College of Education and Affiliated Programs
Annual Assessment Report – 2009-10
Single Subject Program

Note: this report presents and analyzes data from the 2009-10 academic year.

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, aptitudes and dispositions that will enable them to provide the conditions for meaningful, instrumental 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 student teaching. The program has eleven Commission-approved subject matter programs: Art, English, Family and Consumer Sciences, Health Science, Industrial Technology, Languages Other Than English, 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 student teaching experience. The program offers an Internship track within the same structure and unit load.

The SSCP is a university-wide program. As such it has a shared governance structure 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. A Credential Coordinator and/or a Credential Advisor is responsible for each of the subject matter programs. Each has a committee of faculty that determines subject matter program policy and reviews applications to the program, among other responsibilities.

All courses in the professional education sequence integrate course activities and structured fieldwork. Fieldwork is designed to give candidates a variety of experiences in contemporary classrooms ranging from back-of-the-class observation 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

Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1: Makes subject matter comprehensible to students	Outcome 2: Assesses student learning	Outcome 3: Engages and supports all students in learning	Outcome 4: Plans instruction and designs learning experiences for all students	Outcome 5: Creates and maintains an effective environment for student learning	Outcome 6: Develops as a professional educator
TPEs	TPE 1	TPE 2, 3	TPE 4, 5, 6, 7	TPE 8, 9	TPE 10, 11	TPE 12, 13
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	Promotes Growth	Research and Evaluation	Promotes Growth	Promotes Growth, Service and Collaboration	School Improvement, Values Diversity	Values Diversity, Research and Evaluation, School Improvement
NCATE Elements	Content Knowledge	Student Learning	Pedagogical Content Knowledge	Professional Knowledge & Skills	Professional Knowledge & Skills	Professional Dispositions

Enrollment

Program enrollment is determined by comparing candidates admitted over the previous 7 years with candidates who have yet to complete the program. There are approximately 1,556 current candidates who are in one stage or another of the program. This number may be slightly inflated, since candidates do not necessarily inform us if they choose to withdraw from the program and, consequently, show up as still in the program even thought they have drifted away and have not completed the program or officially withdrawn. In 2009-2010, the SSCP admitted 454 students to the program. During the same time, we had 321 students completed the culminating experience student teaching. The rest of the students are taking the professional preparation coursework.

Table 2

Program Specific Candidate Information, 2009-10 (snapshot taken F09)

Category	Transition Point 1			Transition Point 2	Transition Point 3
	Admission to Program			Advancement to Culminating Experience #	Exit #
	Applied #	Accepted #	Matriculated #		
TOTAL	462	454	458	368	296

Table 3

Program Specific Candidate Information (by subject), 2009-10 (snapshot taken F09)

Category	Transition Point 1				Transition Point 2	Transition Point 3
	Admission to Program				Applied to Culminating Experience #	Credentials Recommended $\#_5$
	Enrolled in EDSS 300 $\#_1$	Applied $\#_2$	Accepted $\#_3$	Matriculated $\#_4$		
Art	34	35	35	33	21	24
English	117	104	104	106	79	56
Family & Consumer Science	0	0	0	0	4	3
Health Science	16	13	13	16	14	10
Languages Other than English	39	34	33	34	47	41
Math	87	83	82	75	44	40
Music	27	14	12	25	12	12
Physical Education	30	35	34	28	30	19
Science	45	51	50	39	38	32
Social Science	106	93	91	102	79	59
TOTAL	501	462	454	458	368	296

[1] The number of students enrolled in EDSS 300 refers to the number of students enrolled in EDSS 300 for Fall 2009 and Spring 2010.

[2] The number of student applied refers to the number of students that applied to the program for Fall 2009 and Spring 2010. These students took EDSS 300 Spring 2009 or Fall 2009 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 2009 or Spring 2010 and were accepted. These students took EDSS 300 Fall 2009 or prior.

[4] The number of matriculated students refers to the number of students that were enrolled in EDSS 300 during Fall 2009 and Spring 2010 that were matriculated.

[5]Note that on occasion, students do not 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.

Table 4

Program Specific Candidate Information (by subject), 2009-10 (snapshot taken F09)

	Transition Point 2
	Applied to Culminating Experience #
Art	21
English	79
Family & Consumer Science	4
Health Science	14
Languages Other than English	47
Math	44
Music	12
Physical Education	30
Science	38
Social Science	79
TOTAL	368

Table 5

Program Specific Candidate Information (by subject), 2009-10 (snapshot taken F09)

	Transition Point 3[6]
	Credentials Recommended #
Art	24
English	56
Family & Consumer Science	3
Health Science	10
Languages Other than English	41
Math	40
Music	12
Physical Education	19
Science	32
Social Science	59
TOTAL	296

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[6] 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 Art, Family & Consumer Science and Science each recommended more credentials than they had students who complete student teaching.

Faculty

Strictly speaking, for university budget purposes the Single Subject Credential Program has a single faculty, the University Coordinator. Subject matter program advisors, teaching faculty, and the student teaching 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 6 displays the 2009-10 profile of these faculty.

Table 6

Faculty Profile 2009-10

Status	Number
Full-time TT & Lecturer	28
Part-time Lecturer	80
Total:	108[7]

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

All coordinators and advisors at the SSCP meeting (13 full-time faculty, including the 11 program coordinators, the EDSE representative on the committee and the SSCP coordinator) reviewed and discussed the assessment findings described in this document at the April 10, 2010 and October 6, 2010 SSCP coordinators meeting. 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 discussion. Additionally, the discussion was brought to the Single Subject Advisory Council which consists of faculty, secondary public school personnel and community member.

