



School Of
EDUCATION

C H A N N E L
I S L A N D S

**California Commission on Teacher Credentialing
Biennial Report #2**

**California State University Channel Islands
Academic Years 2011-12 and 2012-13**

Report Submitted: September 15, 2013

Last Site Visit: 2009

Name of Program: School of Education

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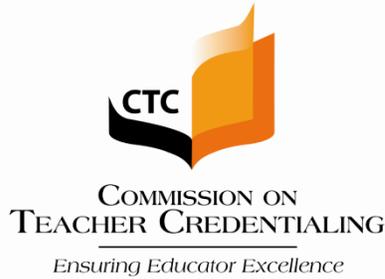


**COMMISSION ON
TEACHER CREDENTIALING**

Ensuring Educator Excellence

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Commission on Teacher Credentialing

Biennial Report 2013

(For Institutions in the Green Cohort Due Fall 2013)

Academic Years 2011-2012 and 2012-13

| | |
|--|--|
| Institution | CSU Channel Islands |
| Date report is submitted | September 15, 2013 |
| Program documented in this report | School of Education |
| Name of Program | Multiple Subject Teaching Credential Program |
| Please identify all delivery options through which this program is offered (Traditional, Intern, Other) | Traditional and Intern (Note: There are no Multiple Subject Interns for this period of reporting from 2011-2013) |
| Credential awarded | Multiple Subject Preliminary Credential Multiple Subject Intern Credential |
| Is this program offered at more than one site? | No |
| If yes, list all sites at which the program is offered | |
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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Multiple Subject (MS) Teaching Credential Program at CI graduates candidates with the necessary skills to meet the needs of the diverse population found in California’s K-8 public schools. The following student learning outcomes align with CCTC standards and expectations:

- Teach all general education subjects in self-contained classroom
- Teach children with English as first or second language
- Understand and relate to linguistic and cultural diversity of children and families
- Meet the diverse needs of all students and those with special needs
- Be reflective and deliberate practitioners
- Link content and pedagogy
- Actively engage children in their learning
- Integrate research, theory and best educational practice into their teaching

Teacher candidates are admitted into the Multiple Subject Program as full-time or part-time students. If successful, full-time students may complete the program in two semesters. Each semester has three content specific methods courses, a student teaching experience and an accompanying student teaching seminar. Part-time students may finish the program in three to six semesters depending upon the number of methods course in which they elect to enroll, and will additionally enroll in a field placement each semester they are not enrolled in student teaching Together the program coordinator and each part-time student develop an individualized study plan.

Table 1.1 Student Teaching (Full Time) Semester Overview

| Timeline | Time in Class | Time/Activities in Field | Evaluation |
|-----------------|--|--|---|
| Weeks 1-8 | Two full and two half days for subject methods courses per week, plus a weekly early evening seminar | Fourteen hours a week: one full day plus two mornings. | Minimum of 2 Informal Evaluations; 2 Overview Lesson Plans; Midterm Evaluation; Evaluation of Professional Dispositions |
| Weeks 9-16 | Weekly early evening seminar | Five full days a week; Responsible for all teaching and planning for a minimum of one full week in the initial semester and two full weeks in the advanced semester. | Minimum of 4 Formal Evaluations; 4 Detailed Lesson Plans; Final Student Teaching Evaluation |

Table 1.2 Program Specific Candidate Information

| Numbers of candidates and completers/graduates for two years reported | | | | |
|--|----------------------|------------------------------|----------------------|------------------------------|
| | 2011-2012 | | 2012-2013 | |
| | Number of Candidates | Number of Program Completers | Number of Candidates | Number of Program Completers |
| Fall | 35 | 20 | 22 | 8 |
| Spring | 26 | 15 | 30 | 14 |

Multiple Subject Interns: There were no Multiple Subject Intern candidates in the 2011-12 and 2012-13 academic years, as there were few employment opportunities and our service area cooperating school districts were able to secure fully credentialed Multiple Subject candidates to meet their needs.

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit)

Fall 2011

- A Co-Teaching pilot program was introduced. Five students elected to be in year-long residencies, with four placed at the university’s professional development partner school and another with a county office school for special needs students. Regular Co-Teaching meetings were scheduled for all candidates, cooperating teachers, and supervisor participants, as well as program and field placement coordinators.
- EDMS 566, Initial Student Teaching Seminar, was modified through the curriculum process from 1 to 2 units. Students meet weekly for 2 hours instead of bi-weekly for 2 hours, providing time to focus on both the discussion of their classroom placements and in working with young students (per feedback shown in 2011 Biennial Report), as well as introducing the PACT tasks.

Spring 2012

- EDMS 565 and 575 (Initial and Advanced Student Teaching) were extended from one full day per week (Wednesdays) during the first eight weeks of the semester to include two additional mornings (Monday and Friday). Classroom experience time for all candidates was increased by 112 hours over the two semesters of student teaching.

Summer 2012

- A series of meetings were held between program coordinators, methods instructors and cooperating teachers from our partner schools, some of whom are graduates from CI’s Multiple Subject Program. Each course in the program was reviewed in terms of its currency of content, value to the candidates’ overall preparation, and appropriateness of assignments to the school

settings. Recommendations were made and syllabi amended for Fall 2012 implementation. In response to CSU Exit and One-Year-Out survey feedback, each course has specific primary and secondary focuses to address areas that graduates identified as needing additional attention. (See Table 1.17 at the end of the Multiple Subject Program section of this report).

Fall 2012

- The Co-Teaching Program was expanded and 9 students were placed in the year-long residency program. An additional school district (and partner school) hosted four of the Co-Teaching placements.
- The four-unit Teaching Elementary Mathematics Methods course (EDMS 526) was modified through the curriculum process. Two courses resulted from the modification: EDMS 525 (3 units) is taught in the initial semester with a focus on K-3rd grade curriculum; EDMS 526 (2 units) was modified to focus on 4-6th grade curriculum and taught in the second semester. The grade level focus aligns with student teaching placements thus supporting candidates when working with young children (as noted in the 2001 Biennial Report) and upper elementary grades levels.
- EDMS 566, Initial Student Teaching Seminar, and EDMS 576 initiated a two-semester binder in which candidates gathered evidence of preparation for the TPA (PACT).

Spring 2013

- Additional EDMS courses were moved from our campus to two different partner school sites as part of our professional development school emphasis and development. Classroom teachers at the schools were actively involved in presenting to the candidates during the course sessions, and candidates visited classrooms to a greater degree to see theory in action.
- The number of guest speakers (practicing educators and service providers) increased in both initial and advanced student teaching seminars, EDMS 566 and 576. Discussion topics included career choices, preparation for the job market, parent conferencing, working with special populations of students (The guest speakers support specific topics noted in the 2001 Biennial Report).

Note: EDMS = The official University course prefix used for the Multiple Subject Program coursework

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

Note: The response for both questions a) and b) follow the prompt for question b) below.

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed to inform programmatic decision-making?

The various assessment tools used by CI’s Multiple Subject Credential Program to evaluate candidate progress/performance and program effectiveness are displayed in Table 1.3 below. The table lists all of the assessments used by the program to assess candidates leading up to recommendation for a credential—these are the items labeled “a” corresponding to the prompts above. Additional candidate and program completer information used to make program decisions are labeled “b”. This is followed by a report of the aggregated data on the four key assessments tools indicated by the blue background shading in the Table 1.3.

Table 1.3 Assessment & Evaluation Tools used in the CI Multiple Subject Program

| Assessment Tool | Description | Data Collected |
|--|---|---|
| a) Informal Student Teaching Evaluation | Open-ended instrument completed by University Supervisor during initial visits prior to full takeover | Professional dispositions Early Teaching Behaviors |
| a) Formal Student Teaching Evaluations | Rubrics completed by University Supervisor on a minimum of four visits per candidate per semester | Teaching Performance Expectations 1-13 |
| a) Midterm Student Teaching Evaluations | Rubrics completed by student teacher, cooperating teacher, and university supervisor to determine readiness for fulltime student teaching | Teaching Performance Expectations 1-13 |
| a) Midterm Evaluation of Professional Disposition | Checklist completed by cooperating teacher, supervisor and student teacher to rate professionalism of candidate and set goals for second half of semester | Appearance Attendance Follow-Through Professional Attitude Relationship-students Relationship-adults Communication Skills |

| | | |
|---|---|---|
| a) Statement of Concern | A form for goal setting and remediation for candidates who need specialized support | Varies depending upon assessment of candidate's need / performance deficiency |
| a) Course Evaluations | Candidates rate course objectives and instructor performance | Course objectives Course delivery Course content Instructor |
| a) Course Grades | Students must maintain a B average (3.0) minimum with no grades lower than a C+ | Learning Coursework Varies— might warrant a Statement of Concern |
| b) Mock Interviews | Advanced semester candidates are interviewed by panels of 3 to 4 educators (drawn from principals, cooperating teachers, county / district level administrators, directors of human resources, university faculty), provided written and verbal evaluation of knowledge and performance | Coursework Learning from field placement State content standards Professional demeanor |
| a) Performance Assessment for California Teachers (PACT) | State approved culminating performance assessment | Teaching Performance Expectations 1-13 |
| a) Final Student Teaching Evaluations | Rubrics completed by cooperating teacher and university supervisor to determine either readiness for second student teaching experience or program completion | Teaching Performance Expectations 1-13 Professional disposition criteria |
| b) CSU System-wide Exit Survey | Candidates completing the program are surveyed about their experiences in the program | Coursework Fieldwork |

| | | |
|---|--|---|
| | | Learning Preparation to teach |
| b) CSU System-wide One-Year-Out Survey | Candidates completing their first year of teaching, and their employers complete a survey about the candidate's preparation to teach | Coursework Fieldwork Learning Preparation to teach |

c) Include aggregated data from 4-6 instruments that were described in prompts (a) and (b) above.

Key Assessments for the CI Multiple Subject Credential Program used in response to this prompt include:

#1 PACT

#2 Final Student Teaching Evaluations

#3 CSU System-wide Exit Survey

#4 CSU System-wide One-Year-Out Survey

| |
|--------------------------------------|
| Key Assessment #1: PACT (TPA) |
|--------------------------------------|

Description of Assessment: PACT

The Performance Assessment of California Teachers (PACT) is an alternative to the California TPA and was developed by a consortium of public and private universities to meet the mandated Teacher Performance Assessment requirements. PACT evaluates candidates on four of five tasks (excluding Context) and a sixth criterion, all associated with a Teaching Event. The six categories are:

Task 1: Context

Task 4: Assessment

Task 2: Planning

Task 5: Reflection

Task 3: Instruction

Academic Language

CI selected Elementary Mathematics (EM) as the core content area for the main teaching event in the Multiple Subject Credential program.

Candidate submissions are evaluated against a standard rubric that ranges from 1 to 4, with "4" being the highest and "2" being the minimum passing score on each of the 12 rubrics. Candidates pass the

Teaching Event if they pass ALL FIVE rubric categories (Planning, Instruction, Assessment, Reflection, and Academic Language) AND have no more than 2 scores of "1" across all tasks. The cut score for each category is as follows: 1.66 for Planning and Assessment (1 out of 3 scores can be a "1"); 1.5 in Instruction, Reflection, and Academic Language (1 out of 2 scores can be a "1").

Summary of the Aggregated Data

Data from this key assessment is shown for program completers in AYs 2011-12 and 2012-13 by each of the 12 rubrics that describe performance in the five critical teaching categories; the percentage of the total number of completers scoring at each of the four score levels; the raw number of program completers scoring at each level; and the average score attained on each rubric.

Table 1.5 PACT Scores by Rubrics for Fall 2011 and Spring 2012 Program Completers

| n=42 | | | | | Average |
|--|------|-------|-------|-------|----------------|
| CRITERION | 1 | 2 | 3 | 4 | Score |
| PLANNING | 0% | 34.1% | 60.4% | 5.5% | |
| ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS | 0 | 12 | 28 | 2 | 2.7 |
| MAKING CONTENT ACCESSIBLE | 0 | 17 | 21 | 4 | 2.7 |
| DESIGNING ASSESSMENTS | 0 | 14 | 27 | 1 | 2.7 |
| INSTRUCTION | 4.6% | 48.8% | 41.2% | 4.4% | |
| ENGAGING STUDENTS IN LEARNING | 2 | 18 | 20 | 2 | 2.5 |
| MONITORING STUDENT LEARNING DURING INSTRUCTION | 3 | 23 | 15 | 2 | 2.4 |
| ASSESSMENT | 8.7% | 49.2% | 35.7% | 8.7% | |
| ANALYZING STUDENT WORK FROM AN ASSESSMENT | 0 | 21 | 16 | 5 | 2.6 |
| USING ASSESSMENT TO INFORM TEACHING | 7 | 17 | 15 | 3 | 2.3 |
| USING FEEDBACK TO PROMOTE STUDENT LEARNING | 4 | 24 | 14 | 3 | 2.4 |
| REFLECTION | 9.5% | 45.2% | 30.9% | 14.2% | |
| MONITORING STUDENT PROGRESS | 4 | 18 | 15 | 5 | 2.5 |
| REFLECTING ON LEARNING | 4 | 20 | 11 | 7 | 2.4 |

| | | | | | |
|--|------|-------|-----|----|-----|
| ACADEMIC LANGUAGE | 8.4% | 66.6% | 25% | 0% | |
| UNDERSTANDING LANGUAGE DEMANDS | 6 | 25 | 11 | 0 | 2.1 |
| SUPPORTING ACADEMIC LANGUAGE DEVELOPMENT | 1 | 31 | 10 | 0 | 2.2 |

 Indicates the program's highest scores
 Indicates the program's lowest scores

Table 1.6 PACT Scores by Rubrics for Fall 2012 and Spring 2013 Program Completers

| n=38 | | | | | Average |
|--|----|-----|-----|----|----------------|
| CRITERION | 1 | 2 | 3 | 4 | Score |
| PLANNING | 0% | 41% | 52% | 7% | |
| ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS | 0 | 15 | 21 | 2 | 2.7 |
| MAKING CONTENT ACCESSIBLE | 0 | 18 | 15 | 5 | 2.7 |
| DESIGNING ASSESSMENTS | 0 | 14 | 23 | 1 | 2.7 |
| INSTRUCTION | 7% | 49% | 38% | 7% | |
| ENGAGING STUDENTS IN LEARNING | 2 | 15 | 18 | 3 | 2.6 |
| MONITORING STUDENT LEARNING DURING INSTRUCTION | 3 | 22 | 11 | 2 | 2.3 |
| ASSESSMENT | 9% | 46% | 39% | 5% | |
| ANALYZING STUDENT WORK FROM AN ASSESSMENT | 1 | 18 | 16 | 3 | 2.6 |
| USING ASSESSMENT TO INFORM TEACHING | 5 | 18 | 12 | 3 | 2.4 |
| USING FEEDBACK TO PROMOTE STUDENT LEARNING | 4 | 17 | 17 | 0 | 2.3 |
| REFLECTION | 3% | 51% | 41% | 5% | |
| MONITORING STUDENT PROGRESS | 1 | 17 | 17 | 3 | 2.6 |
| REFLECTING ON LEARNING | 1 | 22 | 14 | 1 | 2.4 |

| ACADEMIC LANGUAGE | 12% | 54% | 33% | 1% | |
|--|-----|-----|-----|----|-----|
| UNDERSTANDING LANGUAGE DEMANDS | 5 | 20 | 12 | 1 | 2.2 |
| SUPPORTING ACADEMIC LANGUAGE DEVELOPMENT | 4 | 21 | 13 | 0 | 2.2 |

 Indicates the program's highest scores
 Indicates the program's lowest scores

Table 1.7 Number of Candidates who did not pass PACT on their first attempt.

| | | | | |
|-------------|---|--|-------------|---|
| Fall 2011 | 0 | | Fall 2012 | 1 |
| Spring 2012 | 1 | | Spring 2013 | 0 |

d) Assessor information related to the implementation of the TPA. Biennial reports for Multiple Subject or Single Subject programs must include the following assessor information related to the implementation of the TPA in addition to data for 4-6 key assessments:

- 1) The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.
- 2) The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.
- 3) Data on (% of score agreement).
- 4) Modifications made to assessor selection, training, recalibration. (May also be addressed in Section A, Part IV).

Table 1.8 Assessor information related to TPA (PACT) implementation

| Semester | Number of PACT Assessors | Assessor Initial Training and Recalibration | Data on Reliability Related to Double Scoring | Modifications made to assessor selection, training, recalibration |
|-------------|--------------------------|---|---|---|
| Fall 2011 | 7 | CAT ¹ Training 2 R | 2/39% | 2 external assessors added |
| Spring 2012 | 7 | 10 R | 5/125% | |
| Fall 2012 | 4 | | 3/117% | |
| Spring 2013 | 5 | 2 Trainers retrained/calibrated 1 T | 2/43% | Additional EM trainer |

¹CATs: Content Area Tasks: part of the TPA assess candidates ability to effectively plan, instruct and assess in core content areas other than mathematics; implemented and assessed at the course level by instructors using appropriate PACT rubrics.

Key Assessment #2: Final Student Teaching Evaluations

Description of the Assessment

Candidates in the Multiple Subject Credential Program complete a K-2 school student teaching assignment during their initial semester in the program and a 3-6th grade student teaching in their advanced semester in the program. Fall admit candidates who elect to be in the Co-Teaching Project are placed in a 1st -5th grade classroom for the academic year. Each semester, students are in their student teaching placements one full day a week and two full mornings for the first eight weeks of the semester. The second eight weeks consist of full-time student teaching, returning one evening a week for seminar.

