



**Commission on Teacher Credentialing
Biennial Report
Academic Years 2012-13 and 2013-14**

Institution	California State University, Long Beach
Date report is submitted	Fall 2014
Program documented in this report	Multiple Subject Credential Program
Name of Program	Multiple Subject Credential Program
Credential awarded	Preliminary Multiple Subject Credential and Intern Credential
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
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Phone #	
E-mail	

Note: CSULB is using a modified Biennial Report template. With CTC’s permission, this template combines all elements of the traditional Biennial Report with elements of CSULB’s Annual Report. Most data tables appear in the Appendices. Please see the Cover Letter for a detailed comparison.

Additionally, the **Multiple Subject Credential Program’s** assessment plan was modified significantly during the reporting period. Consequently, candidate performance data included in this report reflect the collection and reporting of data as it occurred throughout the transition from old to new assessment plan.



College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Multiple Subject Credential Program

Note: this report presents and analyzes data from Summer 2012 through Spring 2014 with an additional year of SLO data included solely as a means of establishing a trend.

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: Preliminary Multiple Subject Credential Program with Bilingual Authorization (BILA) 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 who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy. 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.

Enrollment in the Multiple Subject Credential Program has dropped substantially over the past five years, in alignment with the current job market and availability of teaching positions. It is anticipated that as the job market begins to rebound, so will enrollment in the program.

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

The 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. The program's Student Learning Outcomes are mapped to the Teaching Performance Expectations and are identified as follows:

Outcome 1: Engaging and Supporting All Students in Learning

- (TPE 4) Making Content Accessible
- (TPE 5) Student Engagement
- (TPE 6) Developmentally Appropriate Teaching Practices

Outcome 2: Creating and Maintaining Effective Environments for Student Learning

- (TPE 10) Instructional Time
- (TPE 11) Social Environment

Outcome 3: Understanding and Organization Subject Matter Knowledge for Student Learning

- (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction

Outcome 4: Planning and Designing Learning Experiences for All Students

- (TPE 7) Teaching English Learners
- (TPE 8) Learning about Students
- (TPE 9) Instructional Planning

Outcome 5: Assessing Student Learning

- (TPE 2) Monitoring Student Learning During Instruction
- (TPE 3) Interpretation and Use of Assessments

Outcome 6: Developing as a Professional Educator

- (TPE 12) Professional, Legal, and Ethical Obligations
- (TPE 13) Professional Growth

**It is important to note that during the 2013-14 academic year, the Student Learning Outcomes were collapsed from a total of 13 to 6, organized by the California Standards for the Teaching Profession. This change was initiated because the former assessment structure measured TPE's across multiple courses. Because students do not take methods courses in any particular order, this created a complicated and confusing assessment model. The structure was changed to better align the SLO's with the CSTP's, reducing the overall number of SLO's to 6. This allowed each SLO to be specifically measured in one methods course or during student teaching. This allows the program to better analyze each SLO, the course in which they are administered, and student responses to the signature assignments.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Engaging and Supporting All Students in Learning	Creating and Maintaining Effective Environments for Student Learning	Understanding and Organizing Subject Matter Knowledge for Student Learning	Planning Instruction and Designing Learning Experiences for all Students	Assessment Student Learning	Developing as a Professional Educator
Signature Assignment(s)	History-Social Science Lesson	Elementary Classroom Observation	Lesson Plan	Developmental Spelling Assessment	Case Study Report	Formative and Summative Evaluations
State Standards	Engaging and Supporting All Students in Learning	Creating and Maintaining Effective Environments for Student Learning	Understanding and Organizing Subject Matter Knowledge for Student Learning	Planning Instruction and Designing Learning Experiences for all Students	Assessing Student Learning	Developing as a Professional Educator
Conceptual Framework	Effective Pedagogy; Advocacy	Effective Pedagogy; Collaboration	Effective Pedagogy; Scholarship	Effective Pedagogy; Innovation	Evidence-Based Practices	Advocacy; Collaboration; Effective Pedagogy; Evidenced-Based Practices; Leadership; Scholarship
NCATE Elements	Student Learning	Student Learning	Professional Knowledge and Skills; Student Learning	Pedagogical Content Knowledge; Student Learning	Professional Knowledge and Skills; Student Learning	Professional Knowledge and Skills; Professional Dispositions; Student Learning