Data

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

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[7] A number of part-time and full-time faculty both teach and supervise in the SSCP which is why the numbers that appear on the chart don't exactly match the number presented in the narrative.

Table 7

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 and 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 and 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 learning	• EDSE 457: Lesson Plans • Teacher Performance Assessment (CalTPA) 1-4	• 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 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

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
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 educator	• EDSS 300: Reflective Paper • Teacher Performance Assessment 1-4	• 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 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

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

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. 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. The EDSE 457 assignment and rubric was revised and instructors calibrated on the rubric fall 2009. The EDSE 435 assignment and rubric was revised and instructors calibrated on the rubric spring 2010. This three-year cycle of data discussion, review & revision and calibration/re-calibration will continue once all courses are addressed for the first time.

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 8

EDSS 300

	Non-Submission	0.5	1	1.5	2	2.5	3	3.5	4	Average
Fall 09	23	1	2	3	11	23	56	48	97	3.36
Spring 10	12	0	2	1	16	14	43	33	77	3.35
Total	35	1	4	4	27	37	99	81	174	3.36

EDSS 450

	Non-Submission	1	1.5	2	2.5	3	3.5	4	Average
Fall 09	10	0	0	4	20	65	111	34	3.22
Spring 10	21	0	1	2	6	35	97	63	3.65
Total	31	0	1	6	26	100	208	97	3.41

EDSS 473

	Non-Submission	1	1.5	2	2.5	3	3.5	4	Average
Fall 09	9	0	0	3	6	34	37	62	3.31
Spring 10	12	0	1	3	5	53	39	67	3.47
Total	21	0	1	6	11	87	76	129	3.5

EDSE 435

	Non-Submission	1	1.5	2	2.5	3	3.5	4	Average
Fall 09	9	0	1	1	3	13	55	96	3.58
Spring 10	12	0	1	4	14	28	43	78	3.59
Total	21	0	2	5	17	41	98	174	3.61

EDSE 436

	Non-Submission	1	1.5	2	2.5	3	3.5	4	Average
Fall 09	7	0	1	2	8	31	79	79	3.57
Spring 10	7	0	0	3	6	21	130	53	3.7
Total	14	0	1	5	14	52	209	132	3.54

EDSE 457

	Non-Submission	1	1.5	2	2.5	3	3.5	4	Average
Fall 09	1	0	0	0	4	8	43	121	3.85
Spring 10	4	1	0	2	0	44	55	68	3.64
Total	5	1	0	2	4	52	98	189	3.67

Data Source # 1: Measuring SLO #3 "Engages and supports all students in learning" from EDSE 457 Signature Assignment. The data discussed at our spring 2010 meeting was from fall 2009.

Description of the Signature Assignment: The purpose of this assignment is to assess EDSE 457 students' ability to develop content specific lessons that demonstrates their proficiency at engaging and supporting all students in learning.
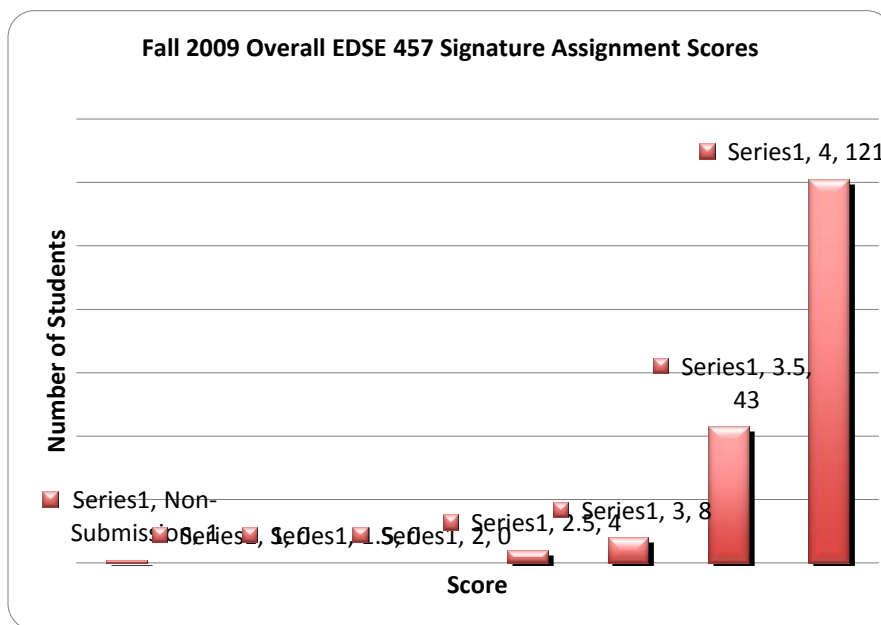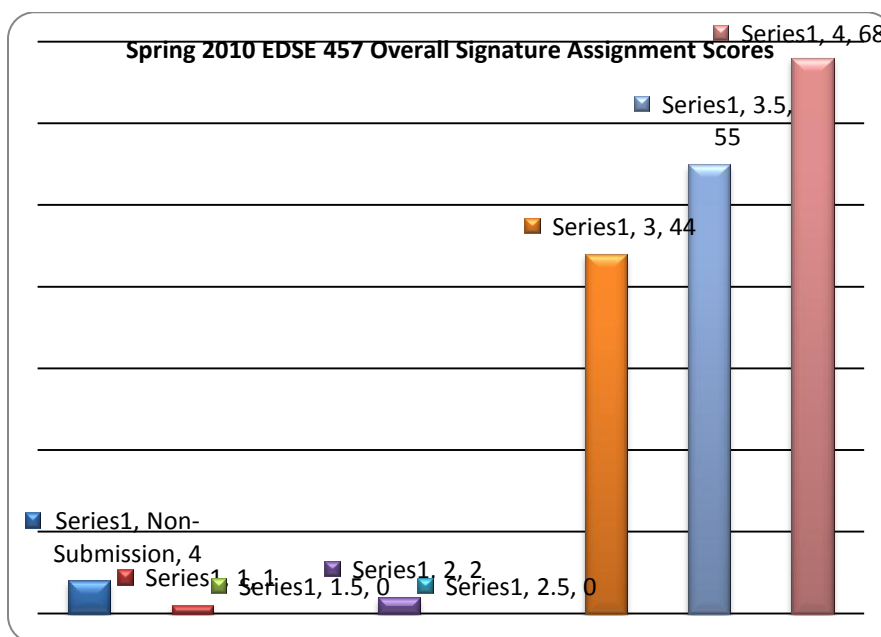
Figure 1

