College of Education and Affiliated Programs
Annual Assessment Report – Fall 2012
Single Subject Program

Background

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual Report?

The Single Subject Credential Program (SSCP) rests on the bedrock principle clarified by the National Commission on Teaching and America's Future (NCTAF, 1996, p.5): *What teachers know and can do makes the crucial difference in what children learn*. Building on this core principle, the program has as its overarching purpose the preparation of high quality beginning teachers who possess the knowledge, skills, and dispositions to provide meaningful, substantive, and sequential learning for all students so that they can become active citizens in a democratic, increasingly global, technology-driven society.

The SSCP has three components: subject matter preparation, professional pedagogical preparation, and clinical practice. The program has eleven Commission-approved subject matter programs: Art, English, Family and Consumer Sciences (FCS), Health Science (HCS), Industrial and Technology Education (ITE) Languages Other Than English (LOTE), Mathematics, Music, Physical Education, Science, and Social Science. Subject matter programs vary in length from 35 to 75 units, and are essentially undergraduate majors. Professional preparation is accomplished through a 45-unit set of courses, with 27 units dedicated to foundational and pedagogical preparation and 18 units associated with the culminating clinical experience. The program offers an Internship track with the same structure and unit load.

The SSCP is a university-wide program. As such its governance is shared among the eleven constituent subject matter programs (housed in five colleges: Arts, Engineering, Health and Human Services, Liberal Arts, and Natural Sciences and Mathematics), and the University Coordinator (based in the College of Education). The University Coordinator reports to the Dean of the College of Education. Program Coordinators and/or Advisors, housed in the appropriate academic department, are responsible for each of the subject matter programs. Each program has a faculty committee that, among other responsibilities, determines subject matter program policy and reviews applications to the program.

For university budget purposes the Single Subject Credential Program has a single faculty member, the University Coordinator. Subject matter program coordinators and/or advisors, teaching faculty, and the clinical supervisors are members of the colleges and departments housing the subject matter programs and the Department of Teacher Education. They are "loaned" to the Single Subject Program. Table 5 displays the 2011-2012 profile of faculty.

All courses in the professional education sequence integrate course activities and structured fieldwork.

Fieldwork is designed to give candidates a variety of experiences in schools ranging from classroom observations through case studies and mini ethnographies to whole class teaching. Course activities and field experiences are closely tied to the Teaching Performance Expectations (TPEs). The Teaching Performance Expectations serve as the SSCP student learning outcomes. Table 1 presents the program's learning outcomes, key signature assignments, and how those outcomes map to local, state, and national standards.

Since the last Annual Report the SSCP has worked to develop curriculum to prepare candidates to teach in Linked Learning settings. During the spring and fall 2012 semesters, select candidates took key professional preparation coursework and did their clinical practice on Long Beach Unified School District sites designated as Linked Learning Small Learning Communities. These pilot efforts yield data that will inform program changes in the 2012-13 academic year and beyond. In addition, the program has adopted a single common textbook to be used in all courses to inform instruction in how to work with special needs learners of all types. This book is used in all classes as of Spring 2013. Also, the SSCP has proposed that EDSP 355B-Collaborative Models of Inclusive Education: Partnerships and Strategies for Teaching All Students in Secondary Schools replace EDP 350-Education of Exceptional Individuals in the co-requisite coursework.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Makes subject matter comprehensible to students	Assesses student learning	Engages and supports all students in learning	Plans instruction and designs learning experiences for all students	Creates and maintains an effective environment for student learning	Develops as a professional educator
Signature Assignment(s)	Teaching lesson, Course grade, TPA 1	Course grade, TPA 3	Lesson plans, Course grade, TPA 1-3	Curriculum unit map, Course grade, TPA 1-3	Demographic paper, Course grade	Reflective paper, Course grade, TPA 1-3
State Standards	Makes subject matter comprehensible to students	Assesses student learning	Engages and supports all students in learning	Plans instruction and designs learning experiences for all students	Creates and maintains an effective environment for student learning	Develops as a professional educator
Conceptual Framework	Effective Pedagogy	Evidence-based Practices	Evidence-based Practices	Evidence-based Practices; Innovation	Innovation	Collaboration; Leadership; Scholarship; Advocacy
CSULB Learning Outcomes	Well-prepared; Integrating liberal education	Well-prepared; Collaborative problem solving	Engaged in global and local issues; Knowledge and respect for diversity;	Engaged in global and local issues; Integrating liberal education	Engaged in global and local issues; Knowledge and respect for diversity;	Well-prepared; Engaged in global and local issues; Collaborative

NCATE Elements	Content Knowledge	Student Learning	Integrating liberal education Pedagogical Content Knowledge	Professional Knowledge & Skills	Integrating liberal education Professional Knowledge & Skills	problem solving Professional Dispositions

Table 2

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)

Subject	Enrolled in EDSS 300[1]	Applied[2]	Accepted[3]	Matriculated[4]
Art	20	27	23	20
English	74	86	70	68
Family & Consumer Science	1	1	1	1
Health Science	18	18	18	18
Languages Other than English	24	26	25	21
Math	73	74	50	72
Music	24	18	17	23
Physical Education	27	38	26	26
Science	57	52	45	46
Social Science	94	85	68	63
TOTAL	389	425	343	358

---

[1] The number of students enrolled in EDSS 300 refers to the number of students enrolled in EDSS 300 for Fall 2011 and Spring 2012.

[2] The number of student applied refers to the number of students that applied to the program for Fall 2011 and Spring 2012. These students took EDSS 300 Spring 2011 or Fall 2011 since students apply to the program the semester after they take EDSS 300.

[3] The number of students accepted refers to the number of students who applied to the program for Fall 2011 or Spring 2012 and were accepted. These students took EDSS 300 Fall 2011 or prior.

[4] The number of matriculated students refers to the number of students that were enrolled in EDSS 300 during Fall 2011 and Spring 2012 that were matriculated.

Table 3

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

Subject	Number
Art	25
English	74
Family & Consumer Science	0
Health Science	8
Languages Other than English	26
Math	45
Music	14
Physical Education	24
Science	38
Social Science	57
TOTAL	311

Table 4

Program Specific Candidate Information (by subject), 2011-2012 (snapshot taken Su12) – Transition Point 3[5](Exit)

Subject	Credentials Recommended #
Art	34
English	50
Family & Consumer Science	0
Health Science	3
Languages Other than English	20
Math	39*
Music	12
Physical Education	23
Science	33*
Social Science	54
TOTAL	268

*Totals include foundation level math and foundation level science credentials.

---

[5] Note that on occasion, students do not immediately file for a credential immediately after completing student teaching. If students postpone filing for a credential they are counted in the following years count. Additionally, some high need subject areas (Science & Math) have students with multiple subject credentials come back and add on a single subject credential. These students are not required to repeat student teaching. This may explain why some subject programs recommend more credentials than they had students who complete student teaching.

Table 5

Faculty Profile *2011-12*[6]

Status	Number
Full-time TT & Lecturer	**29**
Part-time Lecturer	**54**
Total:	**83**

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.

All subject matter program coordinators and advisors (11 faculty members, including 10 program coordinators, and the SSCP university coordinator) discussed data from the California Teacher Performance Assessment system (CalTPA) at our monthly meeting on March 7, 2012. We discussed data gleaned from signature assignments designed to measure student achievement of our Student Learning Outcomes (SLO) electronically via email in spring 2012 and at our December 5, 2012 monthly meeting, along with updated CalTPA data. Many of the coordinators bring the data back to their programs but since this happened in the individual departments outside the College of Education, we did not keep the minutes related to those data discussions. Additionally, the discussion was brought to the Single Subject Advisory Council, which consists of university faculty, community college faculty, secondary public school personnel, and community members on November 27, 2012. See Appendix A for data discussion minutes from the above-mentioned meetings (discussion minutes highlighted in yellow).

Data

3. Question 3 is in 2 main 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.

---

[6] 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.

The Single Subject SLOs are directly aligned with the CSTPs & the TPE's, with each SLO being directly aligned to each of the six categories of TPE's. The signature assignments were chosen by the SSCP faculty spring 2008 and fully implemented fall 2008 (Signature assignments and their corresponding rubrics may be viewed at https://www.ced.csulb.edu/accreditation/assessment-documents-program). Each semester one SLO signature assignment and its data are analyzed by the SSCP coordinators (governing body for SSCP), the SSCP advisory committee and the faculty teaching the Signature Assignment course. Based on data and feedback received, any necessary adjustments to the assignment and/or rubric are made. Additionally, when the assignment course instructors meet, they are calibrated on the use of the scoring rubric. Due to a transition in program leadership the normal review cycle was interrupted in spring 2011, so that review of SLO 1 was postponed until fall 2011, SLO 2 review was postponed until fall 2012, and SLO 3 review was postponed until spring 2013. At that point we will be back on schedule.

For the purpose of this report, data is aggregated across the SSCP. However, the data is presented and discussed across the SSCP and by program within the SSCP at our meetings.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Makes subject matter comprehensible to students	• EDSS 450: Teaching Lesson • Teacher Performance Assessment (CalTPA) 1 & 4	• EDSS 450 Teaching Lesson Assignment: The purpose of this assignment is to demonstrate that the candidate has the ability to make subject matter comprehensible to students. This is an in-class assessment in which students teach a 15-minute component/section of a lesson to their peers. The lesson is drawn from the unit plan the candidate is developing. • CalTPA 1 assesses candidates knowledge of subject specific pedagogy • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching
SLO 2: Assesses student learning	• EDSS 473: Pre-Post Assignment • Teacher Performance Assessment (CalTPA) 3 & 4	• EDSS 473 Pre-Post Assignment: The purpose of this assignment is to access candidates' ability to develop a lesson that includes a pre/post assessment appropriate to the demographics of the class and to interpret/analyze data and then formulate an action / intervention plan to re-teach lesson. The assignment is given in the student teaching seminar and candidates carry out the assignment during their student teaching experience • CalTPA 3 assesses candidates knowledge of assessing learning • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching
SLO 3: Engages and supports all students in	• EDSE 457: Lesson Plans • Teacher	• EDSE 457 Lesson Plan Assignment: The purpose of this assignment is for candidates to demonstrate proficiency at engaging and supporting all students. This is a take-home