Both the university supervisor and the cooperating teacher complete a Final Student Teaching Evaluation form, providing a copy and feedback to the student teacher. The initial semester Final Student Teaching Evaluation is used to determine the "readiness" of candidates to proceed to the next semester of the program, while for second semester candidates a successful Final Student Teaching Evaluation result is one component of recommendation for a preliminary teaching credential.

Candidates are evaluated on the following categories using the Final Student Teaching Evaluation Form:

- 1) Professional Dispositions (15 items)
- 2) Planning and Assessment (12 items)
- 3) Instruction (14 items)
- 4) Environment for Learning (9 items)

The supervisor and the cooperating teacher indicate a candidate's performance levels for each of the 50 skills/traits observed (when completing the Evaluation form) by using the following descriptors and rating symbols:

- | | |
|--|---|
| EE = Exceeding Expectations (+) | AE = Achieving Expectations (v+) |
| AP = Approaching Expectations (v) | SA = Needs Special Attention (-) |
| UN = Unobserved or Not Applicable | |

(Designating Exceeding Expectations (**EE**) signifies an area of unusual strength for a beginning teacher.)

For the purpose of providing quantitative data in this report, the descriptors were assigned the following ratings:

- | | |
|---|---|
| 3 | Noteworthy evidence that the candidate meets this criterion (EE) |
| 2 | Considerable evidence that the candidate meets this criterion (AE) |
| 1 | Some evidence that the candidate meets this criterion (AP) |
| 0 | No evidence that the candidate meets this criterion (SA or UN - calculated as "0") due to data collection techniques in this reporting cycle) |

Summary of Aggregated Data

Table 1.9 EDMS 565: Final Evaluations Initial Student Teaching

| | University Supervisor | | | | | | Cooperating Teacher | | | | |
|---------------------------|-----------------------|-------|------|------|------|---------------------------|---------------------|-------|------|------|------|
| | Plan | Instr | Mngt | Prof | Ave | | Plan | Instr | Mngt | Prof | Ave |
| Fall 2011 n=16 | 1.7 | 1.8 | 1.9 | 1.9 | 1.8 | Fall 2011 n=11 | 2.03 | 2.0 | 2.15 | 2.19 | 2.1 |
| Spring2012 n=8 | 2 | 2 | 2.13 | 1.87 | 2.06 | Spring2012 n=8 | 1.87 | 2.0 | 2.13 | 2.37 | 2.11 |
| Fall 2012 n=15 | 2 | 2.13 | 2.3 | 2.2 | 2.01 | Fall 2012 n=11 | 2.18 | 2.27 | 2.36 | 2.45 | 2.32 |
| Spring2013 n=14 | 2 | 1.92 | 2 | 2.07 | 2 | Spring2013 n=10 | 1.8 | 1.9 | 2.1 | 2.3 | 2.03 |
| Average | 1.9 | 1.96 | 2.08 | 2.01 | 1.98 | Average | 1.97 | 2.04 | 2.19 | 2.33 | 2.14 |

*Colors represent the same group/cohort of students as they travel through the program.

Table 1.10 EDMS 576: Final Evaluations Advanced Student Teaching

| | University Supervisor | | | | | | Cooperating Teacher | | | | |
|---------------------------|-----------------------|-------|------|------|------|----------------------------|---------------------|-------|------|------|------|
| | Plan | Instr | Mngt | Prof | Ave | | Plan | Instr | Mngt | Prof | Ave |
| Fall 2011 n=20 | 2.0 | 2.25 | 2.2 | 2.2 | 2.14 | Fall 2011 n=19 | 2.15 | 2.16 | 2.3 | 2.5 | 2.3 |
| Spring2012 n=16 | 1.95 | 1.9 | 2.0 | 2.15 | 2.0 | Spring 2012 n=16 | 2.06 | 2.06 | 2.26 | 2.3 | 2.16 |
| Fall 2012 n=6 | 2 | 2.17 | 2.17 | 2.17 | 2.17 | Fall 2012 n=6 | 2 | 2 | 2.17 | 2.17 | 2.08 |
| Spring2013 n=12 | 2.08 | 2.25 | 2.34 | 2.4 | 2.3 | Spring 2013 n=11 | 2.36 | 2.36 | 2.45 | 2.6 | 2.46 |
| Average | 2.01 | 2.14 | 2.18 | 2.23 | 2.15 | Average | 2.14 | 2.15 | 2.3 | 2.4 | 2.25 |

*Colors represent the same group/cohort of students as they travel through the program.

Key Assessment #3: CSU System-wide Exit Survey

Description of the Assessment

Each year, the CSU Chancellor's Office administers an on-line survey to all credential program graduates. Candidates rate the degree to which they were prepared on a lengthy list of items reported in four data tables and a series of open-ended responses. While all of the information is valuable, only a selection of item responses from the Effectiveness of Preparation for Teaching - Tables 1.11 & 1.12 - is displayed below. These cover many areas relevant to candidate learning as well as program improvement, and are the same areas highlighted in the 2011 Biennial Report to assist with identifying needs. Due to the lengthiness of the open-ended responses, they are not included in this report but were used to confirm and understand the numerical data.

Data collection process

At the end of each semester, graduating credential candidates are provided a URL (www.csuexitsurvey.org) along with a specific campus code, to complete a 30-minute on-line survey developed by the CSU Chancellor's Office. To ensure a significant campus response rate, candidates are asked to bring verification of Exit Survey completion to the Credential Services Office where it becomes part of their student file for verification of completion to the CTC.

The following results were gathered for the period July 1, 2011 through August 1, 2013. During this Fall 2011 to Spring 2013 period, responses were received from **50** CSUCI Multiple Subject program completers (although not all answered all sections or specific questions). Data for each campus is aggregated by the CSU system office and reported to each campus.

Table 1.11 Overall Evaluation of Multiple Subject Teaching Credential Program

| What is your overall evaluation of your Teaching Credential Program? Select the one statement that most closely matches your current overall perspective on your program. | | |
|---|-----|---|
| N= 46 | 72% | I learned a lot in my university credential program. The program contributed in important ways to my teaching this year. |
| 46 | 26% | I learned quite a bit that was important. The university program also included a lot of material that has not been helpful. |
| 46 | 0% | The university program included relatively little substance. Most of the material has been of little value in my teaching. |
| 46 | 2% | The university professional preparation program offered nothing of value. It was almost entirely a waste of my time. |

The data in the following tables (Tables 1.12 and 1.13) show all areas of the Exit Survey where CI rated program and preparation elements above 75% and all areas below 50%. Those items that were scored in the middle range, 79% - 51%, are not reported. Responses have been arranged from high to low.

- Indicates the program's highest scores $\geq 80\%$ (*strengths*)
- Indicates the program's lowest scores $\geq 50\%$ (*major concern*)

Table 1.12 Effectiveness of Preparation for Teaching 1

| ... 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. | | | | | |
|---|----------|-----------------------------------|---|---------------------------------------|---|
| <i>As a new teacher, I am ...</i> | N | well prepared to begin (3) | adequately prepared to begin (2) | somewhat prepared to begin (1) | not at all prepared to begin (0) |
| ...to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth. | 49 | 90% | 6% | 0% | 0% |
| ...to prepare lesson plans and make prior arrangements for students' class activities. | 49 | 86% | 10% | 0% | 0% |
| ...to learn about my students' interests and motivations, and how to teach accordingly. | 49 | 82% | 14% | 0% | 0% |
| ...to use class time efficiently by relying on daily routines and planned transitions. | 49 | 78% | 18% | 0% | 0% |
| ...to adhere to principles of educational equity in the teaching of all students. | 49 | 76% | 20% | 0% | 0% |
| <i>Below 50%</i> | | | | | |
| ...to meet the instructional needs of students with special learning needs. | 47 | 47% | 23% | 30% | 0% |
| ...to use computer-based technology to help students learn subjects of the curriculum. | 49 | 45% | 35% | 16% | 0% |

| | | | | | |
|---|----|---------------|--------------|--------------|--------------|
| ...to use computer-based technology for instruction, research, and record keeping.. | 49 | 45% | 33% | 10% | 6% |
| ...to know about resources in the school & community for at-risk students and families. | 49 | 41% | 43% | 10% | 2% |
| Average Percentage (all questions) | | 66.52% | 24.6% | 4.17% | 0.43% |

Table 1.13 Effectiveness of Preparation for Teaching 2

| At the university, how well prepared are you to begin each aspect of a teacher's job? Please finish each statement below by selecting a radio button that best represents the level of your preparation | | | | | | |
|---|----------|-------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|---------------------------|
| <i>As a new teacher, I am ...</i> | N | well prepared to begin | adequately prepared to begin | somewhat prepared to begin | not at all prepared to begin | Can Not Answer (N) |
| ...to design hands-on classroom activities that suit the attention spans of my students. | 47 | 94% | 6% | 0% | 0% | 2 |
| ...to enable my young students to interact with their peers in healthy, productive ways. | 47 | 85% | 15% | 0% | 0% | 2 |
| ...to create an environment that supports language use, analysis, practice and fun. | 47 | 81% | 19% | 0% | 0% | 2 |
| ...to teach science according to California State Content Standards in science. | 47 | 81% | 19% | 0% | 0% | 2 |
| ...to assist students in managing their time and in keeping track of school assignments. | 46 | 80% | 17% | 2% | 0% | 3 |
| ...to assist individual students in areas of their instructional needs in reading and mathematics. | 47 | 79% | 17% | 4% | 0% | 2 |
| ...to build on peer friendships, develop group skills, and encourage leadership roles. | 47 | 79% | 19% | 0% | 2% | 2 |

| | | | | | | |
|---|----|--------------|---------------|--------------|--------------|---|
| ...to assist students in decision-making, problem-solving, and critical thinking. | 47 | 79% | 21% | 0% | 0% | 2 |
| ...to teach reading-language arts according to California Content Standards in reading. | 47 | 79% | 21% | 0% | 0% | 2 |
| ...to teach mathematics according to California Content Standards in math. | 47 | 79% | 21% | 0% | 0% | 2 |
| ...to teach physical education according to the California P. E. Curriculum Framework. | 47 | 77% | 21% | 2% | 0% | 2 |
| ...to promote the academic skills of pupils at different levels of prior proficiency. | 47 | 77% | 21% | 2% | 0% | 2 |
| ...to use language so pupils at different levels understand oral and written English. | 47 | 77% | 21% | 2% | 0% | 2 |
| Below 50% | | | | | | |
| ...to teach visual and performing arts according to California Content Standards. | 47 | 47% | 26% | 26% | 2% | 2 |
| Average Percentage (all questions) | | 74.2% | 21.68% | 3.59% | 0.36% | 2 |

Key Assessment #4: CSU System-wide One-Year-Out Survey

Description of the Assessment

First-year CSU prepared teachers and their supervisors respond to the 'One-Year-Out' survey conducted by the CSU annually which gathers data on a campus' program effectiveness in 34 significant domains of the *Learning-to-Teach* curriculum. The questions intend to measure program effectiveness on three dimensions:

1. The extent to which K-12 teachers are prepared effectively for their most important teaching responsibilities
2. The extent to which CSU professional coursework and fieldwork that the new teachers complete are professionally valuable and helpful to them during their initial year K-12 teaching, and

3. The extent to which programs that the new teachers completed in the CSU, match in quality the program characteristics and features that are identified in professional accreditation standards.

The survey results are reported to each campus and a comparison made to the mean of all CSU campus responses. The data are used to examine the quality of the program and identify areas in need of improvement.

The most current data set (2012) represents responses from the 2010-2011 cohort of graduates - who were represented in the 2009-2011 Biennial Report. We had a 50% response rate from our 40 graduates (n= 20) and a good response rate from their supervisors (n = 15). The number of candidates employed one year after graduation determines the response rate.

Seventeen composite measures, assessing the significant domains of the learning-to-teach curriculum, summarize the responses to groups of questions. The name of each measure identifies its focus and whether it summarizes responses by teachers or supervisors. The composites are more reliable than responses to any individual item and these are reported below in Table 1.15.

Data collection process

Data collection involves the employed graduates and their school-site supervisors answering an extensive set (100+) of common and credential-specific questions as the beginning teachers near the end of their first year in classrooms. The intention is to capture judgments and reflections on the quality, value and effectiveness of the teachers' preparation programs by asking respondents to rate the beginning teacher as *Well Prepared*, *Adequately Prepared*, *Somewhat Prepared* or *Not-at-All Prepared* on each item. Thematically related questions are grouped to provide composite scores that represent important topics for programs to consider.

Summary of aggregated data

Table 1.14 Teachers Assess Overall Effectiveness of CI's/CSU's Multiple Subject Programs

| Cohort | Total Respondents | Total No. of Judgments | Well Prepared | Adequately Prepared | Somewhat Prepared | Not-at-All Prepared | Well + Adequately-Prepared |
|-----------------------|-------------------|------------------------|---------------|---------------------|-------------------|---------------------|----------------------------|
| CSUCI 2010-11 | 20 | 401 | 39% | 49% | 10% | 2% | 88% |
| System 2010-11 | 362 | 10,230 | 39% | 38% | 18% | 5% | 77% |

Table 1.15 Supervisors Assess Overall Effectiveness of CI's/CSU's Multiple Subject Programs

| Cohort | Total Respondents | Total No. of Judgments | Well Prepared | Adequately Prepared | Somewhat Prepared | Not-at-All Prepared | Well + Adequately-Prepared |
|-----------------------|-------------------|------------------------|---------------|---------------------|-------------------|---------------------|----------------------------|
| CSUCI 2010-11 | 15 | 401 | 58% | 31% | 11% | 0% | 89% |
| System 2010-11 | 362 | 10,230 | 46% | 38% | 15% | 1% | 84% |

Table 1.16 Supervisors' and Teachers' composite evidence about MS Programs.

| | Supervisor Composite CSUCI | Supervisor Composite CSU | Teacher Composite CSUCI | Teacher Composite CSU |
|--|----------------------------|--------------------------|-------------------------|-----------------------|
| Teach Reading-Language Arts K-8 | 95% | 85% | 98% | 88% |
| Teach Mathematics in Grades K-8 | 94% | 88% | 98% | 85% |
| Teach Other Subjects K-8 | 85% | 83% | 85% | 68% |
| Plan Instruction for All Students and Subjects | 88% | 86% | 91% | 82% |
| Motivate Students to be Active Learners | 93% | 87% | 91% | 83% |
| Manage Instruction for Learning | 90% | 83% | 82% | 76% |
| Use Education Technology Effectively | 100% | 90% | 71% | 66% |
| Use Good Pedagogy Across the Curriculum | 89% | 84% | 89% | 78% |
| Assess and Reflect on K-12 Teaching | 92% | 82% | 87% | 80% |
| Equity and Diversity in K-12 Education | 85% | 80% | 89% | 78% |
| Teach Young Children in Grades K-3 | 97% | 78% | 88% | 85% |
| Teach Middle-Grade Students in Grades 4-8 | 85% | 84% | 81% | 80% |
| Teach English Learners in Grades K-12 | 90% | 83% | 90% | 80% |

| | | | | |
|---|-----|-----|-----|-----|
| Teach Special Learners in Inclusive Schools | 87% | 81% | 89% | 75% |
| Value of CSU Professional Coursework | N/A | N/A | 86% | 81% |
| Value and Quality of Fieldwork Experiences | N/A | N/A | 88% | 83% |

-  Elements that CI graduates or their supervisors rated $\geq 10\%$ higher than system-wide respondents
-  Elements that rated $\geq 10\%$ higher than the figures reported in CI's 2011 biennial report
-  Elements that rated $\geq 10\%$ higher than the figures reported in CI's 2011 biennial report

Lowest rated items (less than 75% of responses indicate "Well or Adequately-Prepared")

PART III – Analyses and Discussion of Candidate and Program Data

Key Assessment #1: PACT

Refer to Tables 1.5 & 1.6

Results from this key assessment shown for program completers from AYs 2011-12 and 2012-13 have remained relatively constant between this reporting period and the previous (2011). Data show candidates have particular strength in Planning for Instruction (2.7). Within other domains candidates demonstrate through their Instruction video and commentary evidence that they are able to engage learners (2.6), exhibit their ability to analyze students' Assessment data (2.6) and, relatedly, show through their Reflection on Practice the ability to monitor students' progress (2.6).

Academic Language remains an area for improvement (2.1 and 2.2). This is a consistent finding both across CI results and across PACT institutions. Working with campus representatives, the PACT center is continually working to clarify the scoring criteria of the two Academic Language Development rubrics.

It is disappointing that despite efforts within the Multiple Subject program to: (a) strengthen candidates' understanding of language demands of the curriculum faced by all students, and (b) help candidates create a systematic plan and develop a repertoire of skills for building and supporting their students' academic language proficiency, that these remain an area of significant need. These issues need to continue to be a priority across the program.

Key Assessment #2: Final Student Teaching Evaluations

Refer to Tables 1.9 and 1.10

Data from this key assessment indicates that as candidates student teach they are progressing in their abilities to effectively plan, instruct, and manage the learning environment, and are developing

professional characteristics. The data shows, as would be expected, that the teaching performance of the advanced semester candidates is rated stronger than that of initial semester candidates. Although cooperating teachers evaluation of candidates tends to be very slightly higher than the university supervisors', overall the assessments by both evaluator groups are highly consistent, thus supporting the reliability of the way our candidates are evaluated. The data suggests that the program is effective in helping candidates achieve our desired expectations for them, and that it assists candidates' progress in building skills and confidence along many dimensions of teaching.