Fall 2009 Overall EDSE 457 Signature Assignment Scores

Series1, 4, 121
Series1, 3.5, 43
Series1, Non-Submission, 0
Series1, 1, 0
Series1, 1.5, 0
Series1, 2, 0
Series1, 2.5, 4
Series1, 3, 8

Number of Students / Score

Figure 2

Spring 2010 EDSE 457 Overall Signature Assignment Scores

Series1, 4, 68
Series1, 3.5, 55
Series1, 3, 44
Series1, Non-Submission, 4
Series1, 1, 1
Series1, 1.5, 0
Series1, 2, 2
Series1, 2.5, 0

Data Source # 2: Measuring SLO # 5 "Creates and maintains an effective environment for student learning" on School Observation Report: Democratic Schooling Practices signature assignment.

Description of the Signature Assignment:

- Identify and describe the demographic profile of a middle or high school by analyzing its Academic Performance Index (API) scores

- Identify and describe the Standardized Testing and Reporting Results required of public schools to meet SB2042 "No Child Left Behind" federal requirements.

- From the above reports, identify various populations and relevant data (i.e., English Language Learners, students on reduced lunch program, and test results reported).

- Observe and identify the social environment of the school, classroom climate, implementation of the content area/subject discipline, and multicultural education practices.
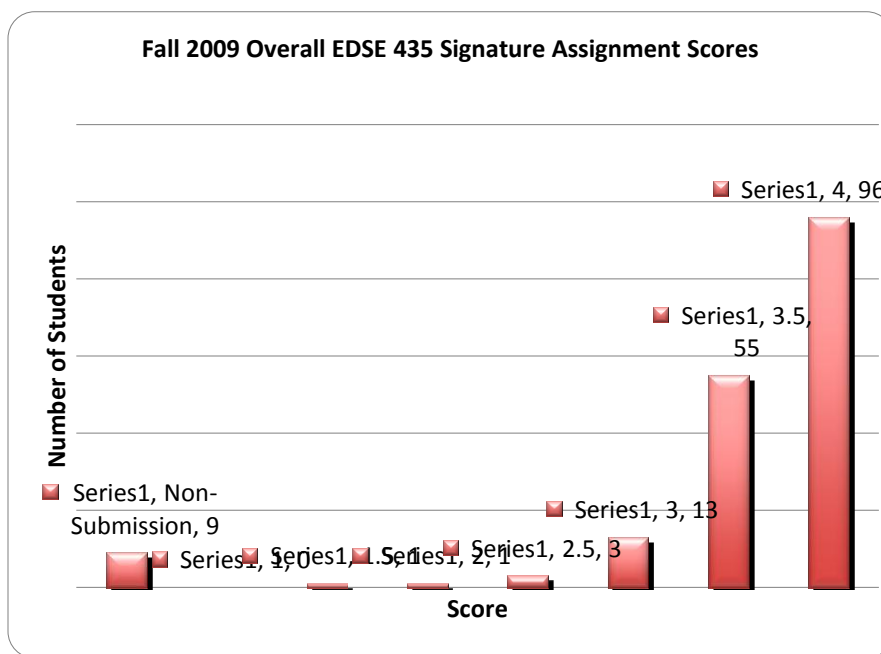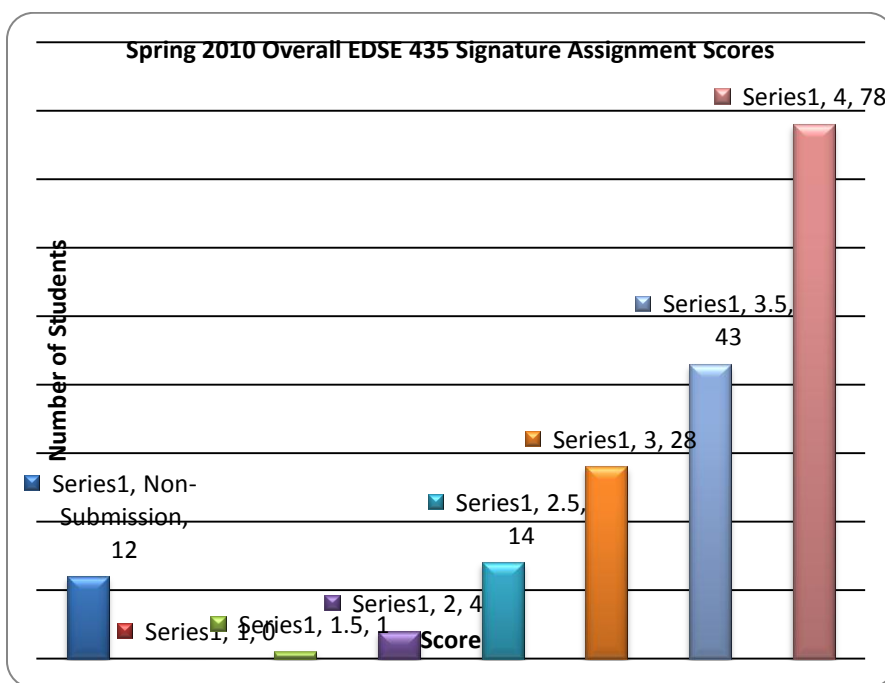
Figure 3

Fall 2009 Overall EDSE 435 Signature Assignment Scores

Series1, 4, 96
Series1, 3.5, 55
Series1, Non-Submission, 9
Series1, 3, 13
Series1, 1, 0
Series1, 1.5, 0
Series1, 2, 1
Series1, 2.5, 3

Number of Students

Score

Figure 4

Spring 2010 Overall EDSE 435 Signature Assignment Scores

Chart data (Number of Students vs. Score):
- Series1, Non-Submission, 12
- Series1, 1, 0
- Series1, 1.5, 1
- Series1, 2, 4
- Series1, 2.5, 14
- Series1, 3, 28
- Series1, 3.5, 43
- Series1, 4, 78

Data Source #3: Teaching Performance Expectations measured by Student Teaching Evaluations

Assignment Description: Student teachers are evaluated by their University Supervisor (US) and Cooperating Teachers (CT) twice during their student teaching experience. The Student Teaching Evaluation Form is mapped directly to the TPEs, allowing the SSCP to analyze data along specific skill expectations.

Methods: The University Supervisors observe the student teacher a minimum of six times during the student teaching experience. The observations provide an opportunity for the University Supervisor to give the candidate detailed formative performance feedback and to put that feedback in writing at mid-point and end of the semester, on the evaluation form. Similarly, the school-based Cooperating Teacher observes the student teacher on a daily basis during the student teaching experience, converses with the student regularly, and also completes a mid-semester and final formal evaluation.

For the purpose of this report, we have taken a random sampling of 25% of final evaluations across the SSCP. In past reports we were able to include all SSCP data however, due to furloughs during the 2009-2010 year, we were unable to put all student teacher evaluation data into our data system.

Table 9

09-10 Final Student Teaching Evaluation Data (measuring the Teaching Performance Expectations)

	E		P		D		NC		NO	
	US	CT	US	CT	US	CT	US	CT	US	CT
Category A: Making Subject Matter Comprehensible to Students	230 49%	284 48%	278 49%	229 39%	49 9%	51 9%	1 >1%	6 >1%	11 2%	16 3%
Category B: Assessing Student Learning	340 36%	458 48%	475 50%	366 38%	86 9%	64 7%	3 >1%	10 1%	44 5%	54 6%
Category C: Engaging and Supporting All Students in Learning	281 40%	339 45%	331 47%	316 42%	69 10%	68 9%	4 >1%	7 1%	22 3%	31 4%
Category D: Planning Instruction and Designing Learning Experiences for Students	241 39%	304 45%	307 49%	272 40%	55 9%	76 12%	7 1%	8 1%	14 2%	20 3%
Category E: Creating and Maintaining an Effective Environment for Students	360 46%	371 44%	342 44%	368 43%	40 5%	76 9%	15 2%	11 1%	26 3%	23 3%
Category F: Developing as a Professional Educator	464 53%	505 55%	318 37%	297 32%	34 4%	53 6%	4 >1%	6 >1%%	50 6%	62 7%
Category G: Overall Teaching Effectiveness Assessment	40 50%	43 52%	37 46%	32 39%	2 3%	7 8%	1 1%	1 1%	0	0

Student Teaching Evaluation Form Key:

E = Exceptional Beginning Practice (The student teacher provides consistent, extensive, high quality evidence of effective teaching practice)

P = Proficient Beginning Practice (The student teacher provides substantial evidence of effective teaching practice in this category)

D = Developing Beginning Practice (The student teacher provides some evidence of effective teaching practice in this category)

NC = Not Consistent with Standard Expectations for Beginning Practice (The student teacher provides little or no evidence of effective teaching practice in this category)

US = University Supervisor (university based mentor)

CT = Cooperative Teacher (school based mentor)

a. <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 SSCP collects a range of data on an annual basis from exiting students, graduates, employers of graduates and master teachers.

Data Source # 4: CSU Exit Survey

The CSU Center for Teacher Quality administers a 23-item, CSU exit Survey of Student Teachers and distributes annual reports to campuses. The number of respondents for 2006-2007 was 312.   The mean score and standard deviation for each item are reported in Appendix F. A summary of the strengths and weaknesses follows.

Table 10

Identified Strengths as revealed in the CSU Exit Survey of Student Teachers

As a new teacher, I am *well or adequately prepared* to begin…	Graduated 07-08	Graduated 08-09
To prepare lesson plans and make prior arrangements for students' class activities	95.8% n = 236	95% n = 194
To adhere to principles of education equity in the teaching of all students	93.1% n = 232	94% n = 94%
To evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth	97.4% n = 235	93% n = 194

Table 11

Identified Weaknesses as revealed in the CSU Exit Survey of Student Teachers

As a new teacher, I am *well or adequately prepared* to begin…	Graduated 07-08	Graduated 08-09
To know about resources in the school & community for at risk students and families	74.7% n = 233	69% n = 194
To meet the instructional needs of students with special learning needs	71.5% n = 235	72% n = 186
To meet the instructional needs of students who are English Language Learners	76.4% n = 232	72% n = 194

Data Source # 5: CSU Survey of Program Graduates

The CSU Center for Teacher Quality annually surveys 1st year teachers who graduated from CSU programs. The data is presented alongside the data from the survey of Supervisors in Appendix G. What follows is a summary of strengths and weaknesses.

Table 12

Identified Strengths as Revealed in the CSU Survey of Graduates in their First Year of Teaching

The First Year Teaching Graduate was *well or adequately prepared* to…	Graduated 07-08	Graduated 08-09
Know and understand the subjects of the curriculum at his/her grade level	94% n = 86	94% n=84
Prepare lesson plans and make prior arrangements for class activities	89% n = 87	88% n=84
Monitor students progress by using informal assessments methods	88% n = 84	87% n= 85
Adhere to principles of educational equity in the teaching of all students	88% n = 83	93% n=85

Table 13

Identified Weaknesses as Revealed in the CSU Survey of Graduates in their First Year of Teaching

The First Year Teaching Graduate was *well or adequately prepared* to…	Graduated 07-08	Graduated 08-09
Know about resources in the school & community for at-risk students/families	55% n = 83	56% n=85
Meet the instructional needs of students with special learning needs	57% n = 84	67% n=83
Organize and manage student behavior and discipline satisfactorily	61% n = 87	73% n=86

Data Source # 6: CSU Survey of Supervisors of Program Graduates

The CSU Center for Teacher Quality annually surveys supervisors of 1st year teaching graduates of CSU programs.   The data is presented alongside the data from the 1-year out graduates in Appendix G. What follows is a summary of the strengths and weaknesses.

Table 14

Identified Strengths as revealed in the CSU Survey of Employers

The First Year Teaching Graduate was _well or adequately prepared_ to…	Graduated 07-08	Graduated 08-09
Know and understand the subjects of the curriculum at her/his grade level	95% n = 82	91% n=57
Use computer-based technology in class activities and to keep class records	94% n = 82	93% n=55
Adhere to principles of educational equity in the teaching of all students	90% n = 82	82% n=57
Maintain positive rapport and foster students' motivation and excitement	90% n = 83	77% n=57

Table 15

Identified Weaknesses as revealed in the CSU Survey of Employers

The First Year Teaching Graduate was _well or adequately prepared_ to…	Graduated 07-08	Graduated 08-09
Know about resources in the school & community for at-risk students/families	66% n = 80	58% n=52
Meet the instructional needs of students with special learning needs	71% n = 82	62% n=55
Meet the instructional needs of students who are English Language Learners	78% n = 81	72% n=54

    b. 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.

Data Source # 7: Survey of Cooperating Teachers

Each year the SSCP surveys our cooperating teachers about how well our programs helped prepare their student teachers. Overall, the cooperating teachers who returned the surveys were satisfied with the education our student teachers received. See Appendix H for survey results. What is shown below is a summary of data collected.

Table 16

Survey of Cooperating Teachers (Fall 2009 & Spring 2010)

Question: The Student Teacher was able to:						
	Below Average Rating Sp 10	Below Average Ratings Fall 09	Average Rating Sp 10	Average Rating Fall 09	Above Average Rating Sp 10	Above Average Rating Fall 09
Establish a classroom environment that promotes learning	6% n=4	5% n=4	26% n=18	15% n=12	20% n=14	27% n= 22
Develop appropriate curriculum for subject and students	13% n=9	7% n=6	17% n=12	16% n=13	24% n=17	35% n=29
Write appropriate unit and lesson plans	13% n=9	9% n=7	24% n=16	21% n=17%	27% n=18	36% n=29
Utilize a variety of developmentally appropriate instructional strategies to address students with diverse needs	17% n=12	1% n=1	14% n=10	30% n=24	27% n=19	35% n=29
Motivate & sustain student interest	12% n=8	10% n=8	29% n=20	21% n=17	28% n=19	32% n=26
Communicate effectively	11% n=8	6% n=5	34% n=24	14% n=11	17% n=12	38% n=31
Identify students prior attainments	10% n=7	4% n-3	33% n=23	35% n=28	31% n=22	34% n=27
Achieve	11%	3%	23%	24%	27%	33%

Question: The Student Teacher was able to:						
	Below Average Rating Sp 10	**Below Average Ratings Fall 09**	**Average Rating Sp 10**	**Average Rating Fall 09**	**Above Average Rating Sp 10**	**Above Average Rating Fall 09**
significant instructional objectives	n=8	n=2	n=16	n=19	n=19	n=26
Assess student progress	11% n=8	3% n=2	27% n=19	16% n=13	27% n=2	47% n=38
Improve students ability to evaluation, analyze and reach sound conclusions	14% n=10	7% n=6	29% n=20	30% n=24	31% n=22	36% n=29
Foster positive student attitudes	10% n=7	5% n=4	26% n=18	17% n=14	30% n=21	40% n=31
Teach diverse students	6% n=4	3% n=2	27% n=18	14% n=11	23% n=15	33% n=27
Teaching limited-English	7% n=5	6% n-5	38% n=25	33% n=26	24% n=16	33% n=26
Professional conduct	10% n=7	9% n=7	14% n=10	11% n=9	27% n=19	19% n=15
Use of technology	6% n=4	5% n=4	15% n=10	9% n=7	18% n=12	35% n=28
The student was adequately prepared to begin student teaching	10% n=7	10% n=8	20% n=14	14% n=11	17% n=12	25% n=20
The student possessed a sound knowledge base in content area	6% n=4	5% n=4	15% n=10	11% n=9	17% n=12	30% n=24
Question:	**Highly ineffective/ ineffective Sp 10**	**Highly ineffective/ Ineffective Fall 09**	**Acceptable Sp 10**	**Acceptable Fall 09**	**Effective/ highly effective Sp 10**	**Effective/ highly effective Fall 09**
Please rate the Single Subject Credential Program in terms of how it prepares	6% n=4	9% n=7	23% n=16	12% n=10	71% n=50	79% n=64

Question: The Student Teacher was able to:						
	Below Average Rating Sp 10	Below Average Ratings Fall 09	Average Rating Sp 10	Average Rating Fall 09	Above Average Rating Sp 10	Above Average Rating Fall 09
candidates to be a beginning teacher						

Data Source # 8: Student Teacher Feedback on Cooperating Teachers

Each year the SSCP surveys exiting student teachers, requesting feedback on their K-12 cooperating teachers. Overall, the student teachers who returned the surveys were satisfied with the supervision they received from their K-12 cooperating teachers. Please note that the intern student teacher data is not separated out from the cooperating teacher data. This may skew the percentages because intern student teachers are the teacher of record and do not necessarily receive the same amount or type of supervision received by traditional student teacher. See Appendix H for survey results. What is shown below is a summary of data collected.

Table 17

Student Teacher Feedback on Cooperating Teachers (Fall 2007& Spring 2008)

Question: Which of the following topics were addressed in your orientation:				
	No S10	No F09	Yes S10	Yes F09
I was given an introduction to my classroom by my cooperating teacher				
Intro to department & school personnel	19.7% n=37	11% n=13	80.3% n=151	89% n=105
Overview of curriculum	13.8% n=26	8.5% n=11	86.2% n=162	90.7% n=107
Overview of classroom management	15.7% n=29	8.5% n=10	84.3% n=152	91.5% n=108
Overview of grading policies	17.3% n=32	11.1% n=13	82.7% n=153	88.9% n=104
Overview of school policies	21.6% n=40	12.1% n=14	78.4% n=145	87.9% n=102

Question: During the first 15 weeks my cooperating teacher observed me:									
Less than bi-wkly S10	Less than bi-wkly F09	1-hr every other wk S10	1-hr every other wk F09	1-2 hrs per wk S10	1-2 hrs per wk F09	3-4 hrs per wk S10	3-4 hrs per wk F09	Daily S10	Daily F09
2.7% n=5	5.1% n=6	5.9% n=11	3.4% n=4	8% n=15	9.3% n=11	15% n=28	7.6% n=9	68.4% n=128	74.6% n=88

Question: On average, my cooperating teacher conferred with me:									
Less than bi-wkly S10	Less than bi-wkly F09	1-hr every other wk S10	1-hr every other wk F09	1-2 hrs per wk S10	1-2 hrs per wk F09	3-4 hrs per wk S10	3-4 hrs per wk F09	Daily S10	Daily F09
7.1% n=13	4.3% n=5	6% n=11	5.2% n=5	16.3% n=30	13% n=15	9.8% n=18	12/2% n=14	60.9% n=112	65.2% n=75

Question: My cooperating teacher's oral and written feedback was:									
Very Poor S10	Very Poor F09	Unsatisfactory S10	Unsatisfactory F09	Satisfactory S10	Satisfactory F09	Useful S10	Useful F09	Highly useful S10	Highly useful F09
2.1% n=4	2.5% n=3	6.4% n=12	4.2% n=5	11.2% n=21	13.6% n=15	18.1% n=34	10.2% n=12	62.2% n=117	69.5% n=82

Question: Overall, supervision and feedback from my cooperating teacher was:									
Very poor S10	Very poor F09	Unsatisfactory S10	Unsatisfactory F09	Satisfactory S10	Satisfactory F09	Useful S10	Useful F09	Highly useful S10	Highly useful F09
3.8% n=7	3.4% n=4	3.8% n=7	3.4% n=4	9.7% n=18	13.7% n=16	15.6% n=29	10.3% n=12	67.2% n=125	69.2% n=81

Data Source # 9: Student Teacher Feedback on University Supervisors

Each year the SSCP surveys our exiting student teachers, requesting feedback on their University Supervisors. Overall, the student teachers who returned the surveys were satisfied with the supervision they received from their University Supervisors. See Appendix H for survey results. What is shown below is a summary of data collected.

Table 18

Student Teacher Feedback on University Supervisors (Fall 2009 & Spring 2010)

Question: Supervisor explained program expectations:									
Never S10	Never F09	Within 4 wks S10	Within 4 wks F09	Within 3 wks S10	Within 3 wks F09	Within 2 wks S10	Within 2 wks F09	Within 1 wk S10	Within 1 wk F09
4.9% n=7	5.4% n=5	2.1% n=3		4.2% n=6	2.2% n=2	15.3% n=22	13% n=12	73.6% n=106	79.3% n=73
Question: Supervisor observed me teaching:									
3 or fewer times S10	3 or fewer times F09	4 times S10	4 times F09	5 times S10	5 times F09	6 times S10	6 times F09	More than 6 times S10	More than 6 times F09
6.2% n=9	4.3% n=4	14.4% n=21	5.4% n=5	20.5% n=30	26.1% n=24	44.5% n=65	50% n=46	14.4% n=21	14.1% n=13
Question: Supervisor conferred with me:									
Never S10	Never F09	1-2 times S10	1–2 times F09	Less than half the time S10	Less than half the time F09	After half or more observations S10	After half or more observations F09	After every observation S10	After every observation F09
		2.1% n=3	3.3% n=3	0.7% n=14	4% n=4	10.3% n=14	5.6% n=5	87% n=127	86.7% n=78
Question: Supervisor's oral and written feedback:									
Did not occur S10	Did not occur F09	Unsatisfactory S10	Unsatisfactory F09	Satisfactory S10	Satisfactory F09	Useful S10	Useful F09	Highly useful S10	Highly useful F09
0.7% n=1		3.4% n=5	5.4% n=5	12.3% n=18	7.6% n=7	32.2% n=47	29.3% n=27	51.4% n=75	57.6% n=53
Question: 3-way conference with my supervisor and cooperating teacher:									
Never S10	Never F09	Once S10	Once F09	2-3 times S10	2–3 times F09	4 times S10	4 times F09	More than 4 times S10	More than 4 times F09
14.7% n=21	5.5% n=5	15.4% n=22	22% n=20	44.1% n=63	39.6% n=36	9.1% n=13	11% n=10	16.8% n=24	22% n=20
Question: Overall supervision of my student teaching semester was:									
Very poor Sp10	Very poor F09	Unsatisfactory S10	Unsatisfactory F09	Satisfactory S10	Satisfactory Fall 09	Useful S10	Useful F09	Highly useful S10	Highly useful F09
1.4% n=2	1.1% n=1	3.4% n=5	5.4% n=5	13% n=19	10.9% n=10	36.3% n=53	29.3% n=27	45.9% n=67	53.3% n=49

Analysis and Actions

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

Evidence regarding candidate performance and program effectiveness was obtained from the Signature Assignments required in EDSE 435; EDSE 457, Cal TPAs 1, 2, 3, and 4, the CSU Exit Survey, and the Final Student Teacher Evaluations completed by both the university supervisor and the cooperating teacher.

SLO 1: Making Subject Matter Comprehensible to Students. Three hundred twenty-eight candidates completed CalTPA 1 during the academic year 2009-2010. During the fall semester 2009, the candidate pass rate was 85%; during the spring semester 2010 the pass rate was 88% pass. Forty-one students completed the resubmission course for Task 1 with the following results: winter 2010 – 100% pass rate (n=9); spring 2010 – 100% pass rate (n=12); summer 2010 – 100% pass rate (n=20). Forty-five candidates took CalTPA 4 in the fall 2009 with a pass rate of 96%; 95 candidates took CalTPA 4 in the spring 2010 with an 88% pass rate. During the spring semester 2010, 6 students completed the resubmission course with 5 receiving a passing score. During the summer 2010, 14 candidates completed the resubmission course with 12 receiving a passing score. The SSCP coordinators were satisfied with these pass rates.

The Final Student Teacher Evaluations representing the academic year 2009-2010 provided the following data: (1) university supervisors ranked 98% of the candidates as "exceptional" or "proficient;" cooperating teachers ranked 87% of the candidates as "exceptional or "proficient." (Please note: Due to system-wide furloughs a random sampling of 25% of final evaluations were included in SSCP data.)

The CSU Exit Survey identified student teacher perceived strengths relating to SLO 1 as their ability to prepare lesson plans; weaknesses included designing and adapting lessons for special needs and EL students. SSCP faculty currently teaching program courses continue to attend semester long workshops provided through the Steeli Grant which address best practice for EL students and include 15 hours of observation in LBUSD EL classrooms. Faculty continue to rate these workshops positively.

Non-submission of Signature Assignments is higher in EDSS 450 than other courses. Data discussions among program coordinators included the need to investigate non-submission of Signature Assignments and the percentage of the course grade this assignment is given by each instructor.

SLO 2: Assessing student learning. In EDSS 473, candidates must complete a pre/post-test assignment as well as CalTPAs 3 (assessing learning) and 4 (ability to reflect on teaching). During the fall semester 2009, 86% of CSULB candidates (n=42) received passing scores on CalTPA 3 (n=42); during the spring semester 2010, only 77% of candidates (n=72) received a passing score. The spring 2010 resubmission course for CalTPA 3 resulted in an 83% pass rate (n=6); the summer 2010 resubmission course resulted in a 96% pass rate (n=25). In the fall semester 2009, 96% of CSULB candidates (43)received a passing score on CalTPA 4; in the spring semester 2010, 89% of CSULB candidates (n=82) received passing scores on CalTPA 4. The spring 2010 resubmission course for CalTPA 4 resulted in an 83% pass rate (n=6); the summer 2010 resubmission course resulted in an 86% pass rate (n=14). The lower pass rate for CalTPA 3 concerned the SSCP coordinators. Since EDSS 473 requires the completion of 2 CalTPAs, the SSCP coordinators committee suggested we change the "due dates" allowing candidates more time to focus on each TPA. Faculty will revisit class lectures/activities which address assessment.

Final student teaching evaluations in Category B, assessing learning, completed by university supervisors resulted in 86% of candidates receiving "exceptional" or "proficient." Cooperating teachers also ranked

86% of CSULB candidates as "exceptional" or "proficient." The SSCP coordinators committee decided these evaluations were acceptable.

SLO 3: Engages and supports all student in learning. In EDSE 457, candidates complete a Signature Assignment which develop 5 content-specific lesson plans. Additionally, all 4 CalTPAs address this SLO. In the fall semester 2009, 164/177 candidates received passing scores on the Signature Assignment. In the spring semester 2010, 167/174 received passing scores on the Signature Assignment. In the fall semester of 2009, 90% of CSULB candidates completing CalTPA 2 (Designing Instruction) received passing scores. In the spring semester, 88% of CSULB candidates received passing scores. Of those candidates completing the resubmission course spring 2010, 88% (n=17) received passing scores and 79% (n=24) of candidates completing the summer resubmission course received passing scores. Ninety-five percent of students completing the CSU Exit Survey indicated they felt well/adequately prepared to design lesson plans. The SSCP coordinators committee was satisfied with these scores.

Candidates revealed in the CSU Survey of Graduates in their First Year of Teaching a significant lack of knowledge about resources in the school & community for at-risk students/families (55%, 07-08; 56%, 08-09). Employers also identified candidate knowledge of school and community resources for at-risk students/families as a program weakness (55%, 07-08; 56%, 08-09) In this same survey, candidates initially acknowledged less than adequate abilities to organize and manage student behavior and discipline satisfactorily (61%, 07-08); however, candidates displayed a significant increase in confidence in 2008-09 (73%).

SLO 4: Plans instruction and designs learning experiences for all students. In EDSE 436, candidates complete a 4-6 week curriculum unit map as a Signature Assessment. As evidenced in the Final Student Teacher Evaluations (Academic Year 2009-2010, Category D), university supervisors ranked 88% of CSULB candidates as "exceptional" or "proficient" in this SLO. Cooperating teachers ranked 85% of CSULB candidates as "exceptional" or "proficient."

In the CSU Exit Survey, only 72% of CSULB candidates ranked themselves well/adequately prepared to meet the instructional needs of EL students. Only 67% of the same graduates ranked themselves well/adequately prepared to meet the instructional needs of special needs students. While the CSU Center for Teacher Quality data completed by employers of CSU graduates rank first year teaching graduates as well/adequately prepared in subject matter (91%), the same survey suggests continuing concerns regarding the ability of first year teachers to meet the needs of EL (72%) and special needs (62%) students. Better preparing candidates to teach EL and special needs students continues to receive high priority among program faculty. The need for faculty workshops to continue in these areas is immense.

SLO 5: Creates and maintains an effective environment for student learning. Candidates complete a demographic Signature Assignment in EDSE 435. In the fall semester 2009, 164/191 candidates received passing scores on this assignment (9 non-submissions). During the spring semester 2010, 149/181 candidates received passing scores (12 non-submissions). Non-submissions continue to be a concern.

SLO 6: Develops as a professional educator. As evidenced in the Final Student Teacher Evaluation data, 2009-2010, Category F, university supervisors ranked 90% of CSULB candidates as "exceptional" or "proficient." Cooperating teachers ranked 87% of CSULB candidates as "exceptional" or "proficient." The SSCP coordinators committee was satisfied with these rankings.

In the CSU Exit Survey, 93% of CSULB candidates ranked themselves as well/adequately prepared to evaluate/reflect on their teaching and to seek assistance that leads to professional growth.

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

Data presented in this report was discussed by SSCP coordinators at meetings on October 6, 2009 and April 10, 2010.

a. Candidates appear to be least prepared to design lessons for ELs and Special Needs students, both by their own admission and responses from cooperating teachers. CalTPA 3 had the highest failure rate (23%, spring 2010) perhaps due to furloughs. Candidates completing the resubmission course in spring 2010 (2/17 non-passing scores) had better success; however, candidates completing the summer 2010 had somewhat less success (5/19, non-passing scores). We will continue to monitor these areas carefully during the fall semester 2010 and work with EDSS 473 faculty. Candidates completing the resubmission course in spring 2010 (2 of 17 had non-passing scores) had better success; however, candidates completing the summer 2010 had somewhat less success (5 of 19 had non-passing scores). We continue to encourage candidates to complete the TPA workshops. Data analysis is problematic for candidates. SSCP coordinators questioned how/when candidates are prepared for this task. No specific course introduces data analysis. Discussing this procedure in EDSS 473 when candidates must analyze the effects of pre/post tests and complete CalTPA 3 is too late. Students are overwhelmed with the demand of student teaching, the signature assignment, and 2 CalTPAs in EDSS 473. It was suggested that we look carefully at all signature assignments to review how they are tied to course grades and to ensure they continue to be a meaningful assignment.

b. Based on scores and survey responses, the overall effectiveness of the SSCP to meet candidate's needs is very good. Gains have been made preparing candidates to respond to ELs and Special Needs students; however, these areas still need emphasis in both the university classroom and the public school class room.

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	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Present Special Needs Workshops for all SSCP faculty. (SLOs 1, 3)	CED Faculty	Spring 2011
2	Change due dates for CalTPAs 3 and 4. (SLOs 1, 2, 3, 4, 6)	SSCP coordinators committee	Fall 2011
3	Provide candidates with community/school resources for at-risk students and families (SLOs 2, 3, 4)	Program Faculty	Fall 2010
4	Monitor candidates abilities to adequately assess learning (SLOs 1, 2, 3, 4,6)	EDSS 473 faculty	Fall 2010