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
learning	Performance Assessment (CalTPA) 1-4	assignment. Candidates are responsible for developing 5 content specific lessons that include: a SDAIE lesson plan demonstrating differentiating for ELLs; a lesson plan focusing on vocabulary instruction; a lesson focusing on writing to learn in the content area; a lesson stressing levels of comprehension; and a lesson incorporating B-D-A strategies. • CalTPA 1 assesses candidates knowledge of subject specific pedagogy • CalTPA 2 assesses candidates knowledge of designing learning • CalTPA 3 assesses candidates knowledge of assessing learning • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching
SLO 4: Plans instruction and designs learning experiences for all students	• EDSE 436: Curriculum Unit Map • Teacher Performance Assessment (CalTPA) 1-4	• EDSE 436 Curriculum Unit Map: The purpose of this take-home assignment is for candidates to develop learning experiences for all students. Candidates are expected to: select a developmentally appropriate four to six-week state-adopted academic content standard curriculum unit map; plan instruction, including adaptations for a student with a special education need and an English language learner; and develop a formative or summative assessment that is directly aligned to the content standards and unit goals with differentiation for a student with a special education need and an English language learner. • CalTPA 1 assesses candidates knowledge of subject specific pedagogy • CalTPA 2 assesses candidates knowledge of designing learning • CalTPA 3 assesses candidates knowledge of assessing learning • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching
SLO 5: Creates and maintains an effective environment for student learning	EDSE 435: Demographic Paper	EDSE 435 Demographic paper assignment: The purpose of this take-home assignment is to: observe and interpret democratic practices and multiculturalism of a school and classroom; demonstrate an understanding of various perspectives on culture and diversity in educational contexts; and recognize the impact of migration and immigration on teaching and learning in secondary schools. Candidates are responsible for fulfilling a 15-hour field mini demographic study of the school and classroom to analyze and assess the effectiveness of the environment for student learning, culminating in a final report
SLO 6: Develops as a professional	• EDSS 300: Reflective Paper	• EDSS 300 Reflective paper: The purpose of this assignment is for candidates to begin developing as professional educators by reflecting on professional competencies they observed

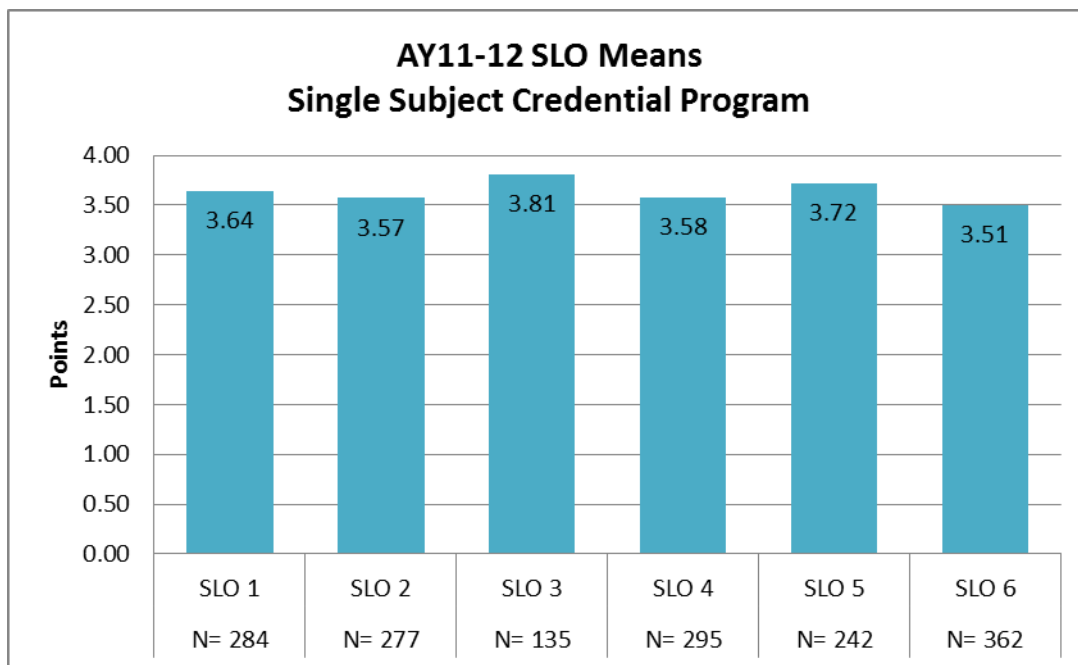| Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
educator	• Teacher Performance Assessment 1-4	during their early 45-hour field experience in the schools. This is a take-home assignment with specific prompts related to identifying, describing and explaining what is done in conjunction with their field-work. • CalTPA 1 assesses candidates knowledge of subject specific pedagogy • CalTPA 2 assesses candidates knowledge of designing learning • CalTPA 3 assesses candidates knowledge of assessing learning • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching

Figure 1

AY11-12 SLO Comparison

AY11-12 SLOs Comparison
Single Subject Credential Program
N=1318
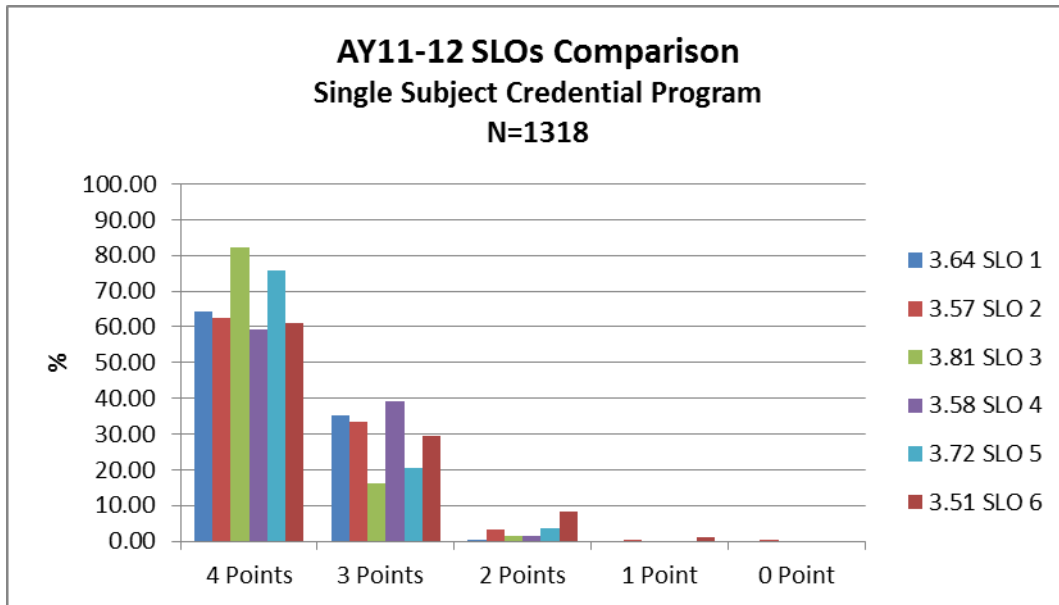
Figure 2

AY11-12 SLO Means

AY11-12 SLO Means
Single Subject Credential Program

Outcome 1: Makes subject matter comprehensible to students

Figure 3

AY11-12 Score Distribution-SLO 1

SLO 1
AY11-12
N=284

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	64.44	35.21	0.35	0.00	0.00
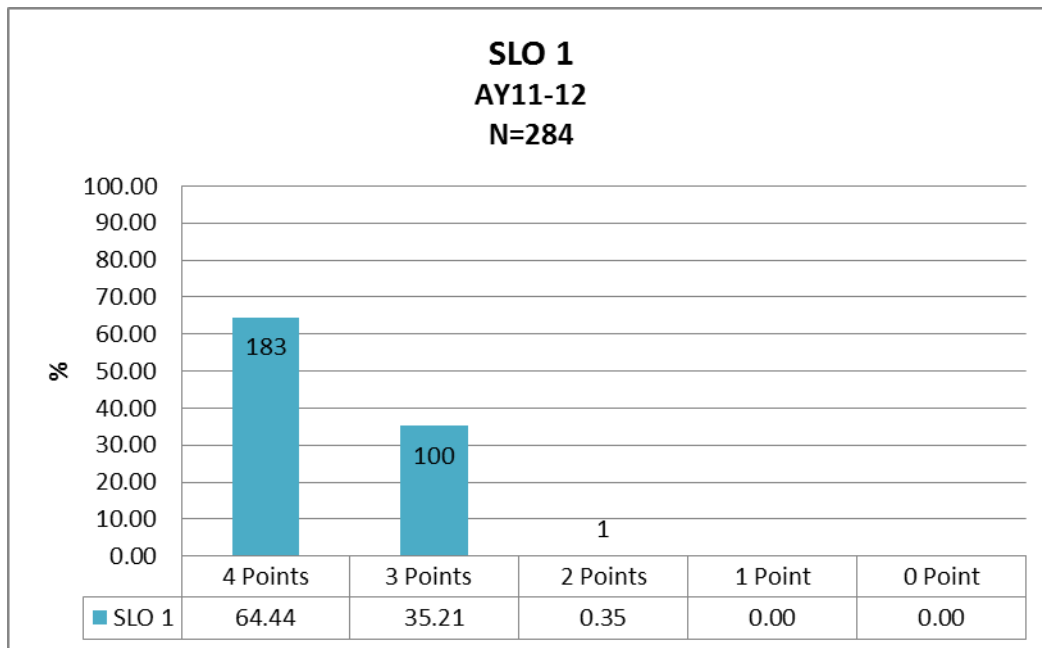
Figure 4

AY11-12 Criteria Score Means-SLO 1

SLO 1 Rubric Criteria Score Means (0-4)
AY11-12
N=284

Criterion 1 Stds/ Obj	Criterion 2 Instructional Strategies	Criterion 3 Subj Knowledge	Criterion 4 Organization	Criterion 5 Communication	Criterion 6 Pacing
3.67	3.34	3.63	3.54	3.39	3.64
91.74%	83.48%	90.64%	88.59%	84.73%	91.00%
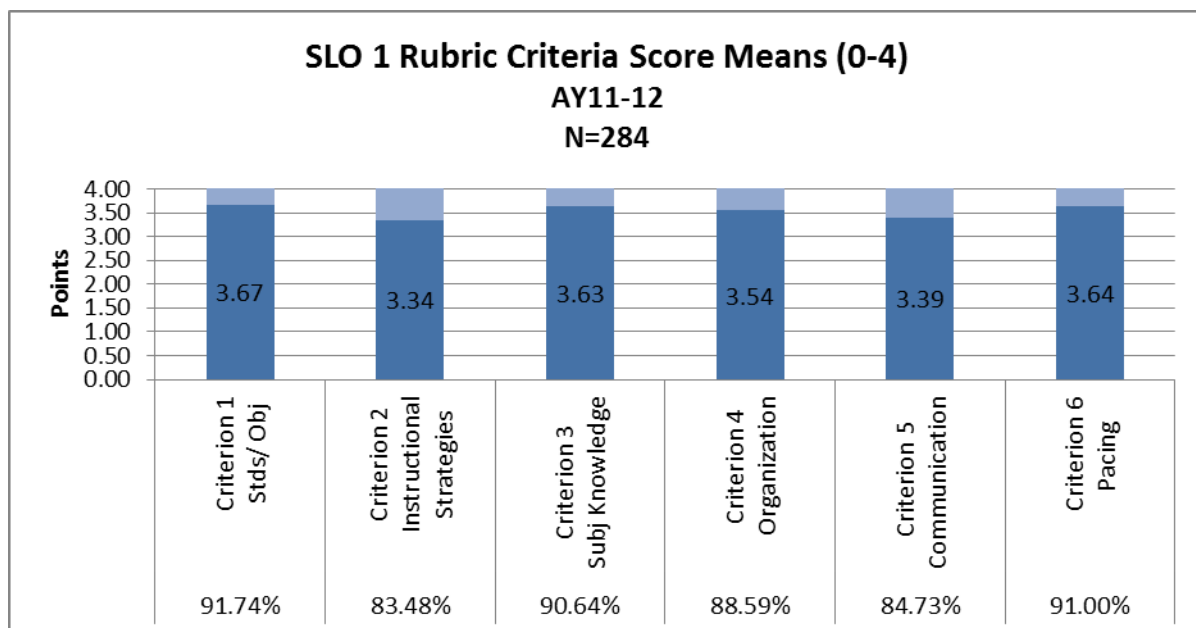
Outcome 2: Assesses student learning

Figure 5

AY11-12 Score Distribution-SLO 2

SLO 2
AY 11-12
N=277

	4 Points	3 Points	2 Points	1 Point	0 Point
■ (SLO 2)	62.45	33.57	3.25	0.36	0.36

Bar values: 4 Points = 173, 3 Points = 93, 2 Points = 9, 1 Point = 1, 0 Point = 1
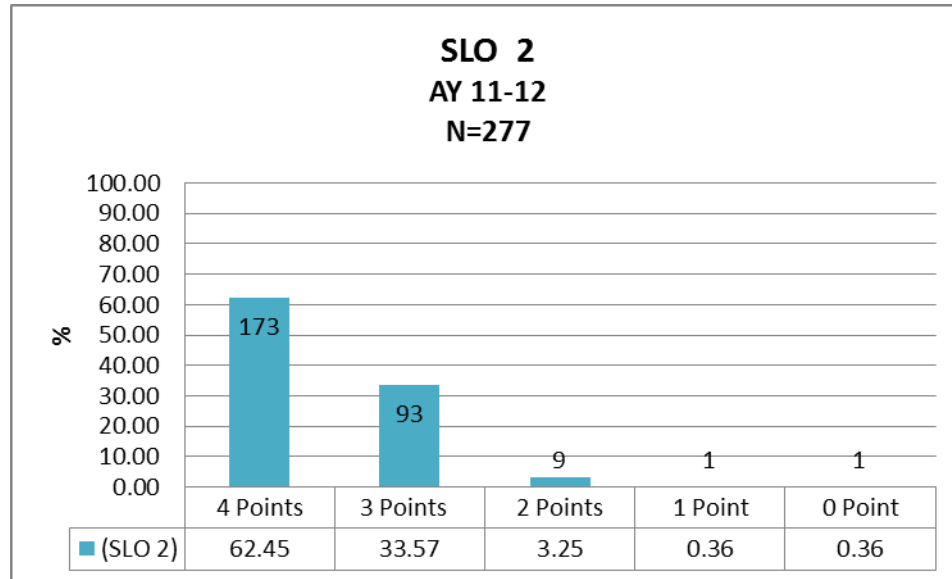
Figure 6

AY11-12 Criteria Score Means-SLO 2

SLO 2 Rubric Criteria Score Means (0-4)
AY11-12
N=277

Criterion 1 Standards and Objectives	Criterion 2 Instructional Strategies
3.42	3.44
85.59%	86.00%
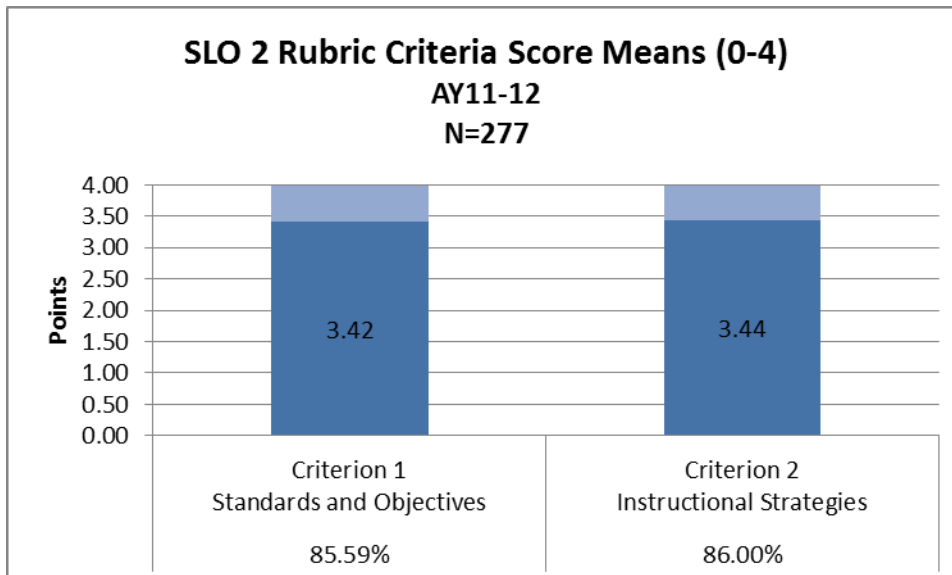
Outcome 3: Engages and supports all students in learning

Figure 7

AY11-12 Score Distribution-SLO 3

SLO 3
AY11-12
N=135

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 3	82.22	16.30	1.48	0.00	0.00

Bar values: 4 Points = 111, 3 Points = 22, 2 Points = 2
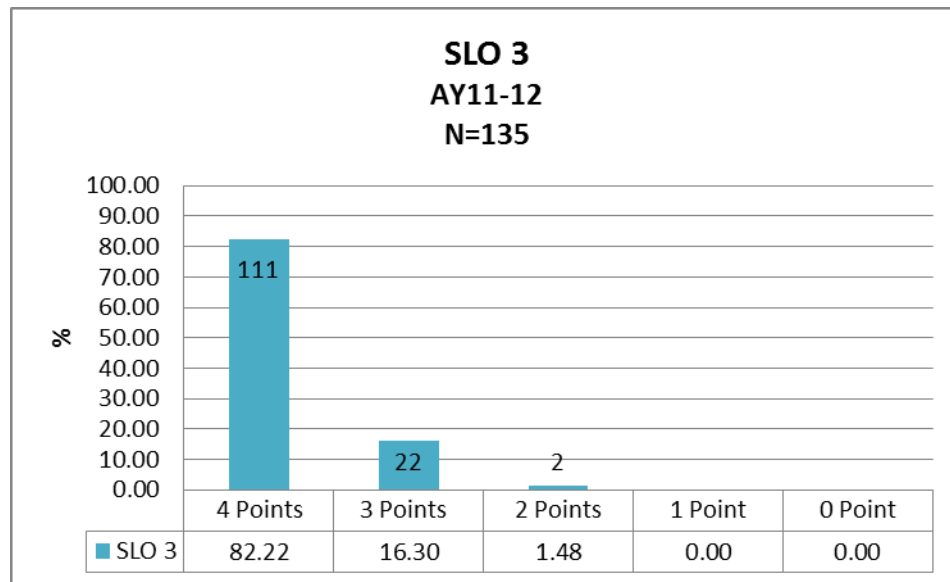
Figure 8

AY11-12 Criteria Score Means-SLO 3

SLO 3 Rubric Criteria Score Means (0-4)
AY11-12
N=135

	Criterion 1 Completeness	Criterion 2 Quality	Criterion 3 Language	Criterion 4 Strategies	Criterion 5 Adaptations	Criterion 6 Student Learning Obj
Points	3.81	3.92	3.63	3.76	3.53	3.56
%	95.37%	97.96%	90.74%	94.07%	88.33%	88.89%
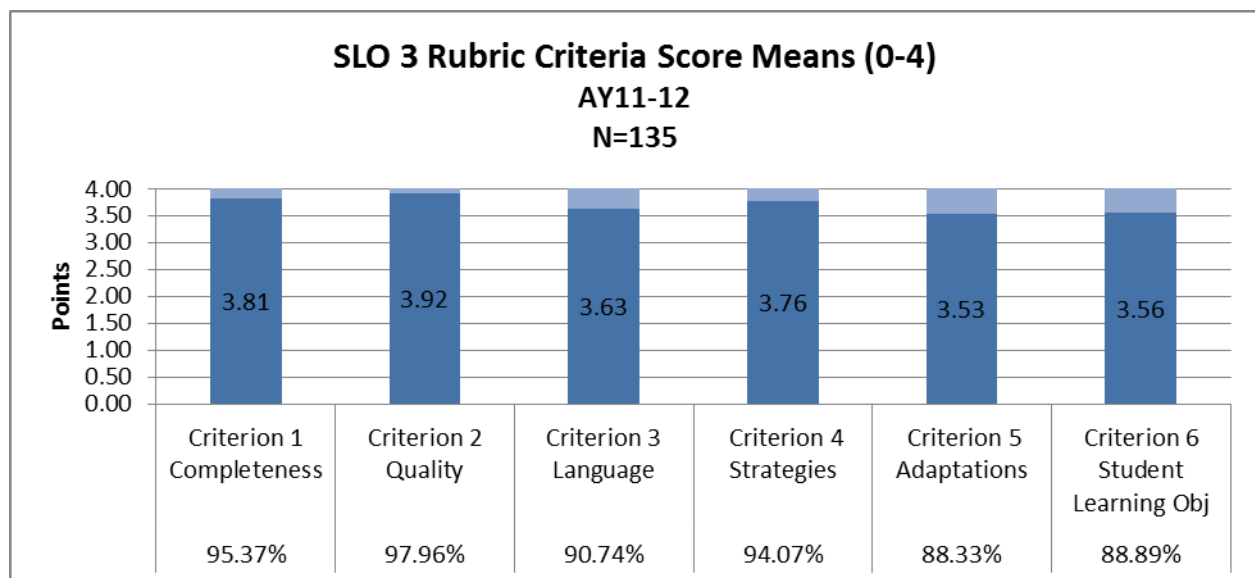
Outcome 4: Plans instruction and designs learning experiences for all students
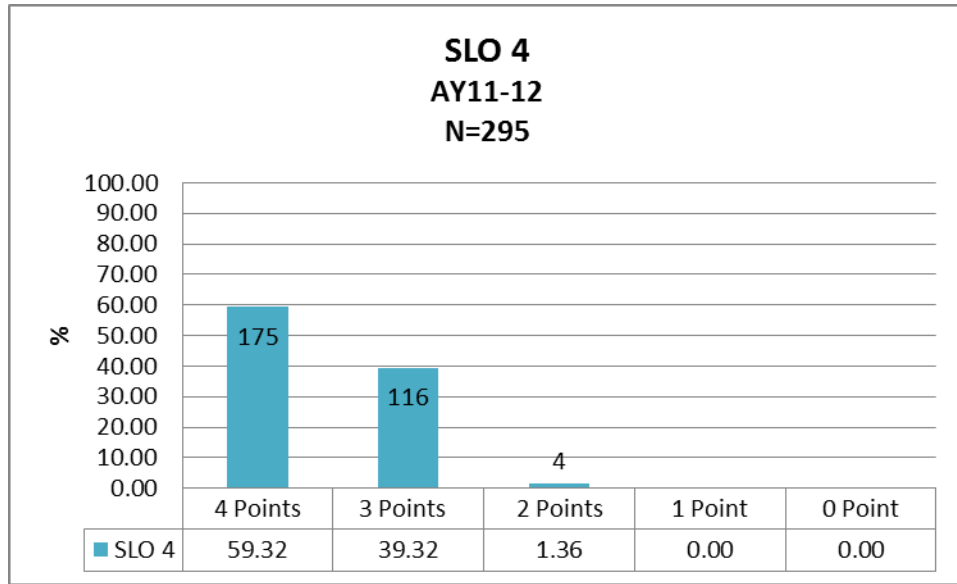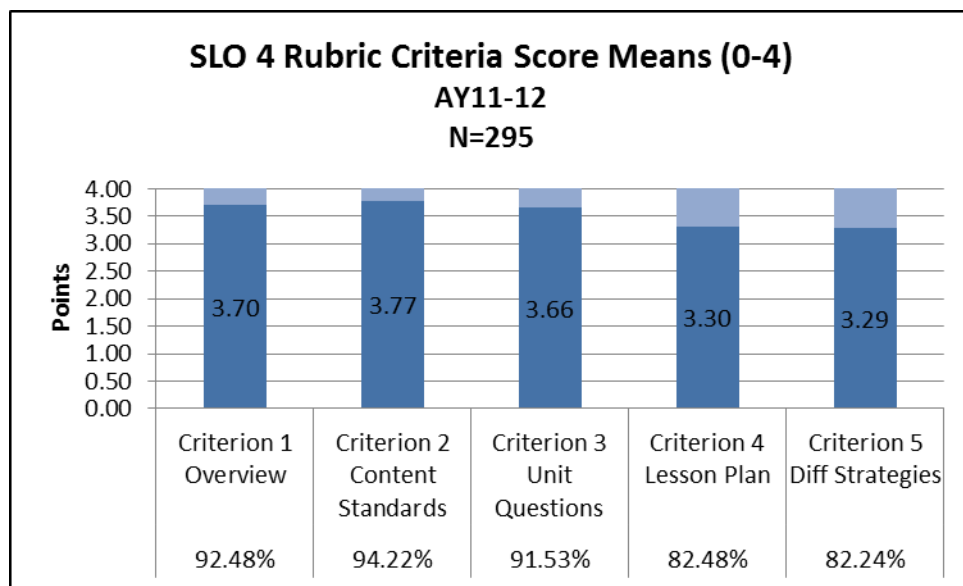
Figure 9

AY11-12 Score Distribution-SLO 4

SLO 4
AY11-12
N=295

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 4	59.32	39.32	1.36	0.00	0.00

Figure 10

AY11-12 Criteria Score Means-SLO 4

SLO 4 Rubric Criteria Score Means (0-4)
AY11-12
N=295

	Criterion 1 Overview	Criterion 2 Content Standards	Criterion 3 Unit Questions	Criterion 4 Lesson Plan	Criterion 5 Diff Strategies
	3.70	3.77	3.66	3.30	3.29
	92.48%	94.22%	91.53%	82.48%	82.24%

Outcome 5: Creates and maintains an effective environment for student learning

Figure 11

AY11-12 Score Distribution-SLO 5

SLO 5
AY11-12
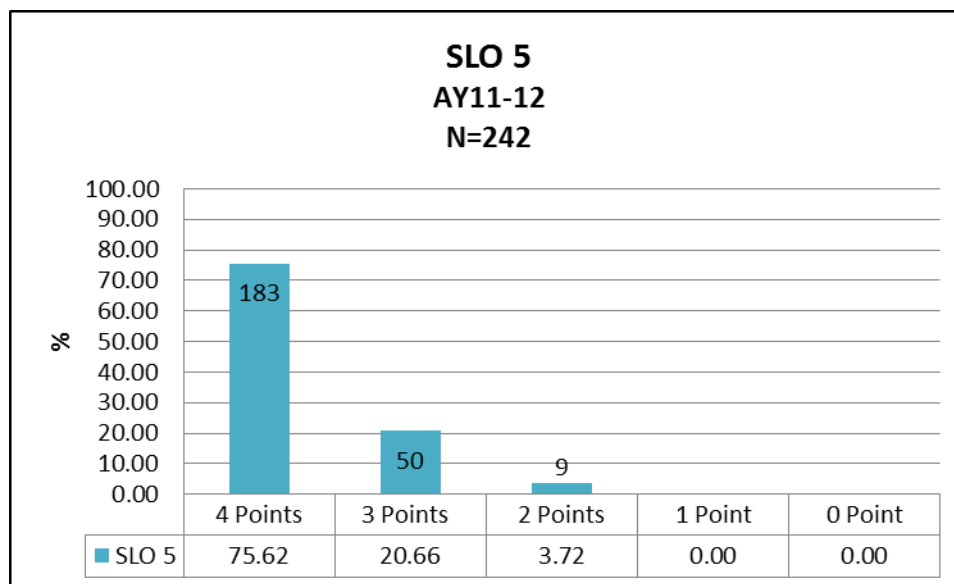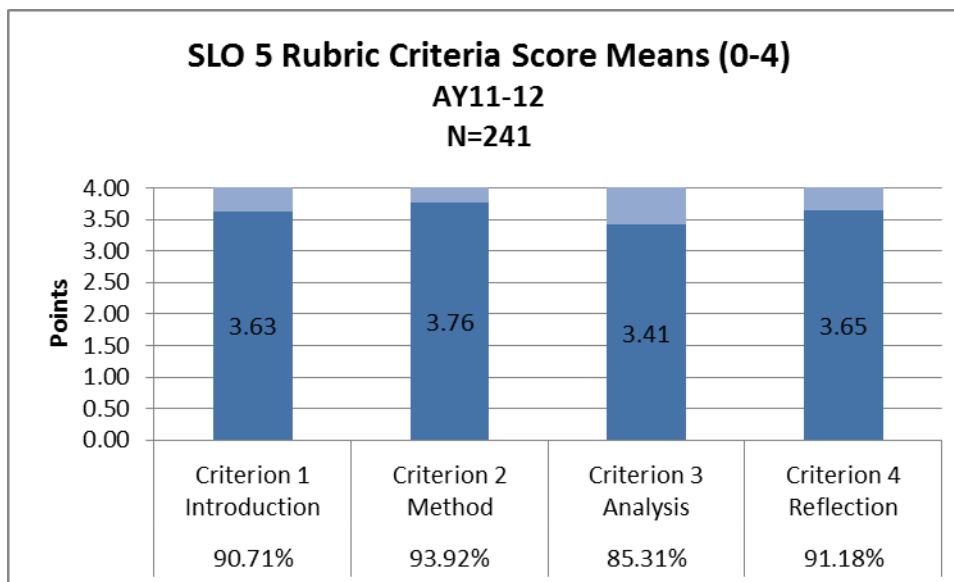N=242

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 5	75.62	20.66	3.72	0.00	0.00

Figure 12

AY11-12 Criteria Score Means-SLO 5

SLO 5 Rubric Criteria Score Means (0-4)
AY11-12
N=241

Criterion 1 Introduction	Criterion 2 Method	Criterion 3 Analysis	Criterion 4 Reflection
3.63	3.76	3.41	3.65
90.71%	93.92%	85.31%	91.18%

Outcome 6: Develops as a professional educator

Figure 13

AY11-12 Score Distribution-SLO 6

SLO 6
AY11-12
N=362

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 6	61.05	29.56	8.29	1.10	0.00

(Bar values shown: 221, 107, 30, 4)
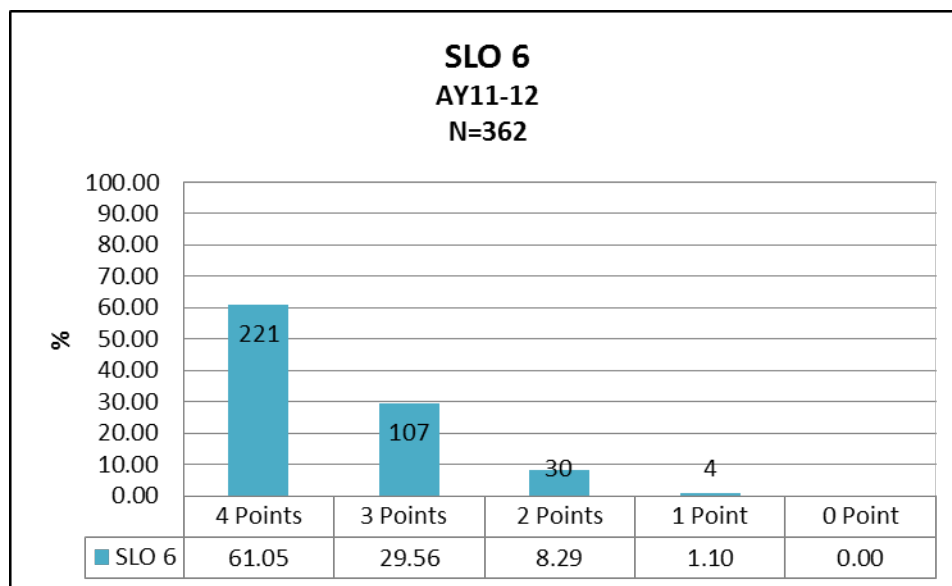
Figure 14

AY11-12 Criteria Score Means-SLO 6

SLO 6 Rubric Criteria Score Means (0-4)
AY11-12
N=362

	Criterion 1 Competency	Criterion 2 Rationale
Points	3.42	3.24
	85.46%	81.09%
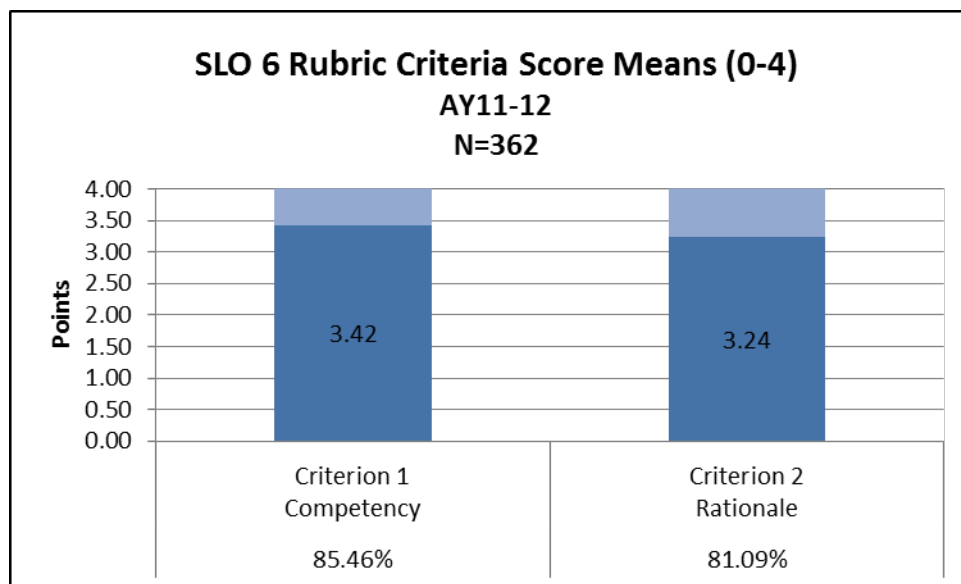
b. <u>Program Effectiveness Data</u>: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. 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 California State University, Long Beach (CSULB) Single Subject Credential Program administers an end-of-program survey of exiting Student Teachers. The number of respondents for 2011-2012 was 281. Pertinent responses are reproduced below and discussion follows.

Date: 02 Dec 2012
Number of Respondents: 281
Credential Type: Single Subject Credential
Date Range: 01 Sep 2011 - 30 Nov 2012
Sub Program: All

Your university campus designed your initial teaching credential program to prepare you to start working as a new teacher in a school where your preparation would continue. In your credential program, the university wanted you to learn basic teaching skills and educational ideas at an initial level. Your campus expects that you will have a mentor in your school to assist you in learning how to use your teaching skills in class with your students. The university expects that you will also have chances to develop your teaching skills and ideas with your mentor's help. Important aspects of a teacher's job are listed below. At the university, how well prepared are you to begin each aspect of a teacher's job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.						
As a new teacher, I am ...	**N**	**well prepared to begin (3)**	**adequately prepared to begin (2)**	**somewhat prepared to begin (1)**	**not at all prepared to begin (0)**	**Can Not Answer (N)**
1)…to teach students academic competencies they will need for college success. (presented to CSU [not any of the other non-CSU institutions] single subject, math and English majors only)	0	0	0	0	0	281
2)…to connect the high school curriculum to the academic expectations that colleges have for incoming freshmen. (presented to CSU single subject, math and English majors only)	0	0	0	0	0	281
3)…to use effective strategies for expository reading and writing. (presented to CSU single subject, English majors only)	0	0	0	0	0	281
4)…to prepare lesson plans and make prior arrangements for students' class activities.	281	70%	24%	4%	0%	0

.5)..to organize and manage a class or a group of students for instructional activities	281	64%	27%	7%	0%	0
6)…to organize and manage student behavior and discipline satisfactorily.	281	46%	39%	12%	1%	0
7)…to use an effective mix of teaching strategies and instructional activities.	281	55%	36%	7%	0%	0
8)…to meet the instructional needs of students who are English language learners.	281	36%	40%	20%	1%	0
.9)..to meet the instructional needs of students from diverse cultural backgrounds.	281	49%	35%	14%	0%	0
10)…to meet the instructional needs of students with special learning needs.	274	30%	43%	25%	1%	0
11)…to understand how personal, family and community conditions often affect learning.	281	57%	32%	8%	0%	0
12)…to learn about my students' interests and motivations, and how to teach accordingly.	280	65%	26%	6%	0%	0
13)…to get students involved in engaging activities and to sustain on-task behavior.	281	56%	33%	8%	0%	0
14)…to use computer-based technology to help students learn subjects of the curriculum.	281	46%	33%	16%	2%	0
15)…to use computer-based technology for instruction, research, and record keeping..	281	59%	24%	12%	1%	0
16)…to monitor student progress by using formal and informal assessment methods.	281	62%	31%	5%	0%	0
17)…to assess pupil progress by analyzing a variety of evidence including exam scores.	281	60%	31%	6%	1%	0
18)…to adjust my teaching strategies so all pupils have chances to understand and learn.	281	56%	32%	7%	1%	0
19)…to adhere to principles of educational equity in the teaching of all students.	281	63%	28%	5%	1%	0
20)…to use class time efficiently by relying on daily routines and planned transitions.	281	60%	28%	8%	0%	0
21)…to know about resources in the school & community for at-risk students and families.	281	38%	37%	20%	3%	0
22)…to communicate effectively	281	50%	35%	12%	1%	0

with the parents or guardians of my students.					
23)…to work collaboratively on school issues with other teachers in our school.	281	49%	32%	13%	2%	0
24)…to think about problems that occur in teaching and to try-out various solutions.	281	53%	35%	9%	0%	0
25)…to understand my professional, legal, and ethical obligations.	281	56%	34%	8%	0%	0
26)…to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth.	281	69%	24%	4%	0%	0

Overall assessment of the program.
Please rate the Single Subject Credential Program in terms of how it prepared you to be a beginning teacher. Take into consideration subject matter courses, education courses, field work, and student teaching.
Credential Type(s): SS
Respondents: 278

48%	highly useful
33%	useful
14%	satisfactory
4%	unsatisfactory
1%	very poor
1%	Did not answer

While there is not a clear one-to-one correspondence between the survey prompts and the SLO topics, responses to the prompts do reflect students' self-assessment of their preparation in the following areas.

STUDENT LEARNING OUTCOME 1: MAKES SUBJECT MATTER COMPREHENSIBLE TO STUDENTS.

We believe that, while a number of these prompts may describe teachers' efforts to make subject matter comprehensible, prompt #7 addresses this competency most explicitly. We are gratified that fully 91% of survey respondents felt that the SSCP left them adequately- or well-prepared for this task. We believe that teachers' depth of content knowledge is a key to making a subject clear to learners and that CSULB does a good job in equipping beginning teachers with both the content knowledge and the pedagogical content knowledge to accomplish this task. We also believe that prompt #14 is an important measure of this SLO. Our candidates feel somewhat unready to employ technology to teach their subjects. We will investigate the content of our technology classes and where these elements can be strengthened in other places in the program.

STUDENT LEARNING OUTCOME 2: ASSESSES STUDENT LEARNING

Several survey prompts refer to the role of assessment in teaching, but we believe that prompt 16 and 17 target that competency most directly. Ninety-three percent (93%) of respondents felt that the SSCP adequately- or well-prepared them to use formal and informal assessments to "monitor student progress" (prompt 16), while 91% felt adequately- or well-prepared to "assess pupil progress by analyzing a variety of evidence" (prompt 17). We believe that this reflects the program's strong emphasis on the role of assessment in informing instruction.

STUDENT LEARNING OUTCOME 3: ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING

Depending on how the terms "engages" and "supports" are interpreted, quite a few survey prompts might measure beginning teachers' ability to provide appropriate instructional opportunities for their students. We believe that prompts 8-10 address teachers' skills for supporting students with special learning needs, that prompts 11-13, and 18 address their abilities to meet the learning needs of adolescents in general, and that prompt 19 addresses their commitments to educational equity.

By these measures, we find that our students feel adequately- or well-prepared to engage and support students who are English language learners, culturally diverse, or special needs learners, although they seem to lack some of the self-confidence in these assertions that they display in other responses. These results mirror responses from supervisors in the alumni survey. Clearly we have work to do in this area. Students express somewhat greater confidence when addressing their abilities to engage and support adolescent learners in general. They also express great confidence in their commitment to the principles of educational equity, with 91% of respondents reporting themselves adequately- or well-prepared in this area. While that is an impressive response, we seek a percentage response closer to the 100% mark on this crucial disposition.

STUDENT LEARNING OUTCOME 4: PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS

Survey prompt 4 seems most closely aligned with this SLO. Ninety-four percent (94%) of respondents to the most recent surveys reported themselves adequately- or well-prepared on this measure. This strong response if gratifying, but not surprising given the repeated emphasis in program courses on lesson planning, unit planning and identifying appropriate learning materials and activities for students.

STUDENT LEARNING OUTCOME 5: CREATES AND MAINTAINS AN EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING

Once again, many of the survey prompts touch on learning environment broadly understood, but we believe that prompts 5, 6, and 20 address the concept as it is best understood by students most directly, and are therefore the three best measures of this SLO. Prompt 5 saw 91% of respondents assess themselves adequately- or well-prepared to organize and manage a class for instruction. When the question of organization included student behavior and discipline (prompt 6), respondents' self-confidence fell. Only 85% reported themselves adequately- or well-prepared for that task. This is not surprising as managing the classroom behavior of teenagers is a perennial concern for beginning teachers. Interestingly, as the topic of classroom environment turned back to managing inanimate things, namely class time, only 88% of respondents felt adequately- or well-prepared for that task. Perhaps the program should seek to connect these two concepts more effectively as an efficiently run classroom provides fewer opportunities for students to misbehave.

STUDENT LEARNING OUTCOME 6: DEVELOPS AS A PROFESSIONAL EDUCATOR

Any of the survey prompts could be interpreted as measuring students' professional development, but we believe that prompts 24 and 26 most directly address their capacity for growth as teachers. Prompt 24 asks students about their competency in problem solving and experimentation. Eighty-eight percent (88%) of respondents felt adequately- or well-prepared in this area, reminding us that we have work to do in emphasizing to students that teaching is primarily a problem-solving profession, not following formulas that result in assured outcomes. Prompt 26 asks students about their capacity for self-evaluation and reflection. Ninety-three percent (93%) of our students responded that they felt adequately- or well-prepared in this practice. This is not surprising as the advent of the CalTPA has put a premium on reflection as a key part of professional practice.

Although the survey responses point to areas for attention in the program, overall only 5% of respondents expressed dissatisfaction with their preparation.

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.

n/a

Analysis and Action

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.

An overall comparison of assessment of signature assignments keyed to the program SLOs reveals that students performed quite well on all tasks. Most students earn top scores of 4 on the four-point rubrics, and all but a few earn 3s or 4s. Student performance appears to be highest on the signature assignment designed to assess SLO 3, "engages and supports all students in learning," with a mean score of 3.81. Student engagement has been and continues to be a major focus across program courses, so this result reveals that our efforts to emphasize engagement as a fundamental component of good teaching has been effective.

Student performance was lowest on the signature assignment designed to assess SLO 6, "develops as a professional educator," with a mean score of 3.51. This may reveal the present-mindedness of students seeking to master skills for immediate use rather than viewing their careers as lifelong growth opportunities. Lower student performance may also be an artifact of the signature assignment's placement in the introductory course students take even before admission to the credential program. It may be that these novice teachers, many still undergraduates, have too little perspective at that point to

take the long view of their careers. Still, their performance is respectable with nearly all students scoring in the 3-4 range on the four-point rubric.

As part of the analysis below of signature assignments designed to measure student achievement of the Student Learning Outcomes, we will compare student performance on the scoring rubrics with respondents' self-reporting or preparedness on the exit survey. Although the items do not directly coincide and although the population of students measured is not identical, such a comparison provides information on general program trends.

STUDENT LEARNING OUTCOME 1: MAKES SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

All students but one scored a 3 or 4 on the four-point rubric for this signature assignment. We believe that this reflects the strength of our program design and its strong focus on high-quality subject matter preparation in both content and pedagogy. These findings are supported by the similarly positive self-assessments students provided for this SLO on the exit survey. An integral assumption of secondary education reform embodied in SB2042 revisions to the credentialing process and in NCLB definitions of the "highly qualified" teacher is that depth of subject matter knowledge is essential to effective teaching.

However, strength of preparation, as measured by SLO assessment criteria 1 and 3, can also be a weakness if it does not result in clear explanations (criterion 5) and a variety of instructional strategies (criterion 2). Those who grasp a subject deeply sometimes have trouble thinking as novice learners do and simplifying advanced concepts accordingly. The Common Core State Standards emphasize depth of understanding of content over breadth of coverage and they invite teachers to use a variety of instructional strategies to accomplish this. Although the exit survey responses to prompt 18 seem to indicate that students feel fairly confident in their abilities to use a variety of teaching strategies, criterion 2 of the signature assignment indicates that we have work to do in this area.

STUDENT LEARNING OUTCOME 2: ASSESSES STUDENT LEARNING

Signature assignment data reveals strong student performance across both assessment criteria for this SLO. All but a few students scored 3 or 4 on the four-point rubric. The exit survey data supports this conclusion as over 90% of respondents reported that they were adequately- or well-prepared to assess student learning (prompts 16 and 17).

However, we know that there are gaps in program course content. Although our students do well using data from teacher-made tests to inform instruction, teachers increasingly use more sophisticated data from standardized tests to inform instruction. We know that we must improve our instruction in the science of assessment and give our students practical experiences in analyzing and using test data.

STUDENT LEARNING OUTCOME 3: ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING

Students displayed their strongest performance of all on this signature assignment with over 82% of students scoring 4 on the four-point rubric, the highest percentage of 4s seen on any SLO measurement. Moreover, five times more students scored 4s than 3s on this measure, and only two students scored anything but a 3 or 4. Students' best performance was in the quality of the rationales they provided for their lesson adaptations (criterion 2). In fact, this criterion showed a mean score of 3.92, the highest student scores on any of the individual scoring criteria on all signature assignment scoring rubrics.

Students' weakest scores came in the lesson adaptations themselves (criterion 6). These results seem to accord with students' self-perceptions as reported on the exit survey. The prompts to which they responded with the least confidence in their professional preparation were those that asked about their ability to effectively teach learners with special needs, a skill typically expressed by modifying lessons designed for the general population. These results may reveal a lag in our program between theory and practice-a greater emphasis on the ability to explain than to execute.

STUDENT LEARNING OUTCOME 4: PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS

Once again, students performed quite well on the measure for this SLO. All but 4 students scored a 3 or 4 on the four-point rubric for this signature assignment. Their strongest showing came on criterion 2, which measures ability to align content standards and unit goals. This result accords with students' self-perception as measured by the exit survey, in which 94% of students reported themselves adequately- or well-prepared to plan lessons.

Students' weakest performance appeared on the scoring criterion that measures the ability to differentiate instruction for diverse learners (criterion 5). This result is consistent with data from other signature assignments and exit survey responses. Clearly, the SSCP must do more to develop students' abilities to meet the needs of all learners.

STUDENT LEARNING OUTCOME 5: CREATES AND MAINTAINS AN EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING

Over 96% of students who completed the signature assignment designed to measure SLO 5 scored a 3 or 4 on the four-point rubric. Students also reported confidence on the exit survey in their preparation to meet this SLO, but the signature assignment is aimed more at analyzing the learning environment than at the classroom organizational skills the are the focus of exit survey prompts. The exit survey prompts that most closely coincide with the SLO 5 signature assignment are prompts 11 and 12. Eighty-nine percent (89%) and 91% of students reported themselves adequately- or well-prepared on those two measures, respectively. The strongest performance on the signature assignment came in the measure of students' ability to use appropriate methods of observing students and collect pertinent data (criterion 2). This is a promising result because these are tools teachers need throughout their careers.

The weakest performance was seen in students' analysis and discussion of findings (criterion 3). This result could indicate a mismatch between practice and theory, somewhat the opposite of the results for SLO 3, or they could be an artifact of the rubric's combining analysis and articulation of analysis in same scoring criterion. Program faculty will consider this question in our next cycle of SLO 5 data analysis.

STUDENT LEARNING OUTCOME 6: DEVELOPS AS A PROFESSIONAL EDUCATOR

The signature assignment designed to measure SLO 6 showed the lowest level of student performance, with a mean score of 3.51 on the approved rubric and just over 9% of students scoring a 1 or 2. Still, over 90% of students scored 3 or 4. Similarly, on the exit survey students reported high levels of confidence in their professional preparation "to think about problems that occur in teaching and to try out various solutions" (prompt 24) and "to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth" (prompt 26). Students' strongest performance on the signature assignment came in identifying and describing examples of 5 teacher competencies based on classroom observation (criterion 1).

Students' weakest performance came in explaining why they would or would not adopt these practices in their own classrooms (criterion 2). In fact, students scored the lowest on this criterion of all of the individual criteria across all scoring rubrics. We believe that these results may have less to do with students' actual professional growth than with the placement of this signature assignment in the introductory program course, before students are even admitted to the program. Many students take this course as undergraduates only a few years removed from their own high school experiences. Perhaps it is unreasonable to expect a sophisticated analysis of effective teaching practices as a measure of professional growth at the beginning of students' professional preparation program. Program faculty will consider this question in our next cycle of SLO 5 data analysis.

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

Comparing overall scores on the signature assignments designed to measure SLOs, we find that students performed better on all SLOs in 2011-2012 than they did in either 2010-2011 or 2009-2010. Moreover, there was no change between 2011-2012 and 2010-2011 in which SLOs students appeared to be the strongest and in which they appeared to be the weakest. Students showed the best performance on SLO 3 in both years, and the weakest performance on SLO 6.

Comparing individual signature assignment results, we see that:

STUDENT LEARNING OUTCOME 1: MAKES SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

The mean score for 2010-2011 on the signature assignment was 3.68, slightly higher than in 2011-2012 at 3.64. However, in 2011-2012 well over 99% of students scored 3 or 4 on the four-point rubric with just 1 student failing, representing less than 1% of the 284 students who attempted the task. In 2010-2011 just over 94% of students scored 3 or 4 with 21 students failing, representing 5-6% of the 376 who undertook the task. In 2009-2010 just over 92% of students scored 3 or 4 with 36 students failing, representing over 7% of the 457 who undertook the task. We find this steady growth in levels of achievement to be a positive indicator of program effectiveness.

STUDENT LEARNING OUTCOME 2: ASSESSES STUDENT LEARNING

No overall mean score data was available for 2011-2012 on the SLO 2 signature assignment, but mean data on each of the individual scoring criteria were slightly higher than they were in 2010-2011. In 2011-2012 over 96% of students scored 3 or 4 on the four-point rubric with 11 students failing, representing less than 4% of the 277 students who attempted the task. In 2010-2011 over 92% of students scored 3 or 4 with 26 students failing, representing 8% of the 311 who undertook the task. In 2009-2010 just over 94% of students scored 3 or 4 with 18 students failing, representing over 5% of the 310 who undertook the task. We find this growth in levels of achievement to be a positive indicator of program effectiveness.

STUDENT LEARNING OUTCOME 3: ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING

The overall mean score on the signature assignment designed to measure SLO 3 for 2011-2012 was 3.81, slightly higher than the 3.75 measured in 2010-2011. In 2011-2012 over 97% of students scored 3 or 4

on the four-point rubric with just 2 students failing, representing just over 1% of the 135 students who attempted the task. In 2010-2011 over 93% of students scored 3 or 4 with 26 students failing, representing over 6% of the 310 who undertook the task. In 2009-2010 just over 97% of students scored 3 or 4 with 7 students failing, representing just over 2% of the 346 who undertook the task. We find this return to high levels of achievement to be a positive indicator of program effectiveness.

STUDENT LEARNING OUTCOME 4: PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS

The overall mean score for 2011-2012 on the signature assignment designed to measure SLO 4 was 3.58, slightly lower than the 3.68 measured in 2010-2011. However, in 2011-2012 over 98% of students scored 3 or 4 on the four-point rubric with just 4 students failing, representing just over 1% of the 295 students who attempted the task. In 2010-2011 over 94% of students scored 3 or 4 with 20 students failing, representing over 5% of the 334 who undertook the task. In 2009-2010 just over 95% of students scored 3 or 4 with 20 students failing, representing just over 4% of the 413 who undertook the task. We find this growth in high levels of achievement to be a positive indicator of program effectiveness.

STUDENT LEARNING OUTCOME 5: CREATES AND MAINTAINS AN EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING

The overall mean score for 2011-2012 on the signature assignment designed to measure SLO 5 was 3.72, somewhat higher than the 3.63 measured in 2010-2011. In 2011-2012 over 96% of students scored 3 or 4 on the four-point rubric with 9 students failing, representing over 3% of the 242 students who attempted the task. In 2010-2011 over 89% of students scored 3 or 4 with 34 students failing, representing over 10% of the 331 who undertook the task. In 2009-2010 over 92% of students scored 3 or 4 with 24 students failing, representing over 7% of the 337 who undertook the task. We find this high level of achievement to be a positive indicator of program effectiveness.

STUDENT LEARNING OUTCOME 6: DEVELOPS AS A PROFESSIONAL EDUCATOR

The overall mean score for 2011-2012 on the signature assignment designed to measure SLO 6 was 3.51, somewhat higher than the 3.47 measured in 2010-2011. In 2011-2012 over 90% of students scored 3 or 4 on the four-point rubric with 34 students failing, representing over 9% of the 362 students who attempted the task. In 2010-2011 over 80% of students scored 3 or 4 with 83 students failing, representing over 19% of the 424 who undertook the task. In 2009-2010 over 82% of students scored 3 or 4 with 73 students failing, representing over 17% of the 427 who undertook the task. We find this substantial growth in measured achievement for 2011-2012 compared to the two previous years to be a strong positive indicator of program effectiveness.

EXIT SURVEY DATA

The Exit Survey is an imprecise instrument, but it may serve as a useful year-over-year comparison of program performance. A higher percentage of respondents described themselves as adequately- or well-prepared in 2011-2012 as opposed to 2010-2011 in 14 of the survey categories, and higher than in

both 2009-2010 and 2010-2011 in 7 categories. The portion of respondents describing themselves as adequately- or well-prepared in 2011-2012 was lower in 8 categories than in 2010-2011, and equal in just 1 category. We interpret the nearly 2:1 ratio of higher percentages describing themselves as adequately- or well-prepared in 2011-2012 over the previous year to be a positive indicator of program effectiveness. We view the increase in such percentage responses in nearly one-third of the categories over three survey cycles as another positive indicator of program effectiveness.

Only 1 category showed declines over all three survey cycles. Prompt 10, deals with our students' self-assessment of their ability to teach special needs learners. All of our program measures indicate that this is an area that deserves our attention.

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.

Priority 1- Analysis of SLO 6 signature assignment scoring data revealed that the program must attend more closely to rapid development of students' professional dispositions. While students seemed able to observe and describe effective teaching practice they were not as proficient at describing why they would or would not employ them in their own classroom. We plan to first analyze the placement of this assignment in our program. It may be that students in an introductory class lack the sophistication to perform at the expected level. Whatever that analysis reveals, we will continue to refine our observation assignments so that they directly target the skills we wish to develop.

Priority 2- Analysis of SLO 3 and SLO 4 signature assignment scoring data revealed that the program must continue to emphasize effective lesson planning and implementation for learners with special needs. Students' weakest scores on the signature assignment for SLO 3 appeared on scoring criterion 6, which measures their ability to make appropriate lesson adaptations. These results were echoed on the exit survey prompts asking about their preparation to effectively teach learners with special needs. Similarly, students' weakest performance on the SLO 4 signature assignment came on the scoring criterion that measures their ability to differentiate instruction for diverse learners (criterion 5). Our plan of action includes implementation of a common textbook and related materials across program courses to deal with this skill. This follows substantial faculty professional development in this area.

Priority 3- As a result of our analysis of the signature assignment and survey data relating to SLO 1-makes subject matter comprehensible to students- we are planning to infuse information about and practice with the Common Core State Standards (CCSS) throughout the program, beginning with workshops on the standards during our Student Teacher Professional Days. These began in spring 2012 and will continue. We will revise curriculum in EDSS 300, our introductory course, to introduce the standards, then students will work with them in depth in the subject specific methods courses and in EDSE 457, the secondary literacy course. Data indicated that our students may be better prepared in content knowledge than in content pedagogical knowledge. The CCSS focus on application of knowledge should improve our students' abilities to make their subjects relevant to their pupils.

Priority 4- Analysis of the SLO 2 signature assignment scoring data revealed that our students may be better able to use teacher-made, in class assessments than large-scale, standardized tests to inform instruction. We initially offered a workshop in data-based decision-making at our Fall 2012 Student Teacher Professional Day. We will improve that session and continue to offer it while we revise content in EDSE 436 to better prepare students in this area.

Analysis of SLO 5 signature assignment scoring data revealed that some aspects of providing an effective learning environment remain a concern for students. Among the lowest confidence rates on the exit survey came in students' responses to the prompt about knowing resources in the school and community for at-risk students and families (prompt 21), and the signature assignment scoring criterion 3 indicated that even when students could adequately study their environment they had trouble analyzing and discussing their findings. The program will continue to introduce culturally responsive pedagogy tools for our students. We will also analyze the scoring rubric to ensure that we are accurately assessing the target behavior.

Table 7

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
1	Review signature assignment for alignment to TPEs related to SLO 6	EDSE 435 instructors	Fall 2013	Standard 5, Standard 9, Standard 10
2	Address weaknesses in differentiation of instruction identified in assessments of SLO 3, 4, 5 by introduction of common text and materials on meeting instructional needs of all learners	All program instructors and coordinators	Spring 2013	Standard 4, Standard 12, Standard 13
3	Infusion of Common Core Standards in all SSCP methods courses to address concerns raised by assessment of SLO 1	SSCP methods instructors	Fall 2013	Standard 8B
4	Revise content on assessment, data-based decision-making in the classroom, and learning about students to address concerns raised by assessment of SLO 2 and SLO 5	EDSE 436, EDSE 435 instructors	Fall 2013	Standard 3, Standard 6

Single Subject Credential Program
Single Subject Teacher Education Committee Meeting
March 7, 2012
8:30am - 10:30am
Anatol

MINUTES

Roll Call
Present: V. Bisorca, E. Williams, T. Keirn, L. Gatlin, T. Williamson, C. Martinez, C. Comfort, D. Mitchell, J. Jura, J. Stallones, A. Segalla
Absent: M. Lichty
Guests: None

I. **Approval of Agenda**   **M/S/P**

II. **Approval of Minutes from 2/1/12**   **M/S/P**

III. **Announcements**
   A. **Linked Learning Update**
      J. Stallones stated that the Millikan High School classes are going really well. The students are really proactive. They asked if they could have their own seminar for student teaching and we are looking into this. We are recruiting for a new cohort in the fall at Millikan High School and hopefully t another high school in the area. The next PD session is coming up this Friday March 9th. Everyone received an email about this. Be sure to confirm your attendance. We will be doing this same PD in the fall and again next spring. We will need to eventually train all our EDSS 300, 450, 473 as well as the EDSE 435, 436, 457 instructors. We hope to eventually have a two-track program where we will have our Linked Learning track as well as the traditional track. We will be working to revise the syllabi for all courses so that all students, both traditional and Linked Learning get some Linked Learning components and exposure no matter which track they are in. There is a senate bill that is creating a Linked Learning certificate and we hope that our students in the Linked Learning track qualify for it.

   B. **Co-Teaching Update**
      The train the trainer training and pairs training was two weeks ago. Now that we have several trainers on campus we will be able to do our own pairs training on an on-going basis. We have some IRA and grant funding that will allow us to do this training for our own mentor teachers and student teachers.

   C. **Fieldwork/Student Teaching Placements in Private Schools**
      We've had a number of requests for fieldwork in private schools as well as student teaching. Just a reminder that we cannot have students doing fieldwork or student teaching in private schools unless we have affiliation agreements with them. C. Martinez asked about where Charter Schools fall. It really depends on where the governance for

the charter school lies. If they have their own governing board then we need an affiliation agreement with each individual charter school. If the governance lies with the parent district then the charter school can ride under the districts agreement.

D. Final Round of Review for Item Specification
Now is your opportunity to give feedback on the development of the common core standards. Go to www.smarterbalanced.org and follow the links to give your feedback on several different aspects of the development of the common core standards.

E. Book Talk "Why Race and Culture Matter In Schools" Dr. Tyrone Howard 3/19 4pm Anatol
The book talk from the fall was postponed and is now scheduled for March 19th from 4-6:30pm in the Anatol Center. Everyone is invited as well as students. If you plan to bring your classes please RSVP to Marvel in the deans office since space is limited.

F. Spotlight – TeachLive
TeachLive is a virtual teaching environment that allows candidates to practice teaching with avatar students. The avatar students respond like real students respond. If you want more information look up TeachLive out of the University of Central Florida.

G.   Kudos
T. Williamson was elected to the board of directors for the National Science Teachers Association.

E. Williams announced that Christine Galvan and himself presented at the California Association for Health, Physical Education, Recreation and Dance Annual Conference in Pasadena on February 24th. Their presentation was titled "Enhancing EL Students' Acquisition of English in Physical Education."

D. Mitchell shared that a student teacher from last semester took a job at a high School in Northern California. The music program at the high school was falling apart and the student teach pulled it together and everyone is impressed with the teachers progress with the program and students at the high school.

L. Gatlin stated that there was a joint effort between the CED, COTA, and EDSS 300 students who created a posters and went out to the area schools and presented to LBUSD students about a poster competition relating to the B-Word project. There were over 160 entries and they gave away scholarships for a new summer camp program here on campus for high school Art students.

T. Williamson announced that the Science Education program and Laura Henriques is putting on a new summer science program called Fun Physics for Female that will be part of the Summer Science at The Beach for high school females.

T. Keirn announced that he was named the chief reader for the …Workshops on History Ed in Luck Now, Bengal…

H. Other
Don Haviland will be here next month asking for feedback from the overall college unit assessment program. Please be ready to provide feedback next month.

T. Williamson asked about the Self-Assessment of Dispositions and how we are suppose to use them this semester. J. Stallones stated that this semester the students in EDSS 300 will fill them out as a self-reflection of where they are right now. They will then submit the self-assessment with their program application. There is nothing else that the EDSS 300 instructors need to do with it this semester.

IV.   **Jessica's Time**
A.   **Student Teaching Applications**
168 students submitted applications for Fall 2012 student teaching. This number will fluctuate with reapplies, petitions and withdraws.

V.   **Action Items**
None

VI.   **Discussion Items**
A.   **Chair's Meeting Debrief**
Deb Mitchell gave an overview of the meeting and the discussions that took place. J. Stallones stated that he was pleasantly surprised by the meeting and the support from the chairs. We will be sending out a packet to all the coordinators and chairs, both those that attended and those that did not attend, with a wrap up from the meeting and some next steps. We hope to have this meeting every semester with the charis.

B.   **CalTPA Data Discussion**
The CalTPA data from Fall 2011 was presented to the coordinators. E. Williams stated that students are struggling with Task 2 because it is dealing with real people in real settings and they are here on campus. L. Gatlin stated that for many this is the first task they do and it is more challenging than task 1. C. Martinez stated that students are overwhelmed with this task and last semester she had several students that just said they were not going to do it and that they needed more support. Students fail to realize that their fieldwork can help them with the TPA and they just try to finish the fieldwork. She stated that she is trying to focus on tying the fieldwork to the TPA and focusing the observation. J. Stallones stated that through the Linked Learning planning of the EDSE courses the instructors were able to see the redundancy and things that were not necessary in the courses. This may help to remove things from the courses and find more room for what we are missing. V. Bisorca stated that there is no ownership of the class and students struggle with this on the task 2. They have a hard time seeing what they would do as the teacher. T. Keirn stated that he sees that the EDSS 450 and EDSE courses have a lot in them and to add the TPA to them adds even more. There is a lot of content in the class already to add this to it. C. Martinez stated that it's hard to find a balance between the content of the course and the students' request to teach them how to do the TPA. The students want to learn about the TPA and how to complete it. The challenge for the EDSE 436 course is to make the fieldwork meaningful and to show students the connection between the fieldwork and the TPA.

C.   **Signature Assignment Data Discussion**
J. Stallones stated that he would be sending out some questions electronically for each subject area to look in depth at their own data and analyze it and send back feedback.

D. Mentor Teacher Training
   Tabled

E. Qualifications of University Supervisors
   J. Stallones read the program policy to the committee and the NCATE standard on the preparation of University Supervisors. We need to ensure that our University Supervisors are meeting these qualifications.   D. Mitchell stated that we should create a job description that includes required qualifications and preferred qualifications for our university supervisors. J. Stallones asked that a sub committee be formed to write a job description for the qualifications of a supervisor. A. Segalla, C. Comfort, T. Keirn and D. Mitchell will form the sub committee to work on this and bring back a recommendation to the committee.

F. Common Core Standards
   Tabled

V. Time Certains
   Dean Grenot Scheyer (8:30)
         Not Present

   Carol Riley (9:45)
         Not Present

The meeting was adjourned at 10:42am.

Single Subject Credential Program
Single Subject Teacher Education Committee Meeting
December 5, 2012
8:30am - 10:30am
Anatol

AGENDA

I. **Approval of Agenda**   **M/S/P**

    L. Gatlin moved that the discussion items be taken out of order and that the Discussion items be done before the Announcements. The change was unanimously accepted. The agenda was approved with the amendments.

II. **Approval of Minutes from 10/17/12 & 11/7/12**
       10/17/12   **M/S/P**
       11/7/12   **M/S/P**

III. **Announcements**
    I. Linked Learning Update
    J.   Co-Teaching Update
    K.   Spotlight - http://www.youtube.com/watch?v=-dUxbfTRLCg
    L. Kudos
    M.   Other

IV. **Jessica's Time**
    B. Sp13 Authorization to Advance to Student Teaching Forms
    C.   Fall 2013 Scheduling
    D.   Other

V. **Action Items**
    A. Curriculum Committee Representative (1 member)

    B. Subject Matter Waiver Policy   M/S/P
    We cannot grant subject matter competency for non-CSU students. We are currently working with the CSU on the Latin program.

    C. WU Policy

    D. TPA Code of Honor Policy   M/S/P
    Put into writing what is in the TPA Code of Honor. If students don't adhere to the code of honor they will receive a zero and may be disqualified from the program.

VI. **Discussion Items**
    G. Sp13 Student Teacher Professional Day Date
       March 22
    H.   TPA Data Discussion

The pass rate for task 4 is the lowest with a 80% pass rate. In the past task 2 has had the lowest pass rate. C. Martinez stated that students sometime confuse task 2 with the Signature Assignment. Students use the same lesson plan and modify it for the TPA and for the Signature Assignment. When assessors see the task it shows as 100% plagiarized we don't know if it is plagiarized by themselves or if it is from someone else. K. Keirn asked if a students is using previous work and redoing it is it really helping them to fulfill the assignment in a meaningful way. In EDSE 436 Assessment is covered but there is not a great deal of time to cover assessment so students struggle with it. L. Gatlin stated that assessment is a problem across the program. We need to look at our program in a holistic way and push students into understanding how to create an assessment and then how to look at it and use it for re-teaching and moving forward. E. Williams stated that we should try to have a session at Student Teacher Professional day and have students take a look at exemplars. Students don't seem to understand the difference between formative and summative assessment and how they relate to instructions. L. Gatlin stated that as faculty we need to make explicit and direct connections of work and where it is taught and how it comes into play.

Task 2 is centered on differentiation and the data seems to tell us that we need to focus more on differentiation.

Task 4 scores has dropped over the past few semesters. Students focus so much on the video portion that they do not give enough time to the written portion. L. Gatlin suggested that we give students a checklist of what should be covered in their video. Students struggle with task 3 and 4 so much because they struggle with assessment so they focus on task 3 and they don't focus too much on task 4.

I. Signature Assignment Data Discussion
   J. Vieira presented 2011-12 signature assignment data. Discussion ensued. Among the conclusions was that on the EDSE 457 Differentiation assignment, Music students have difficulty. Data will be further discussed at Spring 2013 "summit meeting" on SSCP coursework.

J. Enrollment Data

K.   University Supervisor Job Description - Deb
L.   Civility Norms

V. Time Certains
   Dean Grenot-Scheyer (8:30)
   Dean Grenot-Scheyer greeted the committee. She announce that with the passage of Prop 30 Academic Affairs have released one time restoration to the deans for the spring semester. These are one-time restoration funds. We are still waiting until January when the Governor releases the budget. Each year the colleges are given gap funding based on their FTEs. The parameters are based on if you met target or didn't meet target. If you do not meet target the gap funding is taken away. Over the past few years, the College of Ed has had gap funding taken away since our enrollment is down.
   T. Keirn asked if the college could put together a recruitment flyer that shows why it is a good time to go into teaching. The flyer could include data as well as some salary data. C. Grutzik the Associate Dean has been reaching out to students here on campus and presenting to students in other majors to pull them into the College of Education and the credential programs. T. Keirn also

suggested that we recruit from private school teachers. Teachers that are teaching in private schools and cannot take a semester off to complete student teaching. Dean Grenot-Scheyer stated that we will need to check with the Credential Center to see what the regulations are for completing student teaching in a public school. C. Martinez suggested that we learn more about SB 57 and the implications.

Carol Riley (9:45)

California State University, Long Beach
Single Subject Credential Program
Advisory Council Meeting

November 27, 2012
Fountain Valley High School
3:30 - 5:00

MINUTES

Call to Order:
    The meeting was called to order at 3:35pm by Dr. Jared Stallones.

Roll Call:
    Present: Jean Conroy, Don Hohl, Jean-Jacques Jura, Jon Lloyd, Sue Parsons, Jared Stallones, Steve Turley, Jessica Vieira, Annalise Winkle

1. **Welcome and Introductions**

    The members present went around the table and introduced themselves and shared how they were connected to the Single Subject Credential Program.

2. **Approval of Agenda**   **M/S/P**

3. **Approval of Minutes from 11/2/11**   **M/S/P**

4. **Program Enrollment, Admits**

    Jessica Vieira shared the current enrollment figures with the group for both program admits and student teachers. Our student teaching numbers have remained low for the past several semesters. Fall 2010 was the big drop in program admit numbers due to the university being closed for admission during Spring 2010. We do expect to see this drop again for our Fall 2013 admits since the university is once again closed for Spring 2013 admits. The Program Admits by subject area show a drop in most areas over the past few semesters. Many subject areas have gone from offering two sections of EDSS 300 to offering just one due to low enrollment numbers. Art, LOTE and PE are now only offering their EDSS 300 once a year rather than every semester. The committee discussed the data. S. Turley suggested that we need to discuss recruitment since now is the time to recruit students. J. Stallones stated that recruitment is begin discussed in the College of Education but would welcome any new fresh ideas. S. Turley suggested that recruitment be done on a subject-by-subject basis since each area is so different. What can be done to reach out to other students in the university? J. Vieira stated that we are presenting to different majors around campus to attract new students as well as presenting at SOAR workshops to get new transfer students. S. Parsons asked how we could allow students to "try on" teaching. Could we create a 1-unit course that is an intro course that is optional that students could take as an undergraduate to see if teaching is for them. It could have a small amount of fieldwork to let students explore the field of teaching.

5. **Linked Learning Grant**

Dr. Stallones shared the Linked Learning activities that are currently taking place. They are all being funded by three interlocking grants. The goal of the activities is to develop a Linked Learning program that can be self-sustaining and not funded by outside grants. Some subject areas have written plans for imbedding Linked Learning into the EDSS courses. In Spring 2012 all of the EDSE courses had a section that was offered at Millikan High School. This semester there is one section of each EDSE course being offered at Cabrillo High School and in Spring 2013 they will be back at Millikan High School. Beginning in Fall 2013 all sections of EDSE 436 will be offered on site. The Linked Learning cohort students receive a certificate and a letter of recommendation from our faculty that explain the program and training that they received.

7. Co-Teaching Grant

Dr. Stallones stated that the Linked Learning and Co-Teaching grants have merged into one. We've been working to prepare our students to co-teach and we need to begin preparing our mentor teachers and university supervisors so that there are placements for these students. We have started to hold meetings for mentor teachers, district personnel, principals or university supervisors that are interested in learning more about the co-teaching model.

8. Data Discussion, CalTPA and Signature Assignment Data

The Spring 2012 CalTPA data was shared with the committee as well as the passage rates from each task since Fall 2008. Passage rates for Task 4 seem to be declining so this is something that we will need to look at as a program. S. Turley asked if we had an overall passage rate for students that take the tasks multiple times. J. Vieira stated that we currently do not have that data. Right now there are about 60 students that have completed the entire Single Subject Program including student teaching but have not passed one or more task. Out of those 60 students, 73% of them are students that completed their subject matter competency via coursework and 27% of them completed subject matter competency via the CSET exam.

9. Other Business

The meeting was adjourned at 5:00pm.