Aggregated data from this assessment tool reflects when there have been issues in the field with either the performance of a candidate or a mismatch between the cooperating and student teacher, or if a new feature in the program is piloted. For example, the Fall 2011/Spring 2012 cohort's data show low evaluations by university supervisors of candidates (see Tables 1.9 and 1.10). This reflects poor performance evaluations for two students who were supported through student teaching into the second semester but who did not pass the final student teaching experience.

It is worth noting that during data collection a number of "N/A" scores appeared in the Final Student Teaching Evaluations. These N/A scores were recorded as "0" for this round of data collection, artificially deflating the overall average scores. This highlights the need to reinforce to university supervisors and cooperating teachers the importance of documenting and recording assessment data.

For Key Assessments #3 and #4 a color-coding rating system was used to identify areas of strength (green) and areas of major concern (pink). Corresponding percentages used to determine the rating were: 80% and higher = strength; 30% and below = major concern.

| |
|---|
| Key Assessment #3: CSU System-wide Exit Survey |
|---|

Refer to Tables 1.11-1.13

Overall, the CI Multiple Subject Program graduates from Fall 2011 through Spring 2013 (n=46) were satisfied with their credential program believing they "learned a lot" and that "the program contributed in important ways to (their) teaching."

Candidates reported being most prepared for: (a) designing hands-on classroom activities matched to students' attention spans (94%); (b) preparing lesson plans and arranging for class activities (86%); and (c) using class time efficiently by relying on daily routines and planned transitions (78%). They were well prepared to adhere to principles of educational equity in the teaching of all students, including: enabling healthy, productive ways for students to interact with peers; and to reflect on practice. Preparation to teach core subject was rated highly: (a) 83% were particularly well prepared to teach mathematics, and (b) 81% of candidates believed themselves to be well prepared to teach both language arts and science, as well as create a supportive, fun environment for language use, and development; while (c) 82% were confident in their ability to learn about and teach to their students' interests and motivations.

Candidates reported being well or adequately prepared to evaluate and reflect on their teaching, as well as seek assistance that would lead to professional growth (90%). Students were well supported and guided by their university supervisors (85%) and cooperating teacher (89%) in their field experiences.

The data highlighted where the program needs to evaluate how to best prepare candidates. Figures showed the percentage of candidates who felt 'somewhat' or 'not' prepared to meet the instructional needs of students with special learning needs (30%), with 12% not adequately knowing about school and community resources to help them support at-risk students and families. One particular curriculum area that needs to be reviewed is candidates' preparation to teach visual and performing arts (28%). Additionally, candidates need to be prepared to use computer-based technology to both help students content (16%) and for instructional and record keeping purposes (12%).

| |
|---|
| Key Assessment #4: CSU System-wide One-Year-Out Survey |
|---|

Refer to Tables 1.14-1.16

As shown on Table 1.16, 85% or more of employers (n=15) regarded their CI prepared teachers (n=20) as well prepared on all fourteen composite measures. Overall, the supervisors/principals rated the teachers beginning skills higher than did the teachers themselves. In all categories, CI was rated higher than the average scores for all CSU campuses.

Four areas of preparation that received the highest rating from principals were: teaching reading (95%) and teaching mathematics (94%), motivating students (93%), and teaching young children (97%). This last area was identified in the 2011 Biennial Report as in need of attention. Measures were taken in the past year to address this need, such as a course specifically aimed at teaching mathematics to K-2nd grades. These program revisions appear to have been successful.

Like their principals, beginning teachers recognized the preparation they received to teach core content areas: 98% considered being well prepared to teach reading and mathematics. They also identified being well prepared to plan lessons and motivate students (98%). Beginning teachers see themselves well or adequately prepared to meet the needs of students with special needs (89%) as do their principals (87%), and 90% of both groups recognized the teachers being well prepared to teach English learners (90%).

It is interesting to note, that 71% of program graduates (the lowest rated area) and 100% of their employers regard the beginning teachers as well prepared to effectively use technology, yet 16% students exiting the Multiple Subject program do not consider themselves well or even adequately prepared in using instructional or management technologies.

Data Analysis and Discussion Summary

CI candidates who responded to the CSU One-Year -Out Survey (Key Assessment #4) completed the CI Multiple Subject Credential Program in 2010-2011. Therefore, data from this key assessment does not directly align with data reported for Key Assessment Tools #1-3. However, data from the one-year-out survey does allow us to look at the impact of program changes implemented based upon the data contained in our previous biennial report.

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Each program describes how it used the data from analyses of candidate assessments and program effectiveness to improve candidate outcomes and program effectiveness. The focus of this section should not be on the process employed by the institution to discuss changes (although it can be mentioned briefly), but on the actual considered, proposed, or implemented programmatic changes specific to the data. If proposed changes are being made, please connect the proposed changes to the data that stimulated those modifications and to the Program and/or Common Standard(s) that compels program performance in that area. If preferred, programs may combine responses to Sections III (Analysis of the Data) with Section IV (Use of Assessment Results to Improve Candidate and Program Performance) so long as all the required aspects of the responses are addressed.

| Issue | Proposed Changes/Plan of Action | Data Source/s |
|--|--|---|
| Academic Language (AL) ¹ | <p>Address academic content language in methods coursework</p> <p>Incorporate more direct instruction about PACT and (AL) in coursework - especially math methods and seminars</p> <p>All faculty members to become certified PACT evaluators to further knowledge of AL</p> | Key Assessment #1 |
| Meeting Instructional needs of Students with Special Learning Needs ¹ | <p>Meet with EDSS 560 Instructors to share qualitative and quantitative feedback.</p> <p>SELPA guest speaker in student teaching seminar, to review prior SPED 345 content</p> | <p>Key Assessment #3</p> <p>Key Assessment #4</p> |
| Knowledge of school and community resources for at-risk students ¹ | A school principal and a district level Assistant Superintendent for Curriculum Services invited to speak on the topic at the advanced student teaching seminar | Key Assessment # 3 |

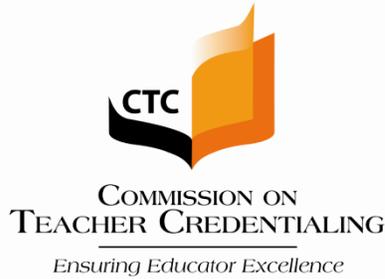
| | | |
|---|--|--------------------|
| Building knowledge and skills in instructional and management technologies ¹ | New undergraduate course, COMP 110: Computing for Educators, approved through the university curriculum process. To be implemented in Fall 2013, co-taught by a CI faculty member and the County Office of Education's technology specialist | Key Assessment # 3 |
| Preparation for teaching visual and performing arts | Discussions with Performing Arts faculty for workshop to refresh students' knowledge of Teaching Drama to Children (EDUC 343). Professor from neighboring institution will hold 'ACT' workshop during initial semester seminar. | Key Assessment # 3 |

Table 1.17 MS Program Courses' Special Focus Topics as Identified in 2011 Biennial Report

¹Table 1.17 below was created in consultation with course instructors, cooperating teachers (some of whom are program graduates), Multiple Subject and PACT (TPA) coordinators during a series of program review meetings.

| Course | Focus 1 | Focus 2 |
|--------------------------|---|--------------------------|
| 522 Lit 1 | Special populations: At Risk students | Special populations : EL |
| 523 Lit 2 | Technology infusion | Parent Involvement |
| 525 Math K-3 | Special populations: At Risk students | |
| 526 Math 4-6 | Special populations: GATE provision | |
| 527 HSS/Integrated Art | Parent Involvement | Technology |
| 529 Science / Health /PE | Special populations: EL: vocab/concepts | Technology |
| 566 Initial Seminar | Parent Involvement | |
| 576 Advanced Seminar | Special populations: EL | |

Each course in the Multiple Subject Credential program was assigned a primary and secondary focus topic to be incorporated into the course curriculum.



Commission on Teacher Credentialing
Biennial Report 2013
(For Institutions in the Green Cohort Due Fall 2013)
Academic Years 2011-2012 and 2012-13

| | |
|--|--|
| Institution | CSU Channel Islands |
| Date report is submitted | September 15, 2013 |
| Program documented in this report | School of Education |
| Name of Program | Single Subject Teaching Credential Program |
| Please identify all delivery options through which this program is offered. | Traditional and Intern (Note: There are no Single Subject Interns for this period of reporting from 2011-2013) |
| Credential awarded | <ul style="list-style-type: none"> • Single Subject Preliminary Credential (English, Mathematics, Science, History/ Social Science) • Single Subject Intern Credential (English, Mathematics, Science, History/Social Science) |
| Is this program offered at more than one site? | No |
| If yes, list all sites at which the program is offered | |
| Program Contact | Dr. Jeanne M. Grier, Single Subject Program Coordinator |
| Title | Professor of Secondary Education |
| Phone # | 805-437-8987 |
| E-Mail | jeanne.grier@csuci.edu |

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

Students admitted into the Single Subject Program can be full-time, part-time, or an intern if they have obtained a teaching position in a secondary school. If successful, full-time students may complete the program in two semesters with student teaching (EDSS 575/585) in each semester along with a content specific methods course and other coursework. Part-time students and Interns may finish the program in three to six semesters depending upon the sequence option they choose, but will be enrolled in a field placement (EDSS 570/580) each semester not enrolled in student teaching (EDSS 575/585). Intern students can finish the program in three semesters taking a modified part-time schedule developed in conjunction with the program advisor.

Table 2.1 Student Teaching (Full Time) Semester Overview

| EDSS 575 (MIDDLE SCHOOL) AND EDSS 585 (HIGH SCHOOL) | | | |
|--|---|---|--|
| Timeline | Time in Class | Time/Activities in Field | Evaluation |
| Weeks 1-8 | Three to four day or evenings per week including a weekly seminar | Eight hours a week: either one full day or two half days; teach 1-2 periods/lessons weeks 4-8 | Minimum of 2 Informal Evaluations; 2 Overview Lesson Plans; Midterm Evaluation |
| Weeks 9-16 | One evening once a week in seminar may include a methods class | Five full days a week; Responsible for all teaching and planning for four full weeks; Two week phase in/out | Minimum of 4 Formal Evaluations; 4 Detailed Lesson Plans; Final Evaluation |

Table 2.2 Program Specific Candidate Information

| Numbers of candidates and completers/graduates for two years reported | | | | |
|--|--|--|--|--|
| | 2011-2012 | | 2012-2013 | |
| | Number of Candidates | Number of Completers/ Graduates | Number of Candidates | Number of Completers/ Graduates |
| Fall | Math = 8 Science = 5 English = 8 | Math = 6 Science = 2 English = 3 | Math = 8 Science = 4 English = 6 | Math = 0 Science = 2 English = 2 |

| | | | | |
|---------------|--|--|---|---|
| | History/SS = 7 Total = 28 | History/SS = 3 Total = 14 | History/SS = 11 Total = 29 | History/SS = 4 Total = 8 |
| Spring | Math = 2 Science = 5 English = 7 History/SS = 10 Total = 24 | Math = 1 Science = 2 English = 4* History/SS = 3 Total = 10 | Math = 13 Science = 6 English = 7 History/SS = 14 Total = 40 | Math = 6 Science = 2 English = 3 History/SS = 7 Total = 17** |

Single Subject Interns: There were no Single Subject Intern candidates in the 2011-12 and 2012-13 academic years, as there were few employment opportunities and our service area cooperating school districts were able to secure fully credentialed Single Subject candidates to meet their needs.

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit)

Spring 2012

- EDSS 530 (General Secondary Methods) moved to afternoon to relieve burden of evening class scheduling

Fall 2012

- EDSS 533 & EDSS 534 (English and Social Studies Middle School Methods) offered as daytime courses
- Content Methods courses (EDSS 541, 542, 543, 544) modified in the curriculum process from 4 to 3 units. Supplemental literacy component removed. Emphasis on Common Core Standards added. Will be offered/implemented in Spring 2014.
- EDSS 540 Literacy in Secondary Schools reinstated as a 2-unit course and retitled: Literacy in the Content Areas. Will address academic literacy, especially strategies to provide access to complex texts and support for writing tasks, in the Common Core Standards across content areas in all disciplines. Will be offered/implemented in Spring 2014.
- Seminars and Student Teaching Field Experiences title changes to “Initial” and “Advanced” rather than school site or grade level dependent. Effective Fall 2013.

Spring 2013

- All EDSS students placed in high schools to match field placement with methods course level.
- All EDSS High School Content methods courses (EDSS 541, 542, 543, 544) offered in a one night a week all semester long format.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

Note: The response for both questions a) and b) follow the prompt for question b) below.

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision-making?

The various assessment tools the CI Single Subject Credential Program uses to evaluate candidate progress/performance and program effectiveness are displayed in Table 2.3 below. Data summaries will not be given for each assessment as in a full accreditation report. Instead, data will be presented for the four highlighted key assessment tools. The table below lists all the assessments used by the program to assess candidates up to and through recommendation for a credential—these are the items labeled “a” corresponding to the prompt above. Additional candidate and program completer information used to make program decisions are labeled “b”. This is followed by a report of aggregated data on the four highlighted key assessments.

Table 2.3 Assessment & Evaluation Tools used in the CI Single Subject Program

| Assessment Tool | Description | Data Collected |
|--|---|---|
| a) Informal Student Teaching Evaluation | Open-ended instrument completed by University Supervisor during first two student teaching visits prior to full takeover | Professional dispositions Early Teaching Behaviors |
| a) Formal Student Teaching Evaluations | Rubrics completed by University Supervisor on a minimum of four visits per candidate per semester | Teaching Performance Expectations 1-13 |
| a) Midterm Student Teaching Evaluations | Rubrics completed by student teacher, cooperating teacher, and university supervisor to determine readiness for fulltime student teaching | Teaching Performance Expectations 1-13 |
| a) Professional Dispositions | Survey given to cooperating teachers to rate candidate professionalism | Appearance Attendance |

| | | |
|--|---|--|
| | | <p>Follow-Through</p> <p>Professional Attitude</p> <p>Relationship-students</p> <p>Relationship-adults</p> <p>Communication Skills</p> |
| a) Statement of Concern | A form for goal setting and remediation for candidates who need specialized support | Varies depending upon deficiency |
| a) Course Evaluations | Candidates rate course objectives and instructor performance | <p>Course objectives</p> <p>Course delivery</p> <p>Course content</p> <p>Instructor</p> <p>*Not used in Program Evaluation</p> |
| a) Course Grades | Students must maintain a B average (3.0) minimum with no grades lower than a C+ | Varies—this would warrant a “Statement of Concern” |
| b) Single Subject Program End of Year Survey | Candidates after their first semester in the program | <p>Coursework</p> <p>Fieldwork</p> <p>Learning</p> <p>Preparation to teach</p> |
| a) Performance Assessment of California Teachers (PACT) | State approved culminating performance assessment | Teaching Performance Expectations 1-13 |
| a) Final Student Teaching Evaluations | Rubrics completed by cooperating teacher and university supervisor to determine either readiness for second student teaching experience or program completion | Teaching Performance Expectations 1-13 |

| | | |
|---|--|---|
| b) CSU System-wide Exit Survey | Candidates completing the program are surveyed about their experiences in the program | Coursework Fieldwork Learning Preparation to teach |
| b) CSU System-wide One-Year-Out Survey | Candidates in their first year of teaching, and their employers complete a survey about the candidate's preparation to teach | Coursework Fieldwork Learning Preparation to teach |

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

Key Assessments utilized for this analysis of the CI Single Subject Credential Program:

- #1 TPA (PACT)
- #2 Final Student Teaching Evaluations
- #3 CSU System-wide Exit Survey
- #4 CSU System-wide One-Year-Out Survey

| |
|--------------------------------------|
| Key Assessment #1: TPA (PACT) |
|--------------------------------------|

Description of Assessment: PACT

The Performance Assessment of California Teachers (PACT) is an alternative to the California TPA and was developed by a consortium of public and private universities to meet the mandated Teacher Performance Assessment requirements. PACT evaluates candidates on four of five tasks (excluding Context) and a sixth criterion, all associated with a Teaching Event. The six categories are:

- | | |
|---------------------|--------------------|
| Task 1: Context | Task 4: Assessment |
| Task 2: Planning | Task 5: Reflection |
| Task 3: Instruction | Academic Language |

CI has a process for recruiting, training, and calibrating scorers in each of the four single subject content areas. Candidate submissions are evaluated against a standard rubric that ranges from 1 to 4 with "4"

being the highest. Candidates pass the Teaching Event if they pass ALL FIVE rubric categories (Planning, Instruction, Assessment, Reflection, and Academic Language) AND have no more than 2 scores of "1" across all tasks. The cut score for each category is as follows: 1.66 for Planning and Assessment (1 out of 3 scores can be a "1"); 1.5 in Instruction, Reflection, and Academic Language (1 out of 2 scores can be a "1").