Table 2*Program Specific Candidate Information, 2011-2014 – Transition Point 1 (Admission to Program)*

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated*	Applied	Accepted	Matriculated
Total:	241	193	N/A	151	142	N/A

Note: Because the MSCP is a self-paced program, no data is available that reflects the current number of matriculated students into the program. Students may be taking between zero and five classes per semester. Additionally, students have 7 years from the time of program admission to complete their requirements.

Table 3*Program Specific Candidate Information, 2011-2014¹ - Transition Point 2 (Advancement to Culminating Experience)*

	2012-2013	2013-2014
Multiple Subject Student Teaching	297	196

Table 4*Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)*

	2012-2013	2013-2014
Credential²	205	151

¹ Data are reported from Summer 2012 to Spring 2014.

² 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 2012 through Spring 2014.

Table 5

Faculty Profile 2011-2014³

Status	2012-2013	2013-2014
Full-time TT/Lecturer	16	17
Part-time Lecturer	22	17
Total:	38	34

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.**

While data review is conducted on an ongoing basis during regularly scheduled department meetings, data for this report was analyzed at the Beyond Compliance Workshop, held on September 12, 2014. The following faculty participated in this analysis: Department Chair, 5 tenured faculty, and 1 full-time lecturer.

Data

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

The Multiple Subject Credential Program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Credential Center. These data are reflected in Tables 2-5 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Data related to these assignments are reported Appendix A.

³ Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

- **CalTPA Data:** CalTPA data are reported for the Multiple and Single Subject programs. Candidates complete a series of 4 tasks, which are blind-scored by calibrated assessors using TaskStream. Relevant CalTPA data can be found in Tables 6-9 (below).
- **CSU Teacher-Supervisor Survey Data:** The CSU Center for Teacher Quality administers an annual survey to alumni of initial credential programs as well as their supervisors. The survey assesses candidate preparation for classroom practice as well as supervisors perceptions of that preparation. Relevant data are reported in Appendix B.
- **Student Teacher Evaluations.** Evaluations of student teachers are conducted every four weeks by both the University Supervisor and the Master/Cooperating Teacher. Candidates are rated on 4-point rubric scale of their progress in meeting proficiency benchmarks on the California Standards for the Teaching Profession. Data related to these evaluations is included below in Table 10.

Additional information, including each program’s assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- 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).

The charts below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please refer to Appendix A. For program pathways with fewer than 10 students, we do not disaggregate data.

Figure 1

Figures 1 compares aggregate data by SLO for a two-year period based on points earned.

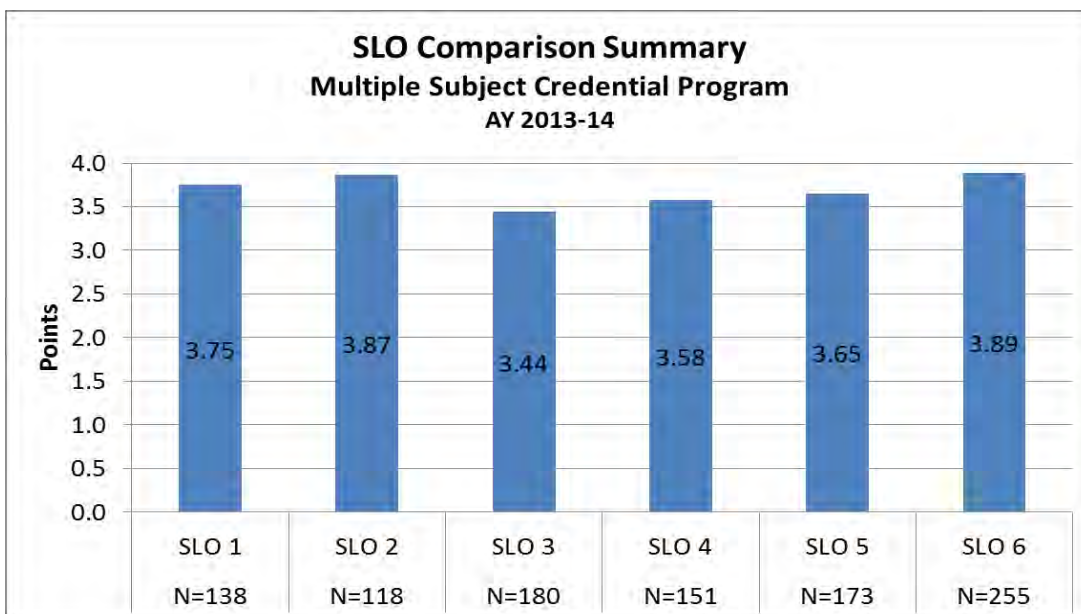


Figure 2

Figure 2 compares aggregate data by SLO for a one-year period based on points earned.

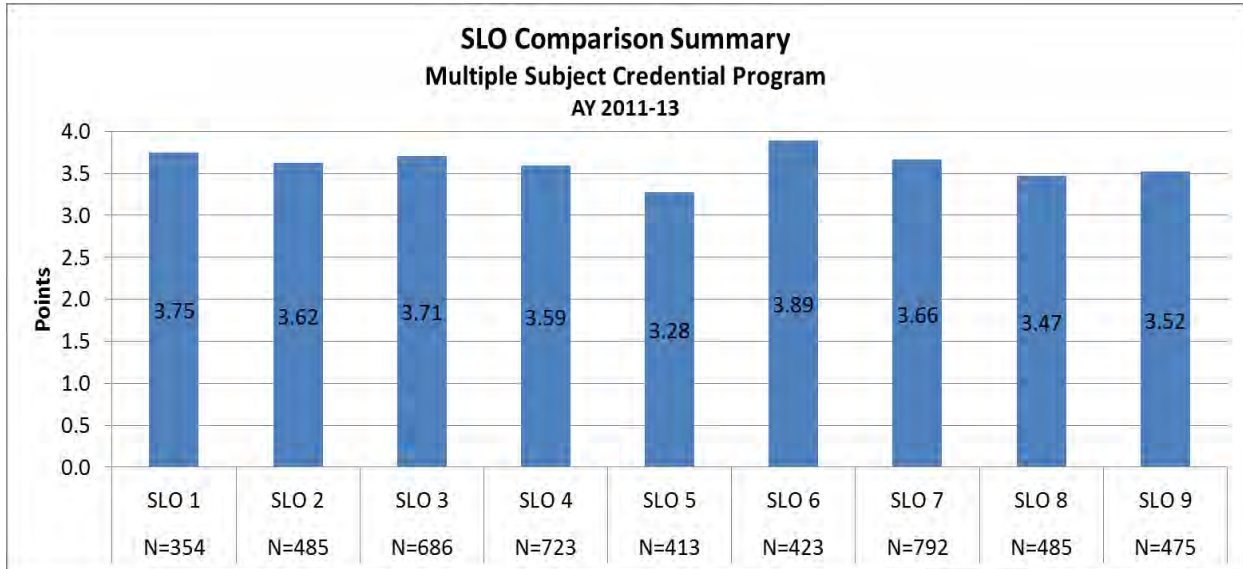


Figure 3

Figure 3 shows trends in SLO data across two years based on points earned.

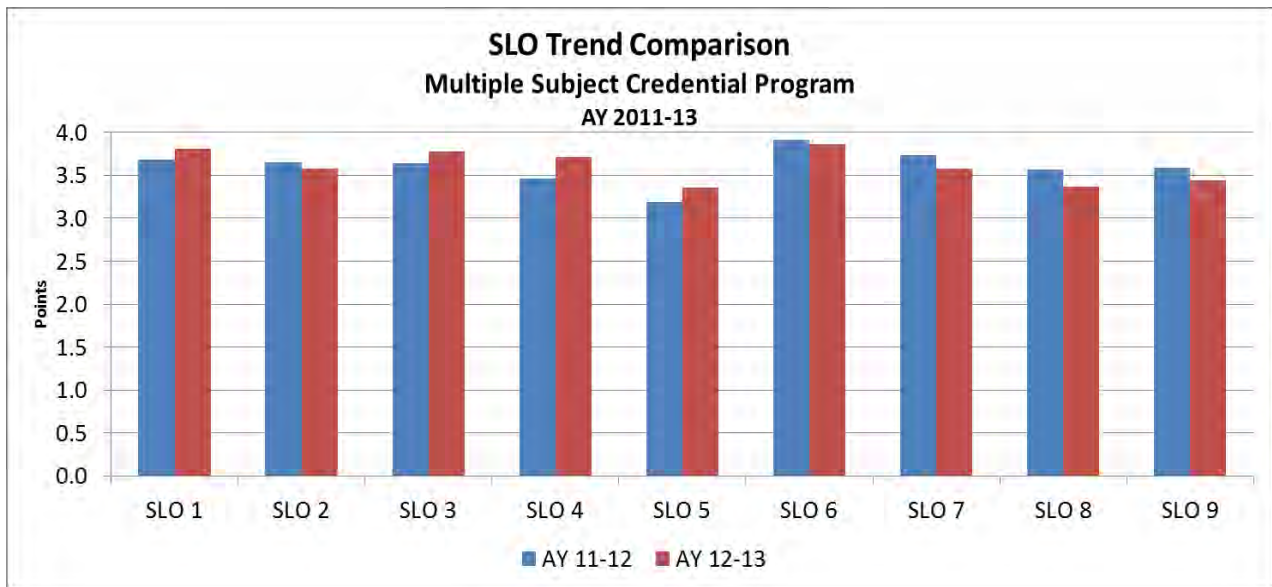


Figure 4

Figure 4 shows trends in SLO data, disaggregated by pathway option, during AY 2013-14 based on points earned.

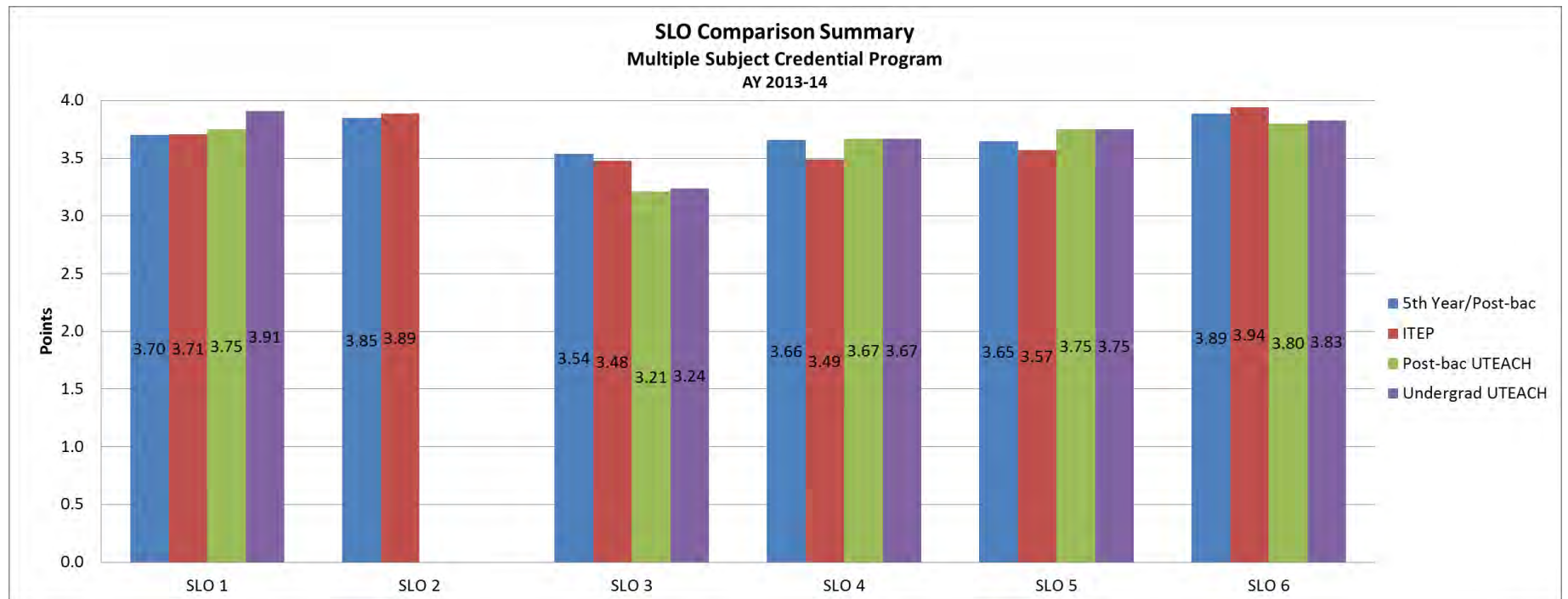


Table 6*CalTPA Pass Rates for 2012-2013, MSCP*

CalTPA Task	Score 1 or 2 (not passing)	Score 3 or 4 (passing)
Subject Specific Pedagogy	19%	81%
Designing Instruction	10%	90%
Assessing Learning	16%	84%
Culminating Teaching Experience	7%	93%

Table 7*CalTPA Pass Rates for 2013-2014, MSCP*

CalTPA Task	Score 1 or 2 (not passing)	Score 3 or 4 (passing)
Subject Specific Pedagogy	10%	90%
Designing Instruction	12%	88%
Assessing Learning	8%	92%
Culminating Teaching Experience	5%	95%

Table 8*Assessors*

Summer 2012-Spring 2014	MSCP
Assessors Used	42
Initially Calibrated 2012-2014	3
Recalibrated	42
Chose not to recalibrate	4

Notes

1. Assessors used: Headcount of all assessors used in 2002-14 period; those in this group may be qualified to score multiple tasks;
2. Initially Calibrated 2012-2014: Individuals who first did Foundation training during 2012-14 year; these are "new" assessors during this time period.
3. Recalibrated: individuals who have successfully recalibrated on 1 or more tasks using either the CED in-house system or the CTC online system
4. Chose not to recalibrate: individuals who informed CED they would not be recalibrating on one or more tasks; or did not communicate with CED at all

Reliability Data

The figures in the table below were obtained by first identifying the tasks that were double-scored as part of our reliability studies and grouping these tasks by the academic year scored and by program (Multiple vs. Single Subject). We then used cross-tabs to calculate, by year, the percentage of the assessors on these double-scored tasks who gave a score that was the same as or within 1 point of the other score for that task.

Table 9

Cal TPA Reliability Data, MSCP

	AY 2012-13	AY 2013-14
Exact Match	46.3%	48.1%
Exact Match & 1 Point Off Combined	93.7	95.4%
N	190	131

Modifications to Assessor Selection, Training and Recalibration

With candidate enrollment declining over the last two years, the college has not brought on new assessors, and thus has not needed to provide new assessor training.

Faculty who teach methods courses and who score TPA tasks are required to either score every semester or recalibrate each year by October 1. Faculty who do not recalibrate are required to attend a re-training session specific to the task on which they were initially trained. This is taught by the Lead Assessor.

A clarification to policy was made in 2013. Assessors and instructors asked for clear direction on supporting candidates during the CalTPA process. The TPA Coordinator (Associate Dean) worked with the TPA Implementation Group to develop a clear list of “Do’s and Don’ts” based on the CTC’s policies for Unaided Submission and Feedback (PSA 13-02), and the TPA Implementation Manual. This has been shared with assessors and instructors.

Table 10*MSCP Student Teacher Mid-Term and Final Evaluation Data Summary*

CSTP	Fall 2012 Mid-term Evaluation	Fall 2012 Final Evaluation	Spring 2013 Mid-term Evaluation	Spring 2013 Final Evaluation	Fall 2013 Mid-term Evaluation	Fall 2013 Final Evaluation	Spring 2014 Midterm Evaluation	Spring 2014 Final Evaluation
1	3.58	3.77	3.68	3.85	3.59	3.78	3.68	3.77
2	3.61	3.77	3.7	3.84	3.65	3.82	3.68	3.81
3	3.61	3.79	3.72	3.86	3.64	3.81	3.71	3.82
4	3.57	3.74	3.68	3.84	3.62	3.74	3.63	3.79
5	3.55	3.71	3.64	3.82	3.61	3.78	3.63	3.78
6	3.75	3.88	3.88	3.91	3.84	3.9	3.81	3.89

- 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.

The program has reviewed and interpreted data from the following survey items (identified below). Relevant survey data for the items listed below can be found in Appendix B.

Survey

Items

CSU Systemwide Evaluation Survey – MSCP	Preparation to Teach English Learners – Site Supervisors
CSU Systemwide Evaluation Survey – MSCP	Preparation to Teach English Learners – Site Supervisors
CSU Systemwide Evaluation Survey – MSCP	Serving Students with Special Needs – Site Supervisors
CSU Systemwide Evaluation Survey – MSCP	Serving Students with Special Needs – Site Graduates
CSU Systemwide Evaluation Survey – MSCP	Aware of Resources for At-Risk Youth – Supervisors
CSU Systemwide Evaluation Survey – MSCP	Aware of Resources for At-Risk Youth – Graduates
CSU Systemwide Evaluation Survey – MSCP	Value of Supervised Field Experiences – Graduates
CSU Systemwide Evaluation Survey – MSCP	Value of Guidance and Support from Field Supervisor – Graduates

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. Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)

Please refer to Tables 11 and 12 on the following pages for discussion related to data analysis and interpretations/findings.

Table 11

Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
1	Preparation to teach English Learners	CSUTeacher/ Supervisor Survey Data Signature Assignment Student Teaching Evaluations	Site supervisors feel that CSULB candidates are well prepared to meet the needs of EL's	Program completers feel slightly less prepared to teach EL's. The signature assignment administered in EDEL 442 (developmental spelling assessment) also suggests that students need additional preparation to support the needs of EL's in the classroom.	Supporting candidates in providing appropriate instruction for English Learners continues to be a work in progress.
2	Serving Students with Special Needs	CSUTeacher/ Supervisor Survey Data	Site supervisors feel that CSULB candidates are well prepared to address students with special needs in the classroom.	Program completers feel slightly less prepared to address students with special needs in the classroom, as compared to the perspective of their site administrators.	Over the past few administrations of the survey, the quality of our candidates as assessed by their site supervisor, has increased. This is due, in large part, to the limited job market and the availability of highly skilled candidates to fill positions. It is not surprising that program completers do not feel as well prepared in their first year of teaching, as this year challenges the new teacher to fully implement what they have learned through their course of study on their own with limited support.

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and</i> <i>why</i>
3	Aware of Resources for At-risk Youth	CSU Teacher/Supervisor Survey Data	Site supervisors feel that CSULB candidates are appropriately aware of the resources available for serving at-risk student populations.	Program completers feel slightly less prepared to provide resources for serving at-risk student populations, as compared to the perspective of their site administrators.	Over the past few administrations of the survey, the quality of our candidates as assessed by their site supervisor, has increased. This is due, in large part, to the limited job market and the availability of highly skilled candidates to fill positions. It is not surprising that program completers do not feel as well prepared in their first year of teaching, as this year challenges the new teacher to fully implement what they have learned through their course of study on their own with limited support.
4	Value of Supervised Teaching Experiences	CSU Teacher/Supervisor Survey Data	88% of graduates indicate the importance and value of the supervised teaching experience.	Only 75% of candidates indicated a rating of “somewhat” or “valuable” in the quality of guidance and assistance provided by their University Supervisor and Site Supervisor.	The program highly values the key role that the supervised teaching experience plays in developing candidate competence. The current University Supervisor pool is small and very experienced. This has resulted in limited new hires over the past decade, limiting the recency of teaching and/or administrative experience. In addition, recruitment and training for supervisors and Master/Cooperating teachers has been very limited.

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and</i> <i>why</i>
5	Math Education Instruction	Signature Assignment Data Student Teaching Evaluations	The mean score on Signature Assignments across all courses ranges from 3.44 to 3.89 (4 as highest score). Students in the UTEACH pathways generally have higher overall mean scores than students from the post-bac and ITEP track.	SLO 3, measured in EDEL 462, has the lowest overall mean, ranging from 3.21-3.54. Students in the UTEACH pathway have a lower mean score on SLO 3 than their peers from other tracks.	During the timeframe reflected in this report, there have been significant difficulties in staffing the EDEL 462 course, where SLO is measured. In addition, students within the UTEACH track participated in significant training in STEM, which reduced the time in EDEL 462 that would typically have been spent on providing content and preparing students for the Signature Assignment.
6	Assessment	TPA Pass Rates	Overall, TPA pass rates have increased over the last two academic years. (TPA 1 81%-90%; TPA 3 84%-92%; and TPA 4 93%-95%)	TPA 2 continues to be the most difficult task for students to pass (90%-88%).	Students are being provided with more resources and support (faculty preparation, student workshops) to succeed in passing the TPA's. TPA 2, which focuses on assessment, continues to be the most difficult. The program is investigating a more structured sequence of methods courses that would ensure that the information and skills needed to successfully complete TPA 2 is provided in a timely manner prior to the administration of this TPA.

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

Table 7

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
1	Embed additional strategies for meeting the needs of English Learners throughout the program and through field experiences	Teacher Education Department Chair and Faculty	August, 2015	Program Standard 12	
2	Embed additional strategies for meeting the needs of students with special needs throughout the program and through field experiences	Teacher Education Department Chair and Faculty	August, 2015	Program Standard 13	
3	Embed additional resources targeting the needs of at-risk youth throughout the program and through field experiences	Teacher Education Department Chair and Faculty	August, 2015	Program Standard 9	
4	Design and implement professional development for University Supervisors	MSCP Program Coordinator	August, 2015	Common Standard 4	
4	Design and implement professional development for Cooperating/Master Teachers	MSCP Program Coordinator	August, 2015	Common Standard 8 Program Standard 15	
4	Collaborate with cooperating school districts on a systemic model for recruitment and selection of site supervisors (master/cooperating teachers)	August, 2015 MSCP Program Coordinator and Dept. Chair	August, 2015	Common Standard 8 Program Standard 15	

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
5	Review and revise Standard Course Outline for EDEL 462.	Teacher Education Faculty and Chair	December, 2014	Program Standard 8A	
5	Recruit and hire high quality math education faculty.	Teacher Education Chair	August, 2015	Common Standard 4	
6	Implement a required program sequence.	MSCP Coordinator and Teacher Education Chair	August, 2015	Program Standards 17, 18, 19	

7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?

Yes (see below)

No (no further action is required)

Table 8

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.