for Student Learning	CSTP Assessing Student Learning	CSTP Assessing Student Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Planning Instruction and Designing Learning Experiences for All Students	CSTP Planning Instruction and Designing Learning Experiences for All Students	CSTP Creating and Maintaining Effective Environments for Student Learning	CSTP Creating and Maintaining Effective Environments for Student Learning	CSTP Developing as a Professional Educator	CSTP Developing as a Professional Educator
<b>Conceptual Framework</b>	Promotes Growth, Research and Evaluation	Promotes Growth	Service and Collaboration	Values Diversity	Promotes Growth	Promotes Growth	Values Diversity	Service and Collaboration	Promotes Growth	Promotes Growth	Promotes Growth	Prepares Leaders	Prepares Leaders
<b>NCATE Elements</b>	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Dispositions	Professional Dispositions

<sup>1</sup> Outcome 6 (TPE 6) was added to the assessment plan in 2009-2010.

**Table 2***Program Specific Candidate Information*

	<b>Transition Point 1</b>		
	<b>Admission to Program</b>		
	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>
	<b>#</b>	<b>#</b>	<b>#</b>
<b>TOTAL</b>	430	383	865

**Table 3***Program Specific Candidate Information, 2009-2010 (snapshot taken F09)*

	<b>Transition Point 2</b>
	<b>Advancement to Culminating Experience</b>
	<b>#</b>
<b>Multiple Subject Student Teaching</b>	319

**Table 4***Program Specific Candidate Information, 2009-2010 (snapshot taken F09)*

	<b>Transition Point 3</b>
	<b>Exit</b>
	<b>#</b>
<b>Credential<sup>2</sup></b>	337

**Table 5***Faculty Profile 2009-2010*

<b>Status</b>	<b>Fall 2009</b>	<b>Spring 2010</b>
Full-time TT/Lect.	26	26
Part-time Lecturer	36	39
<b>Total:</b>	<b>62</b>	<b>65</b>

<sup>2</sup> 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 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009, Fall 2009, and Spring 2010.

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.

## 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.

## Key Assessment Overview

Candidate performance in the Multiple Subject Credential Program is assessed utilizing multiple measures that reflect that Student Learning Outcomes/Teaching Performance Expectations. Candidate performance was assessed utilizing the following measures:

- Signature Assignments
- Formative and Summative Student Teaching Evaluations
- Teaching Performance Assessment (CalTPA)

### *Signature Assignments*

Signature assignments are implemented across the pedagogy courses (EDEL 442, EDEL 452, EDEL 462, EDEL 472, and SCED 475) that reflect specific Student Learning Outcomes/Teaching Performance Expectations. (Please see Table 6 for a guide to the specific SLO's/TPE's addressed in each signature assignment.) The assessments are standardized tasks across all sections of a particular course, implemented by the instructor, and uploaded and evaluated in an electronic portfolio database management system, TaskStream. Each task is evaluated by the instructor of the course through the use of a standardized four-point rubric.

### *Evaluations of Student Teaching*

Formative and summative evaluations of student teaching are conducted by University Supervisors and Master Teachers during the student teaching experience (EDEL 482). The formative evaluation tool reflects the California Standards for the Teaching Profession, addressed at the element level. The summative evaluation tool reflects data at the standard level only. Teaching Performance Expectations are embedded within the assessments and all TPE's are addressed. The evaluation tool utilizes a rubric scale of 1-5, which reflects the following descriptions of practice: Exceptional Beginning Practice, Proficient Beginning Practice, Developing Beginning Practice, Not Consistent (fails to achieve entry-level competency), and Not Observed (has not demonstrated this indicator sufficiently for assessment by the evaluator.) Mean scores below 3.0 on any subset on the formative evaluation from the 5 point rubric are considered an area of weakness in candidate performance. Data for this report were calculated as the aggregate mean score from the Master Teacher and University Supervisor on each standard or element. Aggregated data across each academic year are reported.

*Teaching Performance Assessment*

The Multiple Subject Credential Program utilizes the CalTPA assessment that requires credential candidates to demonstrate through their performance with K-8 students that they have mastered at a beginning teacher level the knowledge, skills, and abilities embodied in the 13 Teaching Performance Expectations. The four CalTPA tasks and when they are completed are described in Table 6. Candidates upload completed tasks into TaskStream. The tasks are blind-scored by calibrated assessors using a common scoring rubric. Tasks are scored on a 1-4 scale, with a score of 3 or 4 considered passing and a score of 1 or 2 not passing. Candidates must achieve passing scores of 3 or 4 on all four tasks.

The following table provides a description of each of the key assessments, their relative placement in the program, and the key SLO/TPE's being assessed.

**Table 6**  
*Candidate Assessments and Student Learning Outcomes*

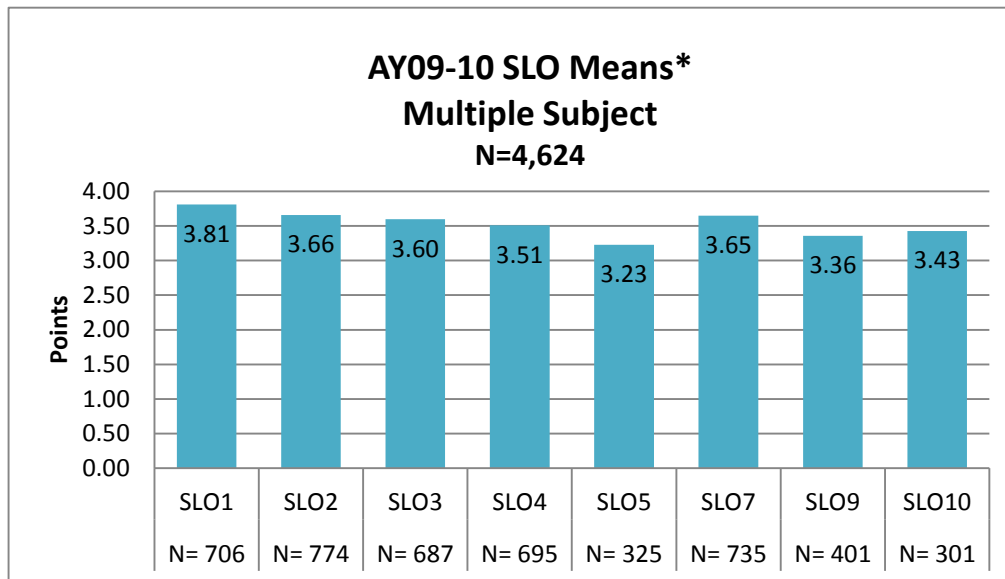
	<b>Assessment</b>	<b>Student Learning Outcomes</b>	<b>Description of the Assignment</b>
<b>Signature Assessments</b>	EDEL 442: Developmental Spelling-Writing Assessment and Instruction	<ul style="list-style-type: none"> <li>• SLO 3: (TPE 3) Interpretation and Use of Assessments</li> <li>• SLO 4: (TPE 4) Making Content Accessible</li> <li>• SLO 7: (TPE 7) Teaching English Learners</li> </ul>	Candidates conduct assessments of developmental spelling of two students (one ELL and one student with special learning challenges).
	EDEL 452: Case Study Report	<ul style="list-style-type: none"> <li>• SLO 3: (TPE 3) Interpretation and Use of Assessments</li> <li>• SLO 5: (TPE 5) Student Engagement</li> </ul>	Candidates write a case study report based on a variety of assessments that are conducted with a student.
	EDEL 462: Lesson Plan	<ul style="list-style-type: none"> <li>• SLO 2: (TPE 2) Monitoring Student Learning During Instruction</li> <li>• SLO 9: (TPE 9) Instructional Planning</li> <li>• SLO 10: (TPE 10): Instructional Time</li> </ul>	Candidates identify content standards at a specific grade level and write academic learning goals that are connected with these standards. Candidates prepare a written lesson plan including instructional strategies and assessments.
	EDEL 472: Standards-based summative assessment	<ul style="list-style-type: none"> <li>• SLO 1: (TPE 1) Making Subject Matter Comprehensible to Students</li> <li>• SLO 2: (TPE 2) Monitoring Student Learning During Instruction</li> <li>• SLO 6: (TPE 6) Developmentally Appropriate Teaching Practices</li> <li>• SLO 7: (TPE 7) Teaching English Learners</li> </ul>	Candidates develop a standards-based summative assessment for a complete instructional unit.

	SCED 475: Science Lesson	<ul style="list-style-type: none"> <li>• SLO 1: (TPE 1) Making Subject Matter Comprehensible to Students</li> <li>• SLO 4: (TPE 4) Making Content Accessible</li> </ul>	Candidates develop a standards-based science lesson in the 5E format.
<b>Student Teaching Evaluations</b>	Student Teaching Evaluations	<ul style="list-style-type: none"> <li>• SLO's/TPE's 1-13</li> </ul>	Candidates demonstrate their knowledge and application of the California Standards for the Teaching Profession through formative and summative evaluations of the student teaching experience by University Supervisors and Master Teachers.
<b>California Teaching Performance Assessments</b>	EDEL 472: Teacher Performance Assessment #1: Subject Specific Pedagogy	<ul style="list-style-type: none"> <li>• SLO's/TPE's 1, 3, 4, 6, 7, &amp; 9</li> </ul>	Candidates demonstrate their knowledge of the principles of content-specific and developmentally appropriate pedagogy by analyzing case studies and developing instructional strategies appropriate for English Learners and students with special needs.
	Teacher Performance Assessment #2: Designing Instruction	<ul style="list-style-type: none"> <li>• SLO's/TPE's 1, 4, 6, 7, 8, 9, 13</li> </ul>	Candidates demonstrate their ability to learn important details about a classroom of students, including English learners and students with special needs and to apply that knowledge to the design of appropriate instructional strategies.
	Student Teaching: Teacher Performance Assessment #3: Assessing Learning	<ul style="list-style-type: none"> <li>• SLO's/TPE's 3, 6, 7, 8, 9, &amp; 13</li> </ul>	Candidates demonstrate their ability to select a unit of study, identify related learning goals, and plan standards-based, developmentally appropriate student assessment activities for a group of students.
	Student Teaching Teacher Performance Assessment #4: Culminating Teaching Experience Task	<ul style="list-style-type: none"> <li>• SLO's 1-11 &amp; 13 (TPE's 1-11 &amp; 13)</li> </ul>	Candidates demonstrate their ability to design a standards-based lesson for a class of students, implementing that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, and managing instruction and student interaction. Candidates will also assess student learning related to the lesson and analyze the overall strengths and weaknesses of the lesson implementation.

The following tables present the aggregated student performance data from the assessments outlined above. Areas of concern to be discussed later are highlighted in yellow.

**Table 7**

*Student Learning Outcome Means in Multiple Subject, 2009-2010 Based on Signature Assignments*



**Table 8**

*Formative Student Teaching Evaluations, Mean Scores on CSTP Standards Fall 2009 Final Assignment*

Fall 2009							
<b>CSTP 1</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>1.5</b>		
Engaging & Supporting All Students in Learning	4.41	4.26	4.26	4.27	3.66		
<b>CSTP 2</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>2.5</b>	<b>2.6</b>	
Creating & Maintaining an Effective Environment	4.19	4.56	4.46	4.45	4.30	4.23	
<b>CSTP 3</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.4</b>	<b>3.5</b>	<b>3.6</b>	
Understanding & Organizing Subject Matter Knowledge	4.48	4.38	3.84	4.36	4.25		
<b>CSTP 4</b>	<b>4.1</b>	<b>4.2</b>	<b>4.3</b>	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	
Planning Instruction & Designing Learning Experiences	4.18	4.48	4.28	3.81	3.78	3.66	
<b>CSTP 5</b>	<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	<b>5.4</b>	<b>5.5</b>	<b>5.6</b>	
Assessing Student Learning	4.34	4.18	3.66	3.98	3.37	2.66	
<b>CSTP 6</b>	<b>6.1</b>	<b>6.2</b>	<b>6.3</b>	<b>6.4</b>	<b>6.5</b>	<b>6.6</b>	<b>6.7</b>
Developing as a Professional Educator	4.75	4.78	4.86	4.85	4.56	4.82	4.84



**Table 9***Formative Student Teaching Evaluations, Mean Scores on CSTP Standards Spring 2010 Final Assignment*

<b>Spring 2010</b>							
<b>CSTP 1</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>1.5</b>		
Engaging & Supporting All Students in Learning	4.35	4.09	4.18	4.22	4.02		
<b>CSTP 2</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>2.5</b>	<b>2.6</b>	
Creating & Maintaining an Effective Environment	4.17	4.46	4.23	4.30	4.21	3.96	
<b>CSTP 3</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.4</b>	<b>3.5</b>	<b>3.6</b>	
Understanding & Organizing Subject Matter Knowledge	4.35	4.38	3.43	4.32	3.91		
<b>CSTP 4</b>	<b>4.1</b>	<b>4.2</b>	<b>4.3</b>	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	
Planning Instruction & Designing Learning Experiences	4.25	4.38	4.22	3.49	3.87	3.82	
<b>CSTP 5</b>	<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	<b>5.4</b>	<b>5.5</b>	<b>5.6</b>	
Assessing Student Learning	4.23	4.01	3.86	3.87	3.30	2.53	
<b>CSTP 6</b>	<b>6.1</b>	<b>6.2</b>	<b>6.3</b>	<b>6.4</b>	<b>6.5</b>	<b>6.6</b>	<b>6.7</b>
Developing as a Professional Educator	4.57	4.52	4.58	4.60	4.40	4.60	4.57

**Table 10***Summative Student Teaching Evaluations, Mean Scores on CSTP Standards 2009-2010 Final Assignment*

	<b>Fall 2009</b>	<b>Spring 2010</b>
<b>CSTP 1</b>		
Engaging & Supporting All Students in Learning	<b>3.90</b>	<b>3.87</b>
<b>CSTP 2</b>		
Creating & Maintaining an Effective Environment	<b>3.90</b>	<b>3.85</b>
<b>CSTP 3</b>		
Understanding & Organizing Subject Matter Knowledge	<b>3.90</b>	<b>3.87</b>
<b>CSTP 4</b>		
Planning Instruction & Designing Learning Experiences	<b>3.82</b>	<b>3.91</b>
<b>CSTP 5</b>		
Assessing Student Learning	<b>3.80</b>	<b>3.84</b>
<b>CSTP 6</b>		
Developing as a Professional Educator	<b>3.94</b>	<b>3.90</b>
Demonstrates Overall Effective Teaching	<b>3.91</b>	<b>3.90</b>

**Table 11***Teaching Performance Assessment Data (Summer 09 through Spring 10)*

CalTPA Task	N	Percent passing
1	349	96.2%
2	358	82.4%
3	223	90.5%
4	223	96.8%

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

**Program Effectiveness Assessment Overview**

The data sources used to examine program effectiveness were collected from three surveys, conducted annually by the CSU Chancellor's Office. They are:

- CSU Exit Survey of Program Graduates collected during 2008-2009 and 2009-2010
- CSU Systemwide Survey of First-Year Teaching Graduates collected during 2007-2008 and 2008-2009.
- CSU Systemwide Survey of Employment Supervisors of the Program's First Year Teaching Graduate, as evaluated in 2007-2008 and 2008-2009.

The Chancellor's Office provides data from these surveys to each campus, and these data have been summarized in Tables 12 and 13.

**Table 11***Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2008-09 and 2009-10 by Graduates Exiting these Programs (CSU Chancellor's Exit Survey Report, 08-09 & 09-10)*

This survey is a 23 item questionnaire filled out by student teachers at the end of the credential program. Exiting candidates are asked if they were "well or adequately prepared" or "somewhat or not prepared" by the program

Question	Planning		Management		Discipline		Strategies		English Learners		Diversity	
	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10
Well/adequately prepared (%)	99	88	98	96	93.4	89	97.7	95	92.7	91	94.7	90
Somewhat/not prepared (%)	1	12	2	3	6.6	9	2.3	3	7.3	8	5.3	9

Question	Special Learning Needs	Personal Family/Comm.	Motivation	On-task Behaviors	Technology for Learning	Technology for Management
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	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10
Well/adequately prepared (%)	79.8	77	95.2	92	97.7	95	97.5	96	87.6	85	87.1	84
Somewhat/not prepared (%)	20.2	24	4.8	6	2.3	2	2.5	3	12.4	13	12.9	14

Question	Assessment Formal/Informal		Assessment Test Scores		Differentiation		Educational Equity		Routines Procedures		School & Community Res.	
	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10
Well/adequately prepared (%)	95.4	95	94.4	91	96.5	95	97	95	98	96	82.8	85
Somewhat/not prepared (%)	4.6	4	5.6	7	3.5	3	3	3	2	3	17.2	13

Question	Parent Communication		Collaboration w/other Teachers		Think about problems & develop solutions		Professional, Legal, & Ethical Obligations		Reflection & Personal Growth	
	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10
Well/adequately prepared (%)	91.2	86	92.7	88	92.4	93	92.2	90	98	95
Somewhat/not prepared (%)	8.8	13	7.3	10	7.6	6	7.8	9	2	3

**Table 13**

*Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2007-2008 & 2008-2009 by First-Year Teaching Graduates Exiting these Programs and teaching in 2008 & 2009 and their Employment Supervisors (CSU Chancellor's Exit Survey Report, 2010)*

	Question	Overall Effectiveness		Reading Language Arts		Math		Other Subjects		Planning		Motivation	
		Sups	Grads	Sups	Grads	Sups	Grads	Sups	Grads	Sups	Grads	Sups	Grads
2009	Well/adequately prepared (%)	83	85	98	88	87	88	94	81	84	92	76	86
	Somewhat/not prepared (%)	17	15	2	12	13	12	6	19	16	8	24	14
2008	Well/adequately prepared (%)	85	77	91	85	92	86	86	74	88	85	86	82
	Somewhat/not prepared (%)	15	23	9	15	8	14	14	26	12	15	14	18

	Question	Management		Technology		Pedagogy		Assessment & Reflection		Equity & Diversity		Young Child Grades K-3	
		Sups	Grads	Sups	Grads	Sups	Grads	Sups	Grads	Sups	Grads	Sups	Grads
2009	Well/adequately prepared (%)	76	84	73	69	82	86	81	88	79	86	87	88
	Somewhat/not prepared (%)	24	16	27	31	18	14	19	12	21	14	13	12
2008	Well/adequately prepared (%)	86	75	92	69	85	78	85	76	81	77	88	77
	Somewhat/not prepared (%)	14	25	8	31	15	22	15	24	19	23	12	23

	Question	Middle Grades 4-8		English Learners		Special Needs	
		Sups	Grads	Sups	Grads	Sups	Grads
200	Well/adequately prepared (%)	85	86	79	90	82	82
09	Somewhat/not prepared (%)	15	14	21	10	18	18
200	Well/adequately prepared (%)	82	78	84	77	81	73
08	Somewhat/not prepared (%)	18	22	16	23	19	27

- 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

- 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.

### Analysis of Candidate Competence

The measures of candidate competence utilized in this report include student outcomes on signature assignments in each of the methodology courses, formative and summative data from the culminating field experience, and scores on the Teaching Performance Assessments. Each type of data will be analyzed separately.

### Signature Assignment Data

Student data from signature assignments indicates that students generally perform well on these coursework embedded assessments. Mean scores on each of the areas range from 3.23 to 3.81 for the year analyzed.

Candidates performed very well on:

- TPE/SLO 1: Specific Pedagogical Skill for Subject Matter Instruction – 3.81
- TPE/SLO2: Monitoring Student Learning During Instruction – 3.66
- TPE/SLO 7: Learning about Students – 3.65

Relative to these scores, students tended to score the lowest in the following TPE/SLO's:

- TPE/SLO 5: Student Engagement – 3.23

## **Student Teaching Formative and Summative Evaluations**

Formative student teaching evaluations, taken at the midpoint of each assignment, reflect a mean score range of 2.53 to 4.86, on a scale of 1-5. Each score reflects an element of the California Standards for the Teaching Profession. The most notable area of weakness as reflected in both years of data focuses on:

CSTP 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning

Summative student teaching evaluations, taken at the end of each assignment reveal similar levels of competency in meeting the California Standards for the Teaching Profession. The mean range of scores at the standard level are 3.85 to 3.94 on a scale of 1-5. These scores indicate that students are performing at the level of "Proficient Beginning Practice."

## **Teaching Performance Assessments (TPA's)**

The California Teaching Performance Assessments are a relatively new measure of student performance . The vast majority of students pass all tasks with a score of 3 or 4, with the majority of failing scores in TPA Task 2 (18% failure rate).

## **Analysis of Program Effectiveness**

The measures of program effectiveness utilized in this report include two years of data from the CSU Chancellor's Office Exit Survey. The survey measured perceived levels of preparation from candidates at the end of their student teaching experience, former students after completing one year of teaching, and the immediate supervisors/evaluators of 1<sup>st</sup> year teachers from CSULB.

### *Perceptions of Students at the end of Student Teaching*

In general, student teachers in both years of the study indicated at a minimum rate of 80% in each category that they felt well or adequately prepared by the Multiple Subject Credential Program to provide instruction in K-8 classrooms. The most noted areas of strength included lesson planning, classroom management, student motivation strategies, educational equity, and reflection and personal growth. In general, satisfaction rates between the 08/09 and 09/10 administration of the survey indicated small to moderate decreases, most notably in the areas of instructional planning, parent communication, and communication with parents. The most noted areas where students felt less prepared included strategies for teaching students with special learning needs, awareness and use of school and community resources, and technology for both learning and management.

### *Perceptions of Program Completers at the end of the First-year of Teaching*

In both years of data, program completers in their first year of teaching indicate similar levels of preparedness than the data provided at the end of the student teaching experience. In general, program completers indicated at a minimum rate of 85% in each category that they felt well or adequately prepared by the Multiple Subject Credential Program to provide instruction in K-8 classrooms. Additionally, between the years 2008 and 2009, program completers indicated improvements in program quality in almost all areas. Program strengths were reported by first year teaching graduates are as follows: preparedness to teach in a variety of subject areas and lesson planning.

The most noted areas where former students felt less prepared included using technology for instructional and management purposes and strategies to meet the needs of specialized student populations.

### *Perceptions of Employers/Supervisors of 1<sup>st</sup> Year Teachers/Program Completers*

In both years of data, employers/supervisors indicated that between 73 and 93% of program completers appeared to be well or adequately prepared to provide instruction in K-8 classrooms. The most noted areas of strength were preparedness to teach reading/language arts and non-core subject areas. The most noted areas of concern included strategies to increase student motivation, classroom management, teaching English learners and technology. In contrast to the survey data of program completers, employment supervisors expressed a reduced satisfaction with the ability of the Multiple Subject Credential program to prepare teachers during the 2009 survey administration. Most notably, this decreased satisfaction was most dramatic in the areas of motivation, classroom management, and technology. One possible explanation for this decrease was the requirement for the vast majority of candidates to successfully complete the battery of Teacher Performance Assessment (TPA) tasks. Students and faculty have indicated that the focus on the TPA, in some cases, reduced the amount and depth of content in the methods courses in these areas, in an effort to prepare for the TPA. It is anticipated that as students and faculty become more comfortable with the TPA experience and are better able to align curriculum with the TPA's, the perceived content gaps will be alleviated.

### **Summary of Data Analysis**

Overall, a strong alignment across the data sources regarding strengths of the program exists. Data indicates the program is strong in developing pedagogical knowledge, enabling students to know and understand subjects of the curriculum at the grade level(s), and to prepare lesson plans and appropriate activities for instruction. Data also revealed the program is very strong in preparing candidates to adhere to principles of educational equity. These strengths successfully impact our student (candidate) learning outcomes. These strengths also demonstrate that the program adheres to the College of Education mission to prepare knowledgeable and highly competent teachers, while reflecting Multiple Subject Credential Program goals to prepare entry-level teachers according to SB 2042 Teaching Performance Expectations, as well as to promote social responsibility and child advocacy.

Summarizing program weaknesses was more challenging, due to data discrepancies, but three specific areas of concern are noted that were echoed across the various data sources: student engagement and motivation, providing appropriate instruction for English learners and other special student populations, and the use of technology for instructional and management purposes.

As a result of data discussions with the faculty of the Department of Teacher Education, the findings indicate that the program performs well in most measures of student performance and perceptions of program effectiveness. While there are several areas identified for program improvement, it has been determined that a focus on three specific areas receive priority over the next year. Triangulation of the data sources suggest that the student experience in the Multiple Subject Program would be enhanced by greater emphasis and preparation in the following areas:

- Meeting the instructional needs of students with special learning needs and English learners
- Development of strategies to increase student engagement and motivation
- Using technology for instructional and management purposes.

### **Meeting the Instructional Needs of Students with Special Learning Needs and English Learners and Strategies to Enhance Student Engagement and Motivation**

Through data analysis of the student teaching formative evaluations, CSU Exit Survey of Student Teachers, and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to

develop more skills to support students with special learning needs and English learners, in addition to enhancing engagement and motivation for all students in the classroom. Faculty agree that a greater emphasis on differentiated instructional approaches throughout the program would support students in this area. The following plan will be implemented to improve student outcomes in this area:

<b>Data Source</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>
Student teaching formative evaluations CSU Exit Survey of Student Teachers	Create a curriculum map that identifies where issues related to students with special needs, English learners, and motivation are covered in the program and how students demonstrate their learning in this area.	MSCP Coordinator	Spring, 2011
CSU Systemwide Survey of Program Completers CSU Systemwide Survey of Employers	Enhance instruction by highlighting specific strategies in each course, spiraled throughout the program. Additionally, refine field work assignments to allow for greater application of these strategies in real-world settings.	MSCP Coordinator & Department Chair	Fall, 2011

### **Use of Technology to Support Instruction and Management**

Through data analysis of the student teaching evaluations, CSU Exit Survey of Student Teachers, and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to develop more strategies for implementing technology in their work. Improving candidate readiness in this area will require collaboration between the program and the local school districts in terms of identifying specific resources at the local level. The following plan will be implemented to improve student outcomes in this area:

<b>Data Source</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>
Student Teaching Evaluations CSU Exit Survey of Student Teachers	Work with faculty to identify where these concepts and strategies are taught and assessed within the program.	MSCP Coordinator Department Chair	Spring, 2011
CSU Systemwide Survey of Program Completers CSU Systemwide Survey of Employers	Work with local school districts to identify the types of resources that are available for implementing technology for instruction and management Implement a workshop for the student teacher professional development day that highlights technological resources for use in the classroom	MSCP Coordinator MSCP Coordinator	Fall, 2011 Fall, 2011