Summary of Aggregated Data

Table 2.4 Number of Candidates who did not pass PACT on their first attempt

| | |
|-----------------|--|
| Fall 2011 = 0 | Fall 2012 = 1 (History/Social Science) |
| Spring 2012 = 0 | Spring 2013 = 0 |

Table 2.5 PACT Scores by Discipline for Fall 2011, Spring 2012, Fall 2012 & Spring 2013 Completers

| | Planning | Instruction | Assessment | Reflection | Academic Language |
|-------------------------------|----------|-------------|------------|------------|-------------------|
| English (n=11) | 3.06 | 2.55 | 2.88 | 2.91 | 2.36 |
| Math (n=13) | 2.77 | 2.15 | 2.23 | 2.54 | 1.88 |
| History/Social Science (n=16) | 2.74 | 2.42 | 2.46 | 2.44 | 2.03 |
| Science (n=7) | 3.04 | 2.79 | 2.95 | 2.21 | 2.43 |
| Total | 2.90 | 2.48 | 2.63 | 2.53 | 2.18 |

*Green = high score in category; Orange = low score in category

Table 2.6 PACT Scores by Cohort Completers

| | Planning | Instruction | Assessment | Reflection | Academic Language |
|--------------------|----------|-------------|------------|------------|-------------------|
| Fall 2011 (n=13) | 2.92 | 2.58 | 2.69 | 2.62 | 2.31 |
| Spring 2012 (n=11) | 2.85 | 2.36 | 2.24 | 2.36 | 2.0 |

| | | | | | |
|-----------------------|------|------|------|------|------|
| Fall 2012 (n=9) | 2.93 | 2.50 | 2.74 | 2.44 | 2.17 |
| Spring 2013 (n=14) | 2.80 | 2.30 | 2.60 | 2.68 | 2.04 |
| Total | 2.88 | 2.44 | 2.57 | 2.53 | 2.13 |

Colors correspond to completer groups in Tables 2.11 & 2.12 below.

Biennial reports for Multiple Subject or Single Subject programs must include the following assessor information related to the implementation of the TPA in addition to data for 4-6 key assessments:

- 5) **Table 2.7 Number of Assessors:** The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

| | ELA | HSS | Math | Science |
|--------------------|-----|-----|------|---------|
| Fall 2011 | 2 | 2 | 3 | 1 |
| Spring 2012 | 2 | 1 | 1 | 1 |
| Fall 2012 | 2 | 3 | 0 | 1 |
| Spring 2013 | 1 | 2 | 3 | 1 |
| | | | | |

- 6) **Table 2.8 Assessor Initial Training and Recalibration:** The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

| | ELA | Math | HSS | Science |
|--------------------|-----|------|-----|---------|
| Fall 2011 | | | 1 R | 1 T |
| Spring 2012 | 2R | 3R | 2 R | 1 R |
| Fall 2012 | | | | |
| Spring 2013 | | | | |

R = Recalibration; **T** = Training

- 7) **Table 2.9 Data on Reliability Related to Double Scoring (% of score agreement).**

PACT requires 15% of all submissions to be double scored. Due to the relatively small number of TPA submissions from CI candidates, the 15% is applied to all candidates across both the Single and Multiple Subject programs. Submissions are selected to be double or triple scored to ensure the reliability of the scoring process and scorers' results. The table below shows the

number of double scoring events within subject areas and the percentage of the required 15% they represent over the four semesters reported.

| | ELA | Math | HSS | Science |
|--------------------|------------|-------------|------------|----------------|
| Fall 2011 | 2 = 49.4% | 1 = 21.5% | 1 = 21.5% | |
| Spring 2012 | 1 = 24.7% | | | |
| Fall 2012 | | | 1 = 40% | |
| Spring 2013 | | 1 = 21.5% | 1 = 21.5% | |

8) **Table 2.10 Modifications Made to Assessor Selection, Training, and Recalibration.**
(May also be addressed in Section A, Part IV)

| | ELA | Math | HSS | Science |
|--------------------|---|-------------|------------|--|
| Fall 2011 | | | | Program Coordinator trained as scorer. |
| Spring 2012 | | | | |
| Fall 2012 | | | | |
| Spring 2013 | Scorers asked to volunteer to complete Trainer program in Fall 2013, when full retraining for all scorers will occur. | | | |

Key Assessment #2: Final Student Teaching Evaluations

Description of the Assessment

Candidates in the Single Subject Credential program complete a middle school student teaching placement during their first semester in the program and a high school student teaching experience in their second or final semester in the program. (Beginning in Spring 2013, students complete a high school student teaching placement in the spring semester and a middle school student teaching experience in the fall semester to align with content methods courses). Each semester, students are in classes 3-4 days/evenings a week and in their student teaching placement one day a week for the first eight weeks of the semester. The second eight weeks consist of full-time student teaching and returning for seminar one night a week. The Final Student Teaching Evaluation is used to determine the "readiness" of first semester candidates (in EDSS 575) to proceed to the next semester of the program and for second semester candidates (in EDSS 585) to be recommended for a credential pending successful completion of other program components.

Candidates are evaluated on the following categories with the Final Student Teaching Evaluation Form:

- 1) Planning (6 items)
- 2) Instruction (7 items)
- 3) Management (4 items)
- 4) Professional Characteristics (10 items)

The following rating scale is used:

- 3 Noteworthy evidence that the candidate meets this criterion
- 2 Considerable evidence that the candidate meets this criterion
- 1 Some evidence that the candidate meets this criterion
- 0 No evidence that the candidate meets this criterion
- N/A Not applicable or not observed (**This was calculated as “0” due to data collection techniques this reporting cycle.)

Summary of Aggregated Data

Table 2.11 EDSS 575—Initial Student Teaching

| | University Supervisor | | | | | Cooperating Teacher | | | | |
|----------------------------|-----------------------|-------|------|------|-------|---------------------|-------|------|------|-------|
| | Plan | Instr | Mang | Prof | Total | Plan | Instr | Mang | Prof | Total |
| Fall 2011 n=11 | 2.26 | 2.61 | 2.59 | 2.9 | 2.6 | 2.28 | 2.69 | 2.55 | 2.89 | 2.65 |
| Spring 2012 n=11 | 2.26 | 2.78 | 2.9 | 2.82 | 2.56 | 2.27 | 2.27 | 2.78 | 2.84 | 2.54 |
| Fall 2012 n=17 | 2.48 | 2.73 | 2.78 | 2.89 | 2.74 | 2.58 | 2.58 | 2.72 | 2.91 | 2.78 |
| Spring 2013 n=18 | 2.58 | 2.58 | 2.59 | 2.74 | 2.61 | 2.36 | 2.36 | 2.5 | 2.76 | 2.51 |
| Total | 2.40 | 2.68 | 2.72 | 2.84 | 2.66 | 2.37 | 2.47 | 2.64 | 2.85 | 2.62 |

Colors represent the same group/cohort of students as they travel through the program.

Table 2.12 EDSS 585—Advanced Student Teaching

| | University Supervisor | | | | | Cooperating Teacher | | | | |
|---------------------------|-----------------------|-------|------|------|-------|---------------------|-------|------|------|-------|
| | Plan | Instr | Mang | Prof | Total | Plan | Instr | Mang | Prof | Total |
| Fall 2011 n=13 | 2.21 | 2.77 | 2.87 | 2.85 | 2.69 | 2.24 | 2.7 | 2.75 | 2.92 | 2.69 |
| Spring2012 n=9 | 2.22 | 2.7 | 2.57 | 2.7 | 2.7 | 2.04 | 2.61 | 2.57 | 2.89 | 2.4 |
| Fall 2012 n=9 | 2.46 | 2.72 | 2.83 | 2.89 | 2.74 | 2.60 | 3.04 | 2.86 | 2.66 | 2.77 |
| Spring2013 n=17 | 2.78 | 2.85 | 2.87 | 2.91 | 2.86 | 2.67 | 2.64 | 2.52 | 2.86 | 2.71 |
| Total | 2.42 | 2.76 | 2.79 | 2.84 | 2.75 | 2.39 | 2.75 | 2.68 | 2.83 | 2.64 |

Colors represent the same group/cohort of students as they travel through the program.

Key Assessment #3: CSU System-wide Exit Survey

Description of the assessment

Each year, the CSU Chancellor’s Office administers an on-line survey to all credential program graduates. Candidates rate the degree to which they were prepared on a lengthy list of items that is presented in four data tables and a series of open-ended responses. While all of this information is valuable, there is far too much to include in this report. Effectiveness of Preparation for Teaching, Tables 2.13 and 2.14 cover many areas that are pertinent to both candidate learning and program improvement. Due to the lengthiness of the open-ended responses, they are not included in this report, however, they were used to confirm and understand the numerical data.

Data collection process

At the end of each semester, graduating credential candidates are provided a URL (www.csuexitsurvey.org) along with a specific campus code, to complete a 30-minute on-line survey developed by the CSU Chancellor’s Office. Data for each campus is aggregated by the system office and reported to each campus. The following results are for candidates who completed the program Fall 2011 through Spring 2013. [Dates used were July 1, 2011 through August 1, 2013.]

Summary of Aggregated Data

Table 2.13 Effectiveness of Preparation for Teaching 1

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 choice 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 prepare lesson plans and make prior arrangements for students' class activities. | 44 | 91% | 9% | 0% | 0% | 0 |
| 2...to organize and manage a class or a group of students for instructional activities | 44 | 80% | 18% | 2% | 0% | 0 |
| 3...to organize and manage student behavior and discipline satisfactorily. | 44 | 52% | 34% | 14% | 0% | 0 |
| 4...to use an effective mix of teaching strategies and instructional activities. | 44 | 80% | 20% | 0% | 0% | 0 |

| | | | | | | |
|--|----|-----|-----|-----|----|---|
| 5...to meet the instructional needs of students who are English language learners. | 44 | 55% | 36% | 9% | 0% | 0 |
| 6...to meet the instructional needs of students from diverse cultural backgrounds. | 44 | 52% | 39% | 9% | 0% | 0 |
| 7...to meet the instructional needs of students with special learning needs. | 43 | 42% | 40% | 19% | 0% | 0 |
| 8...to understand how personal, family and community conditions often affect learning. | 44 | 68% | 23% | 9% | 0% | 0 |
| 9...to learn about my students' interests and motivations, and how to teach accordingly. | 44 | 73% | 20% | 7% | 0% | 0 |
| 10...to get students involved in engaging activities and to sustain on-task behavior. | 44 | 77% | 20% | 2% | 0% | 0 |
| 11...to use computer-based technology to help students learn subjects of the curriculum. | 44 | 50% | 39% | 11% | 0% | 0 |
| 12...to use computer-based technology for instruction, research, and record keeping.. | 44 | 59% | 30% | 9% | 0% | 0 |

| | | | | | | |
|---|----|-----|-----|-----|----|---|
| 13...to monitor student progress by using formal and informal assessment methods. | 44 | 86% | 14% | 0% | 0% | 0 |
| 14...to assess pupil progress by analyzing a variety of evidence including exam scores. | 44 | 73% | 23% | 5% | 0% | 0 |
| 15...to adjust my teaching strategies so all pupils have chances to understand and learn. | 44 | 75% | 23% | 2% | 0% | 0 |
| 16...to adhere to principles of educational equity in the teaching of all students. | 44 | 82% | 16% | 2% | 0% | 0 |
| 17...to use class time efficiently by relying on daily routines and planned transitions. | 44 | 77% | 20% | 2% | 0% | 0 |
| 18...to know about resources in the school & community for at-risk students and families. | 44 | 64% | 27% | 9% | 0% | 0 |
| 19...to communicate effectively with the parents or guardians of my students. | 44 | 57% | 25% | 16% | 0% | 0 |
| 20...to work collaboratively on school issues with other teachers in our | 44 | 64% | 23% | 11% | 2% | 0 |

| | | | | | | |
|---|----|-----|-----|----|----|---|
| school. | | | | | | |
| 21...to think about problems that occur in teaching and to try-out various solutions. | 44 | 68% | 23% | 9% | 0% | 0 |
| 22...to understand my professional, legal, and ethical obligations. | 44 | 64% | 27% | 7% | 0% | 0 |
| 23...to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth. | 44 | 91% | 7% | 2% | 0% | 0 |

Table 2.14 Effectiveness of Preparation for Teaching 2

| 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 choice that best represents the level of your preparation. | | | | | | |
|--|----------|-------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|---------------------------|
| As a new teacher, I am ... | N | well prepared to begin | adequately prepared to begin | somewhat prepared to begin | not at all prepared to begin | Can Not Answer (N) |
| 1...to know and understand the subject(s) in which I earned my teaching credential(s). | 43 | 79% | 21% | 0% | 0% | 1 |
| 2...to teach my primary subject according to State Academic Standards in my grade(s) | 43 | 81% | 19% | 0% | 0% | 1 |
| 3...to contribute to students' reading | 43 | 65% | 30% | 5% | 0% | 1 |

| | | | | | | |
|--|----|-----|-----|-----|----|---|
| skills including comprehension in my subject area. | | | | | | |
| 4...to use textbooks and other materials that are aligned with State Standards in my area. | 42 | 79% | 19% | 2% | 0% | 2 |
| 5...to recognize adolescence as a period of intense pressure for students to be like peers | 43 | 84% | 16% | 0% | 0% | 1 |
| 6...to anticipate and address issues of drug, alcohol and tobacco use by my students. | 43 | 58% | 30% | 12% | 0% | 1 |
| 7...to anticipate and address possession of weapons and threats of violence at school. | 43 | 47% | 40% | 14% | 0% | 1 |
| 8...to anticipate and address the needs of students who are at risk of dropping out. | 43 | 47% | 40% | 14% | 0% | 1 |
| 9...to understand adolescent development, human learning and the purposes of schools | 43 | 70% | 26% | 5% | 0% | 1 |
| 10...to assist individual students in areas of their instructional needs in my subject area. | 43 | 81% | 14% | 5% | 0% | 1 |

| | | | | | | |
|---|----|-----|-----|----|----|---|
| 11...to establish academic expectations that are intellectually challenging for students. | 43 | 79% | 21% | 0% | 0% | 1 |
| 12...to provide opportunities for students to develop advanced problem-solving skills. | 43 | 65% | 30% | 5% | 0% | 1 |
| 13...to communicate my course goals and requirements to students and parents. | 43 | 79% | 14% | 7% | 0% | 1 |
| 14...to develop fair criteria for course grades and to explain these to students and parents. | 42 | 76% | 21% | 2% | 0% | 2 |
| 15...to help students realize the connections between my subject and life beyond school. | 43 | 72% | 26% | 2% | 0% | 1 |
| 16...to help students realize the impact of academic choices on life- and career-options. | 42 | 62% | 31% | 7% | 0% | 2 |
| 17...to encourage/enable students to assume increasing responsibility for their learning. | 43 | 74% | 16% | 9% | 0% | 1 |

| | | | | | | |
|---|----|-----|-----|----|----|---|
| 18...to encourage/enable students to learn behaviors that contribute to future success. | 43 | 72% | 23% | 5% | 0% | 1 |
|---|----|-----|-----|----|----|---|

Key Assessment #4: CSU System-wide One Year Out Survey

Description of the Assessment

The CSU System-wide Evaluation of Teacher Preparation is an annual assessment of university graduates conducted by a central office of the CSU. It measures program effectiveness on three dimensions.

- 1) the extent to which K-12 teachers are prepared effectively for their most important teaching responsibilities
- 2) the extent to which CSU professional coursework and fieldwork that the new teachers complete are professionally valuable and helpful to them during their initial year K-12 teaching, and
- 3) the extent to which programs that the new teachers completed in the CSU match in quality the program characteristics and features that are identified in professional accreditation standards.

The results of the survey are reported to each campus and a comparison is made to the mean of all CSU campus responses. The data are used to examine the quality of the program and identify areas in need of improvement. The most current data set (2012) represents responses from the 2010-2011 cohort of graduates—who were represented in the 2009-2011 Biennial Report. We had a decent response rate from our graduates (n= 10) and a good response rate from their supervisors (n = 8) on the survey this particular year. Tables 2.15-2.18 are presented out of a data set of 14 Tables. Tables 2.15 & 2.16 are completed by the Employment Supervisors (principals) and program graduates complete Tables 2.17 & 2.18.

Data collection process

The method used includes the graduates and their school-site supervisors answering an extensive set of common and credential-specific questions at the end of the graduates’ first year of teaching. Questions that are thematically related are grouped into composite scores that represent important topics for programs to consider. The composites are considerably more reliable than responses to any individual item. Validity and reliabilities studies have been completed on the survey.

Summary of Aggregated Data

See Tables 2.15 through 2.18 from the CSU One-Year-Out Survey results.

Table 2.15 of this Report, (Table 1 of the CSU One-Year-Out Survey)

General Concepts and Practices of Teaching: The Effectiveness of CSU Single Subject Teaching Credential Programs

During 2010-11 as Evaluated in 2012 by the Employment Supervisors of the Programs' First-Year Teaching Graduates

| Evaluation Questions Answered in 2012 by the 7-12 Employment Supervisors of Teaching Graduates of CSU Single Subject Credential Programs: | | This CSU Campus: Single Subject Programs | | | | | CSU System: Single Subject Programs | | | | |
|---|--|---|------------------------------------|---------------------------------|--------------------|------------------|--|------------------------------------|---------------------------------|--------------------|-------------------|
| | | (1) <i>N</i> | (2) Well or Adequately Prepared | (3) Somewhat or Not Prepared | (4) Mean | (5) SD | (6) <i>N</i> | (7) Well or Adequately Prepared | (8) Somewhat or Not Prepared | (9) Mean | (10) SD |
| Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . | | | | | | | | | | | |
| 1 | . . . know and understand the subjects of the curriculum at your grade level(s). | 8 | 100% | 0% | 2.63 | .52 | 386 | 93% | 7% | 2.54 | .64 |
| 2 | . . . organize and manage a class or a group of pupils for instructional activities. | 8 | 88% | 13% | 2.5 | .76 | 395 | 76% | 24% | 2.13 | .87 |
| 3 | . . . organize and manage student behavior and discipline satisfactorily. | 8 | 63% | 38% | 2.13 | 1.25 | 394 | 71% | 29% | 1.97 | .97 |
| 4 | . . . prepare lesson plans and make prior arrangements for class activities. | 8 | 88% | 13% | 2.38 | .74 | 393 | 83% | 17% | 2.31 | .79 |
| 5 | . . . use an effective mix of teaching strategies and instructional activities. | 8 | 75% | 25% | 2.38 | .92 | 391 | 80% | 20% | 2.19 | .84 |
| 6 | . . . meet the instructional needs of students who are English language learners. | 7 | 57% | 43% | 2.00 | 1.0 | 364 | 70% | 30% | 1.95 | .83 |
| 7 | . . . meet the instructional needs of students from diverse cultural backgrounds. | 8 | 63% | 38% | 2.00 | .93 | 379 | 77% | 23% | 2.09 | .81 |
| 8 | . . . meet the instructional needs of students with special learning needs. | 8 | 63% | 38% | 2.13 | .99 | 381 | 70% | 30% | 1.96 | .84 |
| 9 | . . . communicate effectively with the parents or guardians of your students. | 8 | 63% | 38% | 2.00 | .93 | 384 | 75% | 25% | 2.07 | .84 |
| 10 | . . . maintain positive rapport and foster students' motivation and excitement. | 8 | 75% | 25% | 2.38 | .92 | 388 | 83% | 17% | 2.29 | .85 |
| 11 | . . . think about problems that occur in teaching and try out various solutions. | 8 | 88% | 13% | 2.38 | .74 | 366 | 78% | 22% | 2.11 | .86 |

Table 2.16 of this Report, (Table 2 of the CSU One-Year-Out Survey)

General Concepts and Practices of Teaching: The Effectiveness of CSU Single Subject Teaching Credential Programs

During 2010-11 as Evaluated in 2012 by the Employment Supervisors of the Programs' First-Year Teaching Graduates

| Evaluation Questions Answered in 2012 by the 7-12 Employment Supervisors of Teaching Graduates of CSU Single Subject Credential Programs: | | This CSU Campus: Single Subject Programs | | | | | CSU System: Single Subject Programs | | | | |
|---|---|---|------------------------------------|---------------------------------|--------------------|------------------|--|------------------------------------|---------------------------------|--------------------|-------------------|
| | | (1) N | (2) Well or Adequately Prepared | (3) Somewhat or Not Prepared | (4) Mean | (5) SD | (6) N | (7) Well or Adequately Prepared | (8) Somewhat or Not Prepared | (9) Mean | (10) SD |
| Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . | | | | | | | | | | | |
| 12 | . . . understand adolescent growth, human learning and the purposes of schools. | 7 | 86% | 14% | 2.29 | .76 | 382 | 76% | 24% | 2.1 | .86 |
| 13 | . . . understand how personal, family and community conditions affect learning. | 8 | 88% | 13% | 2.25 | .71 | 381 | 78% | 22% | 2.13 | .82 |
| 14 | . . . learn about students' interests and motivations, and how to teach accordingly. | 7 | 100% | 0% | 2.57 | .53 | 385 | 80% | 20% | 2.19 | .87 |
| 15 | . . . get students involved in engaging activities and to sustain on-task behavior. | 8 | 63% | 38% | 2.25 | 1.04 | 390 | 78% | 22% | 2.16 | .87 |
| 16 | . . . use computer-based applications to help students learn curriculum subjects. | 7 | 100% | 0% | 2.57 | .53 | 345 | 89% | 11% | 2.35 | .70 |
| 17 | . . . use computer-based technology in class activities and to keep class records. | 7 | 100% | 0% | 2.71 | .49 | 356 | 90% | 10% | 2.38 | .72 |
| 18 | . . . monitor student progress by using formal and informal assessment methods. | 8 | 75% | 25% | 2.25 | .89 | 387 | 80% | 20% | 2.17 | .84 |
| 19 | . . . assess pupil progress by analyzing a variety of evidence including test scores. | 7 | 71% | 29% | 2.00 | .82 | 381 | 80% | 20% | 2.15 | .82 |
| 20 | . . . assist individual students in areas of their instructional needs in reading/math. | 7 | 86% | 14% | 2.14 | .69 | 377 | 82% | 18% | 2.20 | .78 |
| 21 | . . . adjust teaching strategies so all pupils have chances to understand and learn. | 8 | 88% | 13% | 2.25 | .71 | 385 | 77% | 23% | 2.15 | .85 |
| 22 | . . . adhere to principles of educational equity in the teaching of all students. | 8 | 75% | 25% | 2.25 | .89 | 367 | 87% | 13% | 2.33 | .72 |

| | | | | | | | | | | | |
|----|--|---|-----|-----|------|-----|-----|-----|-----|------|-----|
| 23 | . . . use class time efficiently by relying on daily routines and planned transitions. | 8 | 88% | 13% | 2.50 | .76 | 369 | 80% | 20% | 2.21 | .88 |
| 24 | . . . know about resources in the school & community for at-risk students/families. | 7 | 71% | 29% | 2.14 | .90 | 348 | 69% | 31% | 1.91 | .87 |

Table 2.17 of this Report, (Table 3 of the CSU One-Year-Out Survey)

General Concepts and Practices of Teaching: The Effectiveness of CSU Single Subject Teaching Credential Programs

During 2010-11 as Evaluated by the Programs' First-Year Teaching Graduates in 2010 While They Taught in Grades 7-12

| <i>Evaluation Questions Answered in 2012 by Teachers in Grades 7-12 Who Completed CSU Single Subject Credential Programs in 2010-11:</i> | | <i>This CSU Campus: Single Subject Programs</i> | | | | | <i>CSU System: Single Subject Programs</i> | | | | |
|---|--|--|---|--|----------------------------|--------------------------|---|---|--|----------------------------|---------------------------|
| | | <i>(1) N</i> | <i>(2) Well or Adequately Prepared</i> | <i>(3) Somewhat or Not Prepared</i> | <i>(4) Mean</i> | <i>(5) SD</i> | <i>(6) N</i> | <i>(7) Well or Adequately Prepared</i> | <i>(8) Somewhat or Not Prepared</i> | <i>(9) Mean</i> | <i>(10) SD</i> |
| 1 | . . . know and understand the subjects of the curriculum at your grade level(s). | 10 | 100% | 0% | 2.60 | .52 | 605 | 85% | 15% | 2.34 | .77 |
| 2 | . . . organize and manage a class or a group of pupils for instructional activities. | 10 | 80% | 20% | 2.30 | .82 | 617 | 72% | 28% | 2.03 | .88 |
| 3 | . . . organize and manage student behavior and discipline satisfactorily. | 10 | 60% | 40% | 1.80 | 1.23 | 615 | 60% | 40% | 1.76 | .95 |
| 4 | . . . prepare lesson plans and make prior arrangements for class activities. | 10 | 100% | 0% | 3.00 | .00 | 614 | 84% | 16% | 2.33 | .77 |
| 5 | . . . use an effective mix of teaching strategies and instructional activities. | 10 | 90% | 10% | 2.30 | .67 | 616 | 81% | 19% | 2.18 | .78 |
| 6 | . . . meet the instructional needs of students who are English language learners. | 9 | 78% | 22% | 2.11 | .78 | 606 | 76% | 24% | 2.05 | .83 |
| 7 | . . . meet the instructional needs of students from diverse cultural backgrounds. | 10 | 90% | 10% | 2.10 | .57 | 607 | 76% | 24% | 2.09 | .84 |
| 8 | . . . meet the instructional needs of students with special learning needs. | 10 | 70% | 30% | 1.80 | .92 | 609 | 66% | 34% | 1.86 | .91 |
| 9 | . . . communicate effectively with the parents or guardians of your students. | 9 | 78% | 22% | 1.78 | 1.09 | 604 | 62% | 38% | 1.75 | .95 |
| 10 | . . . maintain positive rapport and foster students' motivation and excitement. | 10 | 90% | 10% | 2.60 | .70 | 615 | 80% | 20% | 2.20 | .83 |
| 11 | . . . think about problems that occur in teaching and try out various solutions. | 10 | 80% | 20% | 2.30 | .82 | 612 | 72% | 28% | 1.97 | .87 |

Table 2.18 of this Report, (Table 4 of the CSU One-Year-Out Survey)

General Concepts and Practices of Teaching: The Effectiveness of CSU Single Subject Teaching Credential Programs

During 2010-11 as Evaluated by the Programs' First-Year Teaching Graduates in 2010 While They Taught in Grades 7-12

| Evaluation Questions Answered in 2012 by Teachers in Grades 7-12 Who Completed CSU Single Subject Credential Programs in 2010-11: | | This CSU Campus: Single Subject Programs | | | | | CSU System: Single Subject Programs | | | | |
|--|---|---|------------------------------------|---------------------------------|--------------------|------------------|--|------------------------------------|---------------------------------|--------------------|-------------------|
| | | (1) N | (2) Well or Adequately Prepared | (3) Somewhat or Not Prepared | (4) Mean | (5) SD | (6) N | (7) Well or Adequately Prepared | (8) Somewhat or Not Prepared | (9) Mean | (10) SD |
| 12 | . . . understand adolescent growth, human learning and the purposes of schools. | 10 | 100% | 0% | 2.60 | .52 | 610 | 79% | 21% | 2.12 | .85 |
| 13 | . . . understand how personal, family and community conditions affect learning. | 10 | 100% | 0% | 2.70 | .48 | 610 | 80% | 20% | 2.18 | .83 |
| 14 | . . . learn about students' interests and motivations, and how to teach accordingly. | 9 | 100% | 0% | 2.22 | .44 | 614 | 79% | 21% | 2.11 | .82 |
| 15 | . . . get students involved in engaging activities and to sustain on-task behavior. | 10 | 80% | 20% | 2.20 | .79 | 615 | 73% | 27% | 2.03 | .85 |
| 16 | . . . use computer-based applications to help students learn curriculum subjects. | 10 | 60% | 40% | 1.70 | .95 | 606 | 60% | 40% | 1.79 | .97 |
| 17 | . . . use computer-based technology in class activities and to keep class records. | 10 | 80% | 20% | 2.00 | .94 | 604 | 67% | 33% | 1.89 | .99 |
| 18 | . . . monitor student progress by using formal and informal assessment methods. | 10 | 90% | 10% | 2.50 | .71 | 612 | 83% | 17% | 2.24 | .79 |
| 19 | . . . assess pupil progress by analyzing a variety of evidence including test scores. | 10 | 100% | 0% | 2.70 | .48 | 608 | 78% | 22% | 2.11 | .87 |
| 20 | . . . assist individual students in areas of their instructional needs in reading/math. | 10 | 100% | 0% | 2.30 | .48 | 608 | 79% | 21% | 2.15 | .81 |
| 21 | . . . adjust teaching strategies so all pupils have chances to understand and learn. | 10 | 90% | 10% | 2.40 | .48 | 611 | 80% | 20% | 2.16 | .80 |
| 22 | . . . adhere to principles of educational equity in the teaching of all students. | 10 | 90% | 10% | 2.40 | .70 | 609 | 84% | 16% | 2.27 | .78 |

| | | | | | | | | | | | |
|----|--|----|-----|-----|------|-----|-----|-----|-----|------|-----|
| 23 | . . . use class time efficiently by relying on daily routines and planned transitions. | 10 | 80% | 20% | 2.50 | .70 | 613 | 78% | 22% | 2.15 | .85 |
| 24 | . . . know about resources in the school & community for at-risk students/families. | 10 | 80% | 20% | 1.90 | .85 | 604 | 55% | 45% | 1.64 | .98 |

.88

PART III – Analyses and Discussion of Candidate and Program Data

For Key Assessments #3 and #4 a color-coding rating system was used to identify areas of strength (green), areas of concern (blue) and areas of major concern (orange). Corresponding percentages used to determine the rating were: 85% and higher = strength; 70%-84.9% = concern; below 70% = major concern. Fifteen percent increments were chosen due to the low N for both key assessments and to maintain an equivalency across assessment tools.

Key Assessment #1: TPA (PACT)

Overall data from this key assessment across cohorts indicate that CI Single Subject Credential candidates are strong in the PACT areas of Planning (2.88), Instruction (2.44), Assessment (2.57) and Reflection (2.53). Academic Language (2.13) continues to be the lowest scoring category at CI; however the score continues to be above the minimum cut score for the category.

Looking at the aggregated data from a disciplinary perspective, the English candidates score well on Planning (3.06) and Reflection (2.91). Science candidates score well on Instruction (2.79), Assessment (2.95) and Academic Language (2.43) while scoring the lowest on Reflection (2.21). Math candidates score the lowest on Instruction (2.15), Assessment (2.23) and Academic Language (1.88) and History candidates score lowest in Planning (2.74).

Key Assessment #2: Final Student Teaching Evaluations

Data from this key assessment indicates candidates are progressing in their abilities in the areas of planning, instruction, management, and professional characteristics in each student teaching experience over the course of the credential program--first semester to second semester (See color coding of cohorts). The data also supports that the structure of our program is effective for candidates achieving our desired expectations and progressing in both their experience and confidence along many teaching categories.

Aggregated data from this assessment tool also indicates when there have been issues in the field with either candidate performance, a mismatch with a cooperating teacher or school site, or a pilot test of a new program feature. Spring 2013 illustrates particularly low evaluations for candidate performances by cooperating teachers of EDSS 575 candidates (see Table 2.11). This was the first semester that high school teachers in our service area had ever had first semester student teachers. Prior to this semester they had always had candidates who had one semester of middle school student teaching experience prior to entering their high school placement.

One item of concern that was noted during data collection was the number of “N/A” scores that appeared in the Final Student Teaching Evaluations in the categories of Planning and Instruction. These N/A scores were recorded as “0” for this round of data collection that artificially deflated our overall average scores. This highlights the need for a discussion with university supervisors to revisit the forms, scoring, and importance of their observations in our program assessment practices.

Key Assessment #3: CSU System-wide Exit Survey

CI Single Subject Program graduates from Fall 2011 through Spring 2013 (n=43) were highly satisfied with their credential program. Of the 41 items presented on the Effectiveness of Preparation for Teaching (Tables 2.13 and 2.14), 85% or more candidates rated 39 items as “well or adequately prepared” to teach. Only two items were identified by more than 15% of the students as feeling “somewhat prepared to begin” teaching. The first item was “...to meet the instructional needs of students with special learning needs.” with 19% of the candidates responding with concern. The second item was “...to communicate effectively with the parents or guardians of my students.” with 16% of the candidates responding as “somewhat prepared to begin” teaching. No items were identified as “major concerns” in their preparation to teaching after completing the credential program.

Key Assessment #4: CSU System-wide One-Year-Out Survey

Employers (n=8) of CI candidates who completed the CI Single Subject Credential Program in 2010-2011 and completed their first year of teaching in 2012 felt they were “well or adequately prepared” on half of the 24 items (with a cut-off rating set at 85%). Four items received a 100% rating of employers as being “well or adequately prepared”. They were: 1) know and understand the subjects of the curriculum at your grade level(s); 2) learn about students’ interests and motivations, and how to teach accordingly; 3) use computer-based applications to help students learn curriculum subjects; and 4) use computer-based technology in class activities and to keep class records.

Employers identified six areas of major concern (cut-off rating set at below 70%) of the first year teachers that ranged from 57% -63% feeling of being “well or adequately prepared:” 1) organize and manage student behavior and discipline satisfactorily; 2) meet the instructional needs of students who are English language learners; 3) meet the instructional needs of students from diverse cultural backgrounds; 4) meet the instructional needs of students with special learning needs; 5) communicate effectively with the parents or guardians of your students; and 6) get students involved in engaging activities and to sustain on-task behavior.

CI candidates (n=10) who completed the Single Subject Credential Program in 2010-2011 and completed their first year of teaching in 2012 felt they were “well or adequately prepared” on 13 of the 24 items (with a cut-off rating set at 85%). Seven items received a 100% rating of candidates as being “well or adequately prepared.” They were: 1) know and understand the subjects of the curriculum at your grade

level(s); 2) prepare lesson plans and make prior arrangements for class activities; 3) understand adolescent growth, human learning and the purposes of schools; 4) understand how personal, family and community conditions affect learning; 5) learn about students' interests and motivations, and how to teach accordingly; 6) assess pupil progress by analyzing a variety of evidence including test scores; 7) assist individual students in areas of their instructional needs in reading/math. 90% of students felt well or adequately prepared on six items.

Nine items were identified as areas of concern (cut-off rating between 70% - 84.9%). The item in this range with the lowest rating of 70% of candidates feeling "well or adequately prepared" was the area of "meeting the instructional needs of students with special learning needs."

Of the 24 items, two items were identified as areas of major concern (cut-off rating set below 70%) with 60% of the candidates reporting being "well or adequately prepared." The two areas were "organize and manage student behavior and discipline satisfactorily" and "use computer-based applications to help students learn curriculum subjects."

Data Analysis and Discussion Summary

CI candidates who responded to the CSU One-Year-Out Survey completed the CI Single Subject Credential Program in 2010-2011. Therefore, data from this key assessment does not align directly (or rather, triangulate) with more recent data as reported in the Key Assessment Tools #1-3. However, data from the one-year-out survey provides a snapshot of the program prior to changes that were implemented based upon the findings of our previous biennial report. As there were many areas identified by employers and candidates in the one-year-out survey data that were in need of improvement, the data in Key Assessment Tools #1 – 3 reveals that the Single Subject Credential Program has addressed many of these issues by Spring 2013.

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Each program describes how it used the data from analyses of candidate assessments and program effectiveness to improve candidate outcomes and program effectiveness. The focus of this section should not be on the process employed by the institution to discuss changes (although it can be mentioned briefly), but on the actual considered, proposed, or implemented programmatic changes specific to the data. If proposed changes are being made, please connect the proposed changes to the data that stimulated those modifications and to the Program and/or Common Standard(s) that compels program performance in that area. If preferred, programs may combine responses to Sections III (Analysis of the Data) with Section IV (Use of Assessment Results to Improve Candidate and Program Performance) so long as all the required aspects of the responses are addressed.

| Issue | Proposed Changes/Plan of Action | Data Source/s |
|---|--|--|
| PACT-Academic Language | <p>All faculty members to become certified PACT evaluators</p> <p>Incorporate more direct instruction about PACT and academic language in coursework (especially math methods) and advanced seminar</p> <p>Insert materials on Academic Language in the general methods course (EDSS 530) with regard to lesson planning</p> <p>Add emphasis on Academic Language in the Literacy in the Content Areas course (EDSS 540)</p> | Key Assessment #1 |
| Communication with Families | <p>Meet with faculty in early Fall 2013 to discuss where family communication is being addressed and how in both prerequisite and program coursework.</p> <p>Create a communication with families matrix that identifies desired skills and where in program skills are being taught, reinforced, and mastered</p> | Key Assessment #3 Key Assessment #4 |
| Meeting Instructional needs of Students with Special Learning Needs | <p>Meet with EDSS 560 Instructors to share qualitative and quantitative feedback. An instructor change was made in Fall 2012 to address previously raised issues that may be reflected in this data. We are confident this issue is resolved.</p> | Key Assessment #3 Key Assessment #4 |
| Student Teaching Evaluation Forms and Data Collection | <p>Meet with University Supervisors in early Fall to review raw aggregated data and review the observation forms for possible revisions. Develop mechanism for supervisors to enter student data into a common spreadsheet for data collection aggregation at the end of the semester.</p> | Key Assessment #2 |



Commission on Teacher Credentialing
Biennial Report 2013
(For Institutions in the Green Cohort Due Fall 2013)
Academic Years 2011-2012 and 2012-13

| | |
|---|---|
| Institution | CSU Channel Islands |
| Date report is submitted | September 15, 2013 |
| Program documented in this report | School of Education |
| Name of Program | Education Specialist Teaching Credential Program |
| Please identify all delivery options through which this program is offered | Traditional and Intern |
| Credential awarded | Education Specialist Mild/Moderate Preliminary Education Specialist Mild/Moderate Intern |
| Is this program offered at more than one site? | No |
| If yes, list all sites at which the program is offered | |
| Program Contact | Dr. Tiina Itkonen, Special Education Program Coordinator |
| Title | Associate Professor of Education and Political Science |
| Phone # | 805-437-3294 |
| E-Mail | Tiina.itkonen@csuci.edu |

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Education Specialist Teaching Credential Program at CI graduates candidates with the necessary skills to meet the needs of the diverse population eligible for special education under IDEA found in California’s K-12 public schools. The following student learning outcomes align with CTC standards and expectations:

- Teach children with English as first or second language
- Understand and relate to linguistic and cultural diversity of children and families
- Meet the diverse needs of all students and those with special needs
- Be reflective and deliberate practitioners
- Link content and pedagogy
- Actively engage children in their learning
- Integrate research, theory and best educational practice into their teaching
- Collaborate with families, general education teachers, and outside agencies

Teacher candidates are admitted into the Education Specialist Credential program as full-time or part-time students, or interns. If successful, full-time students may complete the program in two semesters. Interns must be part time and take 4 semesters minimum to graduate. Each semester has a content specific methods course, a student teaching experience and an accompanying student teaching seminar. Part-time students may finish the program in three to six semesters depending upon the number of methods courses in which they elect to enroll, and will additionally enroll in a field placement each semester they are not enrolled in student teaching. Together the program coordinator and each part-time student develop an individualized study plan. Para-educators take a part time program and complete one day of field experience per semester, but at the end they take their student teaching (2 courses) at two sites which are not their site of employment.

Table 3.1 Program Specific Candidate Information

| | Traditional 2011-12 | Intern 2011-12 | Traditional 2012-13 | Intern 2012-13 |
|--------------------------|----------------------------|-----------------------|----------------------------|-----------------------|
| Incoming students | 14 | 2 | 12 | 8 |
| Continuing | 20 | 5 | 18 | 8 |
| Completing | 14 | 3 | 14 | 3 |
| Applied | 14 | 3 | 6 | 3 |
| Discontinue | 1 | 0 | 0 | 0 |
| Dismissed | 0 | 0 | 1 | 0 |

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit)

Fall 2011

- Co-Teaching pilot introduced along with the Multiple Subject Credential program. One student was placed at a school serving students diagnosed with emotional disturbance.

Spring 2012

- Co-Teaching pilot was continued, also with one Education Specialist candidate placed in Co-Teaching. The choice is for the student to make, whether they want to have a Co-Teaching experience.

Fall 2012

- New coordinator takes over the Special Education program (the one completing this report).
- Meetings were held with part time instructors to inform them about the new standards and TPEs.
- A new pre-requisite course, guiding behavior was added to the Education Specialist program. Students learn basics about classroom management and spend 1 unit out in schools. This course was a pre-requisite in the Multiple Subject and Single Subject programs.

Spring 2013

- A program was submitted to CTC on aligning the Mild/Moderate Preliminary Credential with a new Moderate/Severe Preliminary Credential. Standards were embedded and three new courses proposed for the Moderate/Severe Preliminary Credential in addition to the course work in Mild/Moderate (one methods course (4 units), one student teaching and a seminar). The CI and CTC review and approval is pending.
- A meeting was held with all pre-requisite instructors on aligning the sections of the introduction class to special education.
- Meetings were held to discuss the inclusion of Moderate/Severe Standards in course assignments and readings.
- The student teaching handbook was revised. Also a decision was made that for the first 3 weeks of the semester, student teachers would observe the class 3 times a week instead of just one. A specific list of what they should observe and do was included in the new handbook.
- Lesson plan format was re-designed and all instructors, through a meeting, now know to have their students use just one lesson plan instead of the multiple plans that were previously used.
- Portfolio rubrics were revised

Summer 2013

- Meetings were held with all part time instructors to further discuss the new standards and TPEs and to align sections of the same class.
- The coordinator completing this report wrote syllabi for SPED 345 and shared with instructors who teach sections of that class.
- The coordinator filing this report met with the credential office staff to begin discussions on student teaching sites for the Moderate/Severe Preliminary Credential program, should it be approved.
- A separate handbook was developed for the intern program and a coordinator appointed to specifically oversee the program, rather than each teaching credential program coordinator managing the intern coordination for their area.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

Note: The response for both questions a) and b) follow the prompt for question b) below.

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed to inform programmatic decision-making?

The various assessment tools used by CI’s Education Specialist Program to evaluate candidate progress/performance and program effectiveness are displayed in Table 3.2 below. This is followed by a report of the aggregated data on the four key assessments tools indicated by the blue background shading.

Table 3.2 Assessment & Evaluation Tools used in the CI Education Specialist Program

| Assessment Tool | Description | Data Collected |
|---|---|--|
| a) Formal Student Teaching Evaluations | Rubrics completed by University Supervisor on a minimum of four visits per candidate per semester | Teaching Performance Expectations 1-13 |

| | | |
|--|---|--|
| a) Statement of Concern | A form for goal setting and remediation for candidates who need specialized support | Varies depending upon assessment of candidate's need / performance deficiency |
| a) Portfolio | Students provide their teaching philosophy, resume, and signature assignments from course work | The depth of philosophy and signature assignments |
| a) Culminating Intervention and Poster presentation | Students prepare a poster on their final method class intervention with a small group of students with disabilities. Posters are presented in a professional forum. | Methodology Integration and synthesis of methods, behavioral supports, direct instruction |
| a) Course Grades | Students must maintain a B average (3.0) minimum with no grades lower than a C+ | Learning Coursework Varies— might warrant a statement of concern |
| a) Final Student Teaching Evaluations | Rubrics completed by cooperating teacher and university supervisor to determine either readiness for second student teaching experience or program completion | Align with Teaching Performance Expectations 1-13 Professional disposition criteria |
| b) CSU System-wide Exit Survey | Candidates completing the program are surveyed about their experiences in the program | Coursework Fieldwork Learning Preparation to teach |
| b) CSU System-wide One-Year-Out Survey | Candidates in their first year of teaching, and their employers complete a survey about the candidate's preparation to teach | Coursework Fieldwork Learning Preparation to teach |

| | | |
|-----------------------|---|-----------------|
| b) Focus group | In the student teaching seminar candidates are asked about their experience in the program and any changes they would recommend or the areas to maintain. | Verbal feedback |
|-----------------------|---|-----------------|

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

Key Assessments utilized for data analysis in this report for the Education Specialist Mild/Moderate Preliminary Credential Program include:

- #1 Portfolios
- #2 Culminating Intervention and Poster Presentations
- #3 CSU System-wide One-Year-Out-Survey
- #4 Focus group data

| |
|--------------------------------------|
| Key Assessment #1: Portfolios |
|--------------------------------------|

Description of Assessment

The students complete a portfolio, which includes their resume, teaching philosophy, and signature assignments from all of their classes. In 2012-2013 they wrote 4 reflections on what they have learned in foundations, methods, assessment and their teaching philosophy. Two independent scorers rate the portfolios using a rubric, to assess the depth of the data. The rubric focuses on synthesis of learning, so that it is a reflection about assessment; it should have for behavioral supports and the teaching of English learners embedded. The results reported are the mean scores of each cohort as rated by two independent scorers.

Summary of the Aggregated Data

Table 3.3 2011-2012 Cohort (old portfolio format)

| | Distinguished | Proficient | Emerging |
|------------------------------|----------------------|-------------------|-----------------|
| Synthesis of Learning | 50% | | 12% |
| Teaching Philosophy | 38% | 25% | |

All signature assignments were turned in and grades ranged from B (20%) to A (80%).

Table 3.4 2012-2013 Cohort (new rubric/requirements for the portfolio)

| | Distinguished | Proficient | Emerging | Underdeveloped |
|-------------------------------|----------------------|-------------------|-----------------|-----------------------|
| Philosophy of teaching | 23% | 86% | | |
| Reflection Foundations | 33% | 63% | | |
| Reflection Assessment | 17% | 47% | | |
| Reflection Methods | 63% | 37% | | |

Note: Interns are not included in this data as they take a 2-year program.

All Signature Assignments were included with the exception of 13% of students. One student received a C grade for a foundations class (less than 1 %).

These data indicate that one of the stronger components of the program is the methods content. Students take two methods courses which are 4 units each.

In this cohort no one demonstrated emerging or underdeveloped practice as evidenced in their portfolios.

| |
|--|
| Key Assessment #2: Culminating Intervention and Poster Presentation |
|--|

Description of the Assessment

Students in the program conduct an evidence-based intervention (which can be math, language arts, social studies) for a small group of students in their student teaching placement. They must conduct a literature review, design the methods, conduct the intervention, and communicate with parents and general education teachers. Their final product is a poster that is presented in a professional forum. Two raters rate each poster. Community members and prior graduates are second raters with faculty.

The rating scale includes (1) significantly below standard; (2) below standard; (3) meets standard; (4) exceeds standard; (5) significantly exceeds standards. The results reported are means of the cohort as rated by two scorers.

Cohort Assessment Results

Candidates are rated utilizing the following scale:

1. Significantly below standard
2. Below standard
3. Meets standard
4. Exceeds standard
5. Significantly exceeds standard

Table 3.5 2011-2012 Cohort: Culminating Intervention and Poster Presentation

| | 1 | 2 | 3 | 4 | 5 | Comments |
|--|---|----|-----|-----|-----|----------|
| The candidate introduced the project clearly | | | 14% | 1% | 85% | |
| The candidate cited appropriate literature in the introduction (using APA) | | | 1% | 43% | 56% | |
| The candidate accurately described the teaching methods used in the intervention | | 1% | 1% | 43% | 55% | |
| The candidate wrote accurate goals and objectives | | | 14% | 29% | 57% | |
| The candidate demonstrated understanding of CBM | | | 14% | 14% | 72% | |
| The candidate demonstrated an understanding of using assessment to inform instruction by using ongoing data. | | | 21% | 21% | 58% | |
| The candidate accurately used the terms ecological changes, antecedent interventions, consequence interventions to describe how student behavior was addressed | | | 4% | 38% | 58% | |
| The candidate demonstrated the ability to synthesize information across methods, assessment, behavior and | | 1% | 1% | 36% | 62% | |

| | | | | | | |
|--|--|--|----|-----|-----|--|
| communication/collaboration | | | | | | |
| The candidate demonstrated the ability to communicate results of instruction to parents | | | 1% | 36% | 63% | |
| The candidate demonstrated the ability to communicate results of instruction to general education teachers | | | 1% | 36% | 63% | |
| The candidate demonstrated professional writing (mechanics and style) | | | 1% | 21% | 78% | |

Note: Any student receiving a 2 or lower in any given area will be asked to resubmit that area prior to receiving their credential at CI.

Table 3.6 2011-2012 Cohort: Culminating Intervention and Poster Presentation

| | 1 | 2 | 3 | 4 | 5 | Comments |
|--|---|---|-----|-----|-----|----------|
| The candidate introduced the project clearly | | | 10% | 80% | 10% | |
| The candidate cited appropriate literature in the introduction (using APA) | | | 80% | 10% | 10% | |
| The candidate accurately described the teaching methods used in the intervention | | | 5% | 75% | 20% | |
| The candidate wrote accurate goals and objectives | | | 20% | 60% | 20% | |
| The candidate demonstrated understanding of CBM | | | 50% | 30% | 20% | |
| The candidate demonstrated an understanding of using assessment to inform instruction by using ongoing data. | | | | 90% | 10% | |
| The candidate accurately used the terms ecological changes, antecedent interventions, consequence interventions to describe how student behavior was addressed | | | 78% | 20% | 2% | |

| | | | | | | |
|---|--|--|-----|-----|-----|--|
| The candidate demonstrated the ability to synthesize information across methods, assessment, behavior and communication/collaboration | | | 64% | 36% | | |
| The candidate demonstrated the ability to communicate results of instruction to parents | | | 25% | 30% | 45% | 1% no evidence |
| The candidate demonstrated the ability to communicate results of instruction to general education teachers | | | | 2% | 77% | 21% no evidence because the placement was in special public schools for students with ED |
| The candidate demonstrated professional writing (mechanics and style) | | | 53% | 13% | 34% | |

Note: Any student receiving a 2 or lower in any given area will be asked to resubmit that area prior to receiving their credential at CI.

These data indicate that CBM needs to be included across course work more thoroughly. The majority of this cohort, while meeting standard in integrating behavioral supports to their intervention, did not synthesize the concepts into their intervention as indicated in the poster assessment.

Both cohort assessments indicate that synthesis of course work and content is a challenge.

| |
|---|
| Key Assessment #3: CSU System-wide Exit Survey |
|---|

Description of the Assessment

Each year, the CSU Chancellor’s Office administers an on-line survey to all credential program graduates. Candidates rate the degree to which they were prepared on a lengthy list of items reported in four data tables and a series of open-ended responses.

Data Collection Process

At the end of each semester, graduating credential candidates are provided a URL (www.csuexitsurvey.org) along with a specific campus code, to complete a 30-minute on-line survey developed by the CSU Chancellor’s Office. To ensure a significant campus response rate, candidates are asked to bring verification of Exit Survey completion to the Credential Office as they complete the candidate recommendation files for CTC.

The following results were gathered for the period July 1, 2011 through August 1, 2013. The Education Specialist Program has made changes in areas identified as a need since last report (ELL, At-Risk students) and out-performs the CSU averages. Since these graphs and data are available from the Chancellor's Office they are not replicated here, but key results from the surveys are examined as they pertain to past program needs and any new areas identified by the data.

ENGLISH LANGUAGE LEARNERS

First year Education Specialist teachers report that they were "well or adequately prepared" to develop English learners' academic language and content learning 100% of the time. Their employment supervisors report that these teachers were "well or adequately prepared" 88% of the time. Both are significant improvements from 2009-10 data (76% and 50% respectively). The CSU One-Year Out Survey further indicate that teachers feel they are able to meet the instructional needs of students from diverse cultural backgrounds 100% of the time. The employment supervisors' ratings indicate that teachers are "well or adequately prepared" 90% of the time to meet the needs of culturally diverse students. Teachers report that they were "well or adequately prepared" to communicate with parents effectively 90% of the time, while employment supervisors report 89% of the time. Both are improvements from the 2009-10 data (56% and 79%, respectively).

AT-RISK STUDENTS

First year Education Specialist Credential teachers report that 100% of the time, they were "well or adequately prepared" to know about resources in the school and community for at-risk students. Their employment supervisors report that 89% of the time, these teachers were "well or adequately prepared" to know about such resources. Both are significant improvements from 2009-10 data (67% and 80%, respectively).

The student teaching seminar had guest speakers who represented various community organizations that provide resources for at-risk students and their families. The campus police gave a presentation on drugs and gangs, and on warning signs that youth display when engaged in either of these activities. At-risk components continue to be infused in SPED 560 (Access to Learning) in assignments and course content. Fieldwork continues to include working in classrooms that have at-risk students. SPED 530 (Typical and Atypical Development) continues to have a focus on students with Autism Spectrum Disorders who are at-risk for social/behavioral and/or academic failure. These program changes from the last biennial report have improved program performance as indicated in the above statistics.

WORKING with PARAPROFESSIONALS

The CSU One-Year-Out survey, while showing 80-100% being "well prepared" by first year teachers and their supervisors in the various areas on the survey, did indicate a need for the Education Specialist Credential program. Only 67% of the first year teachers felt they were "well or adequately prepared" to collaborate with paraprofessionals (i.e. Instructional Assistants) in the classroom. Data indicate that this

item is a need, and it will be addressed more in the SPED 543 course (Methods) and in SPED 560 (Access to Learning). This item will also be addressed in the student teaching seminars to a greater extent.

TECHNOLOGY

The program has not performed well in this area according to past one-year-out surveys. However, in the recent survey 90% of teachers and employers reported they are “well prepared” to use technology in their teaching. This too is an indicator of a program improvement.

Key Assessment #4: Focus Group

Description of the Assessment

At the end of the program, a focus group is conducted with the cohort. This is an important assessment, albeit qualitative, because the program is freshly in the mind of the candidates. A facilitator asks semi-structured questions with probes about the candidates’ perception of the program effectiveness and how prepared they are to teach.

Table 3.7 Cohort 2011-2012 Focus Group Results

| | Well prepared | Somewhat prepared | Not prepared |
|-----------------------------------|----------------------|--------------------------|---------------------|
| Classroom management | 43% | 57% | |
| Assessment | 67% | 33% | |
| ELL and at risk students | 50% | 50% | |
| Curriculum and instruction | 72% | 28% | |

Table 3.8 Cohort 2012-2013 Focus Group Results

| | Well prepared | Somewhat prepared | Not prepared |
|-----------------------------|----------------------|--------------------------|---------------------|
| Classroom management | 67% | 33% | |

| Assessment | Data missing in this item | | |
|----------------------------|---------------------------|-----|--|
| ELL and At-Risk students | 60% | 40% | |
| Curriculum and Instruction | 87% | 13% | |

Qualitative comments:

- Course assignments need to be more aligned so there is no overlap
- Course assignments must be mapped so that there are not multiple signature assignments due in one week
- Students would like to have a mentor who is a graduate of the program, to guide them through the process of transitioning from the program into the job market

PART III – Analyses and Discussion of Candidate and Program Data

In synthesizing the four data sets presented in this report, the following analyses can be made:

- The program has improved its performance from the last biennial report cycle in areas that were identified as a need: (a) use of technology, (b) working with EL learners, and (c) working with at-risk students. Programmatic changes were made and improvements have been made as indicated across data.
- A need identified in this reporting cycle is preparing students to work with paraprofessionals
- Course work needs to be better aligned. In order to accomplish this task, meetings need to be held individually with instructors because many have jobs in our area school districts during the day and teach in the evenings (difficult for all of them to attend program faculty meetings).
- Synthesis of core content continues to be a challenge for students as evidenced in the portfolios and culminating poster assessments.
- Candidates’ knowledge of behavioral supports and classroom management vary according to which data are analyzed.
- Overall though, all data indicate that candidates are “well prepared” with the exception of working with paraprofessionals.
- The culminating portfolio needs to be revised again. This biennial report was helpful in realizing that it does not measure the new standards and TPEs to the extent needed. Those changes will be incorporated into the new portfolio revisions this semester.

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Each program describes how it used the data from analyses of candidate assessments and program effectiveness to improve candidate outcomes and program effectiveness. The focus of this section should not be on the process employed by the institution to discuss changes (although it can be mentioned briefly), but on the actual considered, proposed, or implemented programmatic changes specific to the data. If proposed changes are being made, please connect the proposed changes to the data that stimulated those modifications and to the Program and/or Common Standard(s) that compels program performance in that area. If preferred, programs may combine responses to Sections III (Analysis of the Data) with Section IV (Use of Assessment Results to Improve Candidate and Program Performance) so long as all the required aspects of the responses are addressed.

| Issue | Proposed Changes/Plan of Action | Data Source/s |
|---|---|--|
| Working with paraprofessionals | Infuse this content to SPED 560 and in methods courses explicitly with much more detail. Add an assignment to these courses. Work with supervisors to address this in student teaching and in seminars. | One-Year-Out survey |
| Knowledge of school and community resources for at-risk students ¹ | Although progress has been made in this area based on the one-year-out survey, it continues to be a need. In student teaching seminar a police officer and other community agencies will continue to present to the students on the warning signs for individuals in need and the services available to students with disabilities and their families. | One -Year-Out survey and Focus Group |
| Building knowledge and skills in instructional and management technologies ¹ | <p>Even if progress has been made in this area as well, technology is moving so fast that it continues to be a priority. A new undergraduate course, COMP 110: Computing for Educators, was approved through the university curriculum process. To be implemented in Fall 2013, co-taught by a CI faulty member and the County Office of Education’s technology specialist.</p> <p>Faculty is using technology based classrooms to model teaching with technology, and faculty is getting support by CI’s new technology initiative and Director.</p> | One-Year-Out survey, Focus Group, and Culminating Portfolios |

| | | |
|--|--|--|
| Synthesis of core content (“seeing the big picture”) | Program instructors will share each other’s syllabi to know who is teaching what and when, and work to provide students with connections on how various core areas are related | Culminating Portfolio, Culminating Poster, Focus Group |
| EL students | Continue focusing to keep the program improvements integrated and appropriately covered | One-Year-Out survey, Focus Group |
| Classroom management and behavioral supports | Continue focusing across curriculum as this seems to be a need in some reporting years | Focus Group, Culminating Poster, Culminating Portfolio |



Commission on Teacher Credentialing

Biennial Report 2013

(For Institutions in the Green Cohort Due Fall 2013)

Academic Years 2011-2012 and 2012-13

| | |
|---|--|
| Institution | CSU Channel Islands |
| Date report is submitted | September 15, 2013 |
| Program documented in this report | School of Education |
| Name of Program | Administrative Services Credential Program |
| Please identify all delivery options through which this program is offered | Traditional |
| Credential awarded | Administrative Services Preliminary Credential |
| Is this program offered at more than one site? | No |
| If yes, list all sites at which the program is offered | |
| Program Contact | Dr. Tim Rummel |
| Title | Educational Leadership Program Coordinator |
| Phone # | 805-437-8429 |
| E-Mail | tim.rummel@csuci.edu |

Section A—CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I—Contextual Information

California State University Channel Islands, located in Ventura County is a four year university that opened in August of 2002. The School of Education, working closely with the Ventura County Superintendent of Schools and the Superintendents of the local school districts, identified the preparation of school administrators as a primary need. In response to this need, CSU Channel Islands submitted a program proposal for the Preliminary Administrative Services Credential, and this proposal was approved by CTC in Fall 2004. The Educational Leadership Program admitted its first cohort in Fall Semester 2004 with an additional cohort being added each year. Cohort Ten will begin classes in Fall Semester 2013. In Cohorts One through Nine, 129 students have been admitted and 110 have successfully completed the program. Currently, 24 graduates are known to be employed as school or district administrators in the area.

Courses are taught by CSU Channel Islands faculty and local school administrators with no instructor teaching more than one course in the program. The program requires 33 credits (34 for the Masters in Education). The program includes nine separate courses (27 units) and six units of professional development/fieldwork.

Students take two courses each semester with the exception of their final semester. Fieldwork is completed over the entire two years of the program.

| Table 4.1 Program Specific Candidate Information | | | |
|--|--|-----------------------------|---|
| Numbers of candidates and completers/graduates for two years reported | | | |
| 2011-2012 | | 2012-13 | |
| Number of Candidates | Number of Completers/ Graduates | Number of Candidates | Number of Completers/ Graduates |
| 21 | 10 | 18 | 11 + 2* |
| | | | * Two candidates from previous cohorts completed the program. |

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit)

Identified places in the curriculum where candidates directly learn the communication and problem solving skills they need in order to work effectively with students, parents, faculty, staff and community. Special attention was placed on working with parents in difficult personal and family situations and school disciplinary matters.

(1) Communication and problem solving skills needed to work effectively with students, parents, faculty and staff and community were addressed in the following courses:

EDPL 610 - Foundations of Curriculum, Instruction and Assessment (Implemented Fall 2011)

- (a) The following four textbooks are utilized in the course along with weekly articles from a variety of educational journals.

Readings:

Marzano, Robert J. (2003). What Works in Schools- Translating Research into Action, Alexandria, VA. Association for Supervision and Curriculum Development (0-87120-717-6)

Marzano, Robert J. (2001). Classroom Instruction that Works, Alexandria VA. Association for Supervision and Curriculum Development (0-87120-504-1)

Mattos, Mike. (2009). Pyramid Response to Intervention, Bloomington, IN. Solution Tree (978-1-934009-33-8)

Schmoker, Mike. (2006). Results Now, Alexandria, VA. Association for Supervision and Curriculum Development (ISBN-10: 1-14166-0358-1)

In utilizing these books and articles, discussions occur on how to make sure both parents and colleagues know what is being accomplished. Discussions center on how to communicate these ideas during Back to School Night or Open House, individual parent conferences, PTA/Site Council meetings, as well as sharing the information with colleagues both at the site as a leader and with administrative colleagues at the district level. Creating public awareness that research and the use of new ideas are integral in promoting student achievement, is a specific emphasis of the course.

- (b) Small group discussions are utilized to solve a variety of problems that face administrators on a regular basis. Often, the small group discussion scenarios involve a frustrated, disgruntled parent, or colleague that may have issues in getting along with one another. The discussion always centers on a resolution where all parties feel that they have been heard and that a plan of action is in place to resolve the issue.
- (c) Students are asked to create an agenda that would be used during a grade level/ or course level meeting to promote the use of personal classroom data to improve instruction. The focus is on building trusting relationships among colleagues.
- (d) Creating and promoting PLCs at a school site can be a difficult and challenging situation. Several class sessions are devoted to the challenges and strategies necessary to promote this work. Each student has to examine their own school's unique situation and develop a plan to improve this process.

- (e) Examining individual school RtI programs provides students with an opportunity to problem-solve some of the legal ramifications of the law.
- (f) Students have an opportunity on a weekly basis to discuss any issues that may be facing their school sites that are unusual or difficult.

EDPL 620 Instructional Leadership of the Principal (Implemented Spring 2012)

- (a) Students study and discuss cases that address typical administrative challenges with staff, students and families. They analyze the cases and develop action plans that address the conflict positively.
- (b) Students learn to use discussion protocols, e.g., protocols from National School Reform Faculty, to promote full participation, equity and trust. These protocols can serve as useful tools in faculty interaction in present and future leadership interaction.
- (c) Students are exposed to issues leaders confront when working with a diverse student body, including the achievement gap, accountability and working with parents to foster inclusion among families.

EDPL 622 School Finance and Applied Leadership (Implemented Fall 2011)

- (a) Students are asked to articulate the basic differences between leading as opposed to managing in an increasingly diverse world.
- (b) Students apply skills they find in required readings of research literature from EdSource and other articles on a myriad of topics covering allocation systems, charter schools, competing priorities, budget calendars, demographics and enrollment projections, student achievement, special education and adequacy.
- (c) Students define and describe aspects of the present system of funding public schools in lay terms for audiences which include colleagues, parents, students and community members.
- (d) Students individually articulate the nexus between budgeting of financial resources and the programs that they support, and the importance of this relationship as a roadmap for student learning.
- (e) Students are asked how they would describe to the general public the controls and audit compliance functions that govern and ensure that public taxpayer dollars are managed and expended appropriately.
- (f) In simulation format, students assume the role of the site principal in managing unforeseen challenges in areas besides accounting and budget such as safety, food service, facilities, maintenance and operations, and student organizations.

- (g) Students are expected to grasp big picture issues, i.e., national and statewide trends and their implications on the local landscape and to develop a facility for dealing with the media and other constituent groups in representing the best interests of our children. All students are required to complete a fieldwork assignment which includes attendance at and/or participation in a formal school district board meeting, school site council meeting or budget committee meeting, and communicate and produce a paper describing the topic, its implications, and what they learned from it.

EDPL 621 School Law

- (a) Students developed documents and presentations to interact with students, parents, faculty, staff and community as it relates to NCLB.
- (b) The class focuses on student discipline and student rights. Students create Do's and Don't lists for dialogues with staff and parents based on challenging student discipline and administrative response scenarios that are case based.
- (c) Students defended opposing sides of cases related to English language learners and students with disabilities. These presentations were contextualized and crafted to be useful tools for practical applications in interactions with students in the day to day interactions and duties as an administrator.

EDPL 623 Understanding and Influencing Organizations (Implemented Spring 2012)

- (a) Students learn to identify the potential organizational sources of conflict and develop responses that address the underlying causes of problems. Communication issues are strongly emphasized in the Human Resource Frame.
- (b) Students develop conflict resolution skills that can be used in a variety of situations based on research-based strategies of communication and negotiation.
- (c) Students use the "Balcony Assessment" Strategy to identify issues at their school site and to develop responses to identified issues based on analysis of the priority and cause of the issues.
- (d) Students learn strategies of communication and conflict management based on John Kotter's steps for change. The importance of inclusion of all stakeholders is an essential element of each student's project addressing a specific issue at their school site.

EDPL 624 Human Resources in Education (Implemented Fall 2011)

- (a) Students read, "K-12 Teacher Termination Hearings Are They Worth the Cost" by Michael Blacher, then have a class discussion on employee discipline starting at the lowest level of a conversation with the employee and moving up progressively to termination.

- (b) Students address the legal issues and what is required of the principal and or district in progressive discipline scenarios/case studies. Additionally, the public relations aspect of the cases are also discussed.
- (c) Students write a discipline letter using the FRISK model several times during the semester. It is also tested on the midterm and/or final.
- (d) Students review employee contracts and Board Policies to explore what school leaders can and cannot do and the public relations aspect they need to be aware of in working with their parent groups.

EDPL 625 Building Inclusive Learning Communities (Implemented Spring 2012)

- (a) Students discuss the complex procedures involved with special education and the responsibility of the school leader in helping parents to navigate the process/procedures.
- (b) Students discuss dealing with difficult issues/parent meetings regarding students with disabilities. Emphasis of discussion is to identify strategies that could be utilized in dealing with difficult issues while maintaining dignity and respect for all.
- (c) Students discuss school culture and building a culture of inclusion and acceptance of all students.
- (d) Identified agencies and community resources that are available for SWD and their families.
- (e) Students designed a staff development presentation utilizing technology.

(2) Include in the curriculum mock interviews/and or require each candidate to participate in actual application and interview for an administrative position.

EDPL 624 Human Resources in Education (Implemented Fall 2011)

- (a) Students obtain an application for an administrative position of interest to them, solicit three letters of recommendation from administrators who have supervised their work, and prepare both a resume and a cover letter for the position. Application materials are graded.
- (b) Students are required to obtain a list of questions their district uses for interviews with principals or assistant principals.
- (c) Mock interviews are held during class using the questions the students gathered from their districts. Different types of interview protocols are discussed.

- (d) Students review ways that candidates can get real life practice applying and doing interviews.

(3) Include in courses, panels of practicing administrators (school level) who can share experiences related to the application of course knowledge and skills.

EDPL 620 Instructional Leadership of the Principal (Implemented in Spring 2012)

- (a) Students shadow a school principal and prepare written reflections and an oral report on the experience.

EDPL 623 Understanding and Influencing Organizations (Implemented in Spring 2013)

- (a) Students are assigned the task of working together to design and implement a panel of school administrators to respond to questions developed by the class. All of the details of the event are managed by the students as a class project that also examines the organizational challenges of working together as a self-directed team.

(4) Provide each faculty member with the syllabi for all courses in the program thereby increasing articulation and coordination of course content, resources, projects and assignments across the entire faculty.

- (a) Each faculty member for the program was provided with a notebook of syllabi at a joint faculty meeting conducted in Fall, 2011. Faculty members shared with the group the highlights of each course, discussed resources, their projects and assignments. Where relevant, adjustments were made in course readings and activities as a result of this activity.

(5) Work with Project Vista, a federally funded HSI grant awarded to CSU Channel Islands to support the enrollment and success of historically under-represented students in graduate programs.

Project Vista is having a profound effect on graduate education at Channel Islands.

- (a) A Graduate Center has been established that includes a variety of services for students.
- (b) Scholarships awarded based on the leadership potential and financial need of the students.
- (c) A mentoring group of Hispanic School Administrators has been organized from schools in Ventura County to support the recruitment and success of leadership candidates.
- (d) Project Vista provided I-pads for Cohort VIII that each student used for both professional, academic and personal purposes throughout the 2012-2013 school year.
- (e) A Career Development Network of graduates of the Channel Islands Educational Leadership Program was established to provide professional development activities and build collaborative school cultures. Additionally, conflict resolution was offered to current

students and to new school administrators during school year 2011-12. Opportunities for strengthening the network are under consideration.

- (f) Admitted Educational Leadership students were provided the opportunity to participate in a Critical Friends Group during the summer prior to starting the program.
- (g) A graduate student writing center has been established on campus to offer support for graduate students in courses and final culminating projects.

PART II—Candidate Assessment/Performance and Program Effectiveness Information

a) Primary candidate assessments used up to and through recommendation for a credential

Fall Term 1

- Individual conference with Candidate and University Fieldwork Supervisor (UFS)
- Joint conference with Candidate, Site Administrator and UFS
- Academic performance in EDPL Foundations of Curriculum course
- Academic performance in EDUC 605 Education in a Diverse Society course
- Writing Assessment in EDUC 605

Spring Term 2

- Individual conference with University Fieldwork Supervisor (January/February)
- Academic performance in EDPL 620 Instructional Leadership of the Principal course
- Academic performance in EDPL 623 Understanding and Influencing Organizations course
- Joint conference with Candidate, Site Administrator and UFS

Summer Term 3

- Academic performance in EDPL 621 School Law course
- Academic performance in EDUC 615 Research in Education course

Fall Term 4

- Academic performance in EDPL 622 Human Resources in Education course
- Academic performance in EDPL 624 School Finance and Applied Leadership course
- Joint conference with Candidate, Site Administrator and UFS (September)

Fall Term 5

- Academic performance in EDPL 625 Building a Collaborative, Inclusive Learning Community

- Portfolio documenting Standards aligned work in courses and fieldwork
- Individual assessment of the Portfolio by the UFS
- Joint assessment conference with Candidate, Site Administrator and UFS
- Recommendation of the Site Administrator
- Recommendation of the University Fieldwork Supervisor and Program Coordinator

b) Additional information about candidate and program completer performance and program effectiveness.

- 1.. Review of end of program Site Administrator Fieldwork Evaluation
2. Focus group of entire cohort conducted by a faculty member not aligned with the program.
3. Review of Portfolio Essays on CPSELs Standards 2 and 3 to assess the clarity of understanding of the meaning of the standard, quality of fieldwork presented as meeting the standard and alignment of the fieldwork with the standard.
4. Review of results of Candidate self-assessment of Level of Experience and Level of Knowledge related to the California Professional Standards for Educational Leadership (CPSELs). This instrument, created by Dr. Leigh Barton and Dr. Keni Cox of CSU Fullerton was reported on in the International Journal of Educational Leadership Preparation, Volume 7, Number 1 (March, 2012).
5. Individual structured interviews with Program Completers in their second year of work in a position requiring the Preliminary Administrative Services Credential.

c) Include aggregated data from 4-6 instruments that were described in (a) and (b) above.

Key Assessments utilized for this analysis of the CI Administrative Services Credential Program:

- a) #1 Supervising Site Administrator Evaluations
- b) #2 Focus Group Assessment
- c) #3 Portfolio Essay Assessment
- d) #4 Candidate Self-Assessment of Level of Experience and Level of Knowledge
- e) #5 Interviews with Program Completers (Two-Years Out from Program Completion)

| |
|--|
| Key Assessment #1: Supervising Site Administrator Evaluations |
|--|

At the end of the program the Supervising Site Administrator completes an evaluation that rates the candidate on each of the CPSELs. A rating of 1 is low, 5 is exceptional and 3.5 to 4 is the rating for an entry level principal.

- Cohort VII Ten of the ten (100%) candidates completed the program.
- Cohort VIII Eleven of the twelve (92%) candidates have completed the program with one candidate having an incomplete on the Portfolio assessment.

Table 4.2 Supervising Site Administrator Evaluation of Candidates Based on CPSELS

| | <u>Cohort VII</u> | <u>Cohort VIII</u> |
|---------------------------------|--------------------|-----------------------|
| CPSEL Standard 1 Average rating | 4.25 (range 3.5-5) | 4.18 (range 3.0- 5) |
| CPSEL Standard 2 Average rating | 4.55 (range 3.5-5) | 4.27 (range 3.5 to 5) |
| CPSEL Standard 3 Average rating | 4.25 (range 3.5-5) | 4.31 (range 3.5 to 5) |
| CPSEL Standard 4 Average rating | 4.45 (range 3.5-5) | 4.09 (range 3.0 to 5) |
| CPSEL Standard 5 Average rating | 4.35 (range 3.5-5) | 4.31 (range 3.5 to 5) |
| CPSEL Standard 6 Average rating | 4.05 (range 3.5-5) | 4.09 (range 3 to 3.5) |

Table 4.3 Assessment of Candidate’s overall performance (grade) in fieldwork experiences by the Supervising Site Administrator.

| <u>Cohort VII</u> | <u>Cohort VIII</u> |
|-------------------|--------------------|
| A = 70% | A = 55% |
| B = 30% | B+ = 9% |
| | B = 36% |

Note: All candidates above were recommended for the Preliminary Administrative Services Credential.

Key Assessment #2: Focus Group Assessment

A Focus Group Assessment was used for the first time in 2012-13 with Cohort VIII. Focus Group questions included the following:

- How has your leadership development and practice evolved or changed in the past year(s) while enrolled in the MA/Credential program?
- How did this program prepare you to advocate, nurture and sustain a school culture that supports the success of all learners?
- What has been most valuable in this program to you and why?

- d. Was this program challenging (i.e., pushed you to learn and grow)? In what ways?
- e. What aspects of this program would you recommend keeping the same?
- f. What changes to this program would you recommend? Why?
- g. A colleague asks you if they should enroll in this program. How would you respond?

Focus Group Findings (Cohort VIII):

Strengths:

- (a) Quality of instruction and cohort model
- (b) Acquired a global view of the educational system
- (c) Developed an understanding of the school as an organization and the importance of change/influence
- (d) Comprehensiveness of program was evident
- (e) Implicit understanding of the standards
- (f) See the performance of current administrators through the standards
- (g) Professionalism and experience of the teaching staff
- (h) Ongoing network of professional support with teaching staff
- (i) EDPL 625 is highly regarded
- (j) Opportunity to work collaboratively in most classes
- (k) Reputation of program valued by local HR directors
- (l) Relevant textbooks

Areas for Improvement:

- (a) More explicit learning experiences with the standards over the course of the program
- (b) Integrating the research/project/thesis into the entire program
- (c) Connect course outcomes to standards
- (d) Variety of opinions about the relevance of experiences in diversity class
- (e) Provide support for professors with the use of instructional technology
- (f) More advance notice to prepare for the Research Symposium

| |
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| Key Assessment #3: Portfolio Essay Assessment |
|--|

Review of Portfolio Essays on CPSELs Standards 2 and 3 to assess the clarity of understanding of the meaning of the standard, quality of fieldwork presented as meeting the standard and alignment of the fieldwork with the standard.

Portfolios Essays for Cohort VIII were evaluated by three University Supervisors using a formal rubric. As a Program Assessment the Director of the Program read all eleven of the essays for CPSEL Standards 2 and 3 to compare the depth and quality of the entire group of essays and to identify exemplars that can

guide the work of students in future cohorts and also serve as models for the evaluators. Essays for eleven of the twelve (92%) candidates were evaluated.

Each essay was evaluated using a scale of 1-4 on the following criteria:

- Clarity of presentation of the meaning of the standard: definition, importance, and knowledge and skills needed to meet the standard.
- Quality of fieldwork experiences presented as evidence of meeting the standard
- Alignment of fieldwork experiences presented with the elements of the standard

Table 4.4 Portfolio Essay Assessment

Note: Number of students with a percentage score (given a maximum 12 points for each student).

| CPSEL Standard 2 | CPSEL Standard 3 |
|-------------------------|-------------------------|
| 90-100% (4) | 90-100% (3) |
| 80-89% (2) | 80-89% (3) |
| 70-79% (0) | 70-79% (2) |
| 60-69% (3) | 60-69% (3) |
| 50-60% (1) | |
| 40-50% (1) | |

Key Assessment #4: Candidate Self-Assessment of Level of Experience and Level of Knowledge

Review of results of Candidate self-assessment of Level of Experience and Level of Knowledge related to the California Professional Standards for Educational Leadership (CPSELs). This instrument, created by Dr. Leigh Barton and Dr. Keni Cox of CSU Fullerton was reported on in the International Journal of Educational Leadership Preparation, Volume 7, Number 1 (March, 2012).

This self-assessment survey was designed to measure candidates perceptions of their pre-program and post-program levels of experience and knowledge of specific tasks related to each of the standards.

The survey was given to all 12 members of Cohort VIII at the conclusion of the program. Surveys were completed anonymously.

The pilot assessment of Cohort VIII program completers provides initial data from the survey that can be used as a baseline for future cohorts on a pre and post basis. The survey will also provide the faculty of the program with the challenge of examining the specific tasks of the survey in relationship to knowledge and skills that are currently a part of our program.

Table 4.5 Candidate Self-Assessment Survey Results

| CPSEL Standard 2 | 4 | 3 | 2 | 1 |
|-----------------------------------|----------|----------|----------|----------|
| Level of Experience Mean=2.95 | 30% | 37% | 23% | 11% |
| Level of Knowledge Mean =3.2 | 35% | 55% | 7% | 2% |
| CPSEL Standard 3 | 4 | 3 | 2 | 1 |
| Level of Experience Mean =2.65 | 28% | 35% | 28% | 10% |
| Level of Knowledge Mean =3.05 | 33% | 55% | 12% | 0% |

Key Assessment #5: Interviews with Program Completers (Two-Years-Out from Program Completion)

Individual structured interviews of 4 of the 5 program completers who are in their second year in a position requiring the Preliminary Administrative Services Credential (PASC).

(Note: The fifth program completer was unavailable because of a maternity leave).

- The interview process itself provides an opportunity to follow-up with each program completer who moves into an administrative position. In addition seeking feedback on the Educational Leadership Program the Program Director and University Supervisors are able to provide continuing career support for the beginning administrator.
- Interviews were conducted with 12 Program Completers in 2011 and in 2014
- Seven Program Completers will be completing their second year in an administrative position.

Program Completer Interview Findings:

Program Strengths

- i. Cohort Model structure
- ii. Practicing professionals as instructors/anecdotal stories
- iii. Encouraged to seek an administrative position
- iv. Cultural/Ethnic Diversity (ref: CPSEL Standard 4)
- v. Ethics/Professionalism modeled by professors
- vi. Lifelong learning modeled by professors
- vii. Fieldwork spread out over entire program

Program Areas for Improvement

- i. Need for more practical/in-depth IEP experiences/scenarios
- ii. More focus on discipline, parents, conflict resolution, working with Police/focus on entry level position work
- iii. Shadowing/Fieldwork at different types of schools
- iv. Practical Budget/Purchasing Experience
- v. Timing for the Research Class with regard to the Thesis/Project
- vi. Clarify project vs. thesis
- vii. More focus on counseling with families and staff w/ personal problems

PART III—Analyses and Discussion of Candidate and Program Data

An overview of the data shows continuing strong support for the cohort model, the professionalism and expertise of faculty and the quality of instruction. While program completers identified the implicit understanding of the standards throughout the program they singled out the need to make the linkage to the standards more explicit. A review of the individual sources of data shows the following:

Key Assessment #1: Supervising Site Administrator Evaluations

Site administrators are assigning a small range of evaluation scores and final grade recommendations. Some program completers are performing at a minimal level and increased focus on the quality, breadth and depth of fieldwork experiences will strengthen the outcomes of the program. A more clearly defined set of field work experiences would be helpful to provide supervising site administrators with a stronger rubric to use when making evaluations.

Key Assessment #2: Focus Group Assessment of Cohort VIII Program Completers

The twelve strengths of the program identified by the Focus Group provide clear evidence of a strong program that is valued by program completers. Recommendations of the participants point to the need for strengthening the linkage of the standards and the courses throughout the program. We have begun implementing this improvement with Cohort IX at the conclusion of the first year of the program and we have scheduled seminars on the standards for the beginning of the second year (Fall, 2013). Additional promising suggestions include examining the quality and relevance of the Diversity Class (EDUC 605) and providing structured support for the faculty in the use of instructional technology.

Key Assessment #3: Review of Portfolio Essays on CPSEL Standards 2 and 3

The range of scores on both CPSEL Standards 2 and 3 show a need for improvement in preparing students to meet the expectations of the portfolio essays. The essays address both an understanding of the standard and the linkage of quality fieldwork with the intent of the standard. Both of these areas need attention. There may also be a need to provide additional support in the area of writing for some of the students who struggle with written expression.

Key Assessment #4: Candidate Self-Assessment of Level of Experience and Level of Knowledge Related to the CPELs

The use of the self-assessment instrument provides the program with an initial attempt to link specific administrative tasks with each of the standards. The analysis focused on CPSEL Standards 2 and 3 so as to narrow the focus and link to assessment #3 above. The results showing that the Level of Knowledge is stronger than the Level of Experience shows positive support for the content of program and also room to strengthen the experiential dimension through fieldwork and assignments requiring application. The instrument will also provide the faculty with a specific set of standards based applications that can be reviewed/adopted or modified and then used for future program assessment.

Key Assessment #5: Interviews with Program Completers (Two-Years-Out)

The small number of program completers eligible for interviews provides a limited source of data. However, data that links to other assessment sources and previous/future feedback will be helpful. The strongest recommendation points to a need to include entry-level skills in the program. The broader scope of the program built on the CPSELS may not provide program completers with the real life expectations of an entry-level position that is most often focused on working with students, teachers and parents on issues related to student management and discipline.

PART IV—Use of Assessment Results to Improve Candidate and Program Performance

| Data Source | Plan of Action or Proposed Changes Made | Applicable Program or Common Standard(s) |
|--------------------|---|---|
| #2,3.4 | <i>Strengthen the explicit linkage of the CPSELS with courses and fieldwork</i> | <i>CPSELS 1-6</i> |

| | | |
|----------|---|----------------|
| #1,2,3,4 | <p><i>Clearly define a set of administrative applications that are linked to the CPSELS</i></p> <p><i>Use the Candidate Self-Assessment of Level of Experience and Level of Knowledge instrument as a foundation for this work.</i></p> | CPSELS 1-6 |
| #1,3,4 | <p><i>Provide candidates with more specific directions on fieldwork experiences and seek the support of Supervising Site Administrators in providing these experiences.</i></p> | CPSELS 1-6 |
| #5 | <p><i>While maintaining the breadth and depth of the program provide candidates with preparation for the challenges of entry-level administrative positions</i></p> | CPSELS 2,3,4,5 |

SECTION B

INSTITUTIONAL SUMMARY AND PLAN OF ACTION

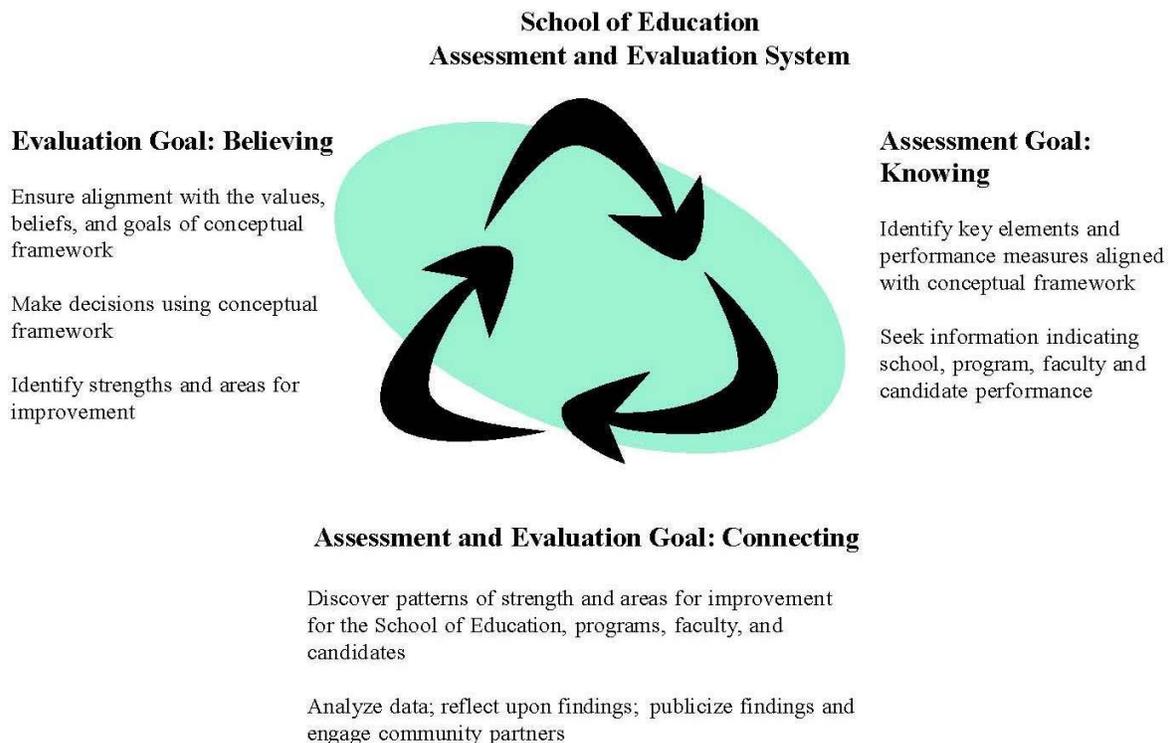
This section reflects the institution's review of the reports from all Commission-approved educator preparation programs within that institution. The summary is submitted by the unit leader: Dean, Director of Education, Superintendent, or Head of the Governing Board of the Program Sponsor.

- 1) If you have a one page graphic of your unit assessment system, please provide it. If not, please briefly outline your system.

The School of Education (SOE) uses a variety of sources of information for all phases of the unit's assessment, evaluation and improvement processes. The data are gathered from all members of the professional community including the Credential Services and Field Placement staff, faculty, cooperating teachers and other institutional and community partners. The unit relies on the assessment of candidates, faculty and cooperating teachers to improve the quality of its programs. The following describes the unit-wide assessment process, program level information, evaluation activities, and highlights the overall SOE evaluation system including the candidate, faculty and cooperating teacher assessment components.

Consistent with the Conceptual Framework guiding the SOE, the assessment and evaluation system has three components that are interrelated and cyclically occurring (See Figure 5.1 below).

Figure 5.1



The first assessment goal of **knowing** is aligned with the SOE Conceptual Framework and seeks information about the SOE, programs, faculty, and candidate performance through measures of key performances at specific transition points. For example, SOE and program transition points are documented through biennial reporting; for faculty these transitions are tracked through the retention/tenure/promotion process; and transition points for candidates are evaluated through admissions, mid-semester, and end-of-program assessments. The actions associated with this goal are to identify key elements of the conceptual framework, design candidate performance indicators, and then gather, collate and summarize the data from the assessments conducted.

The second assessment and evaluation goal of **connecting** is aligned with the Conceptual Framework and seeks to identify the patterns of strength and areas in need of improvement for the SOE, programs, faculty, and candidates. The actions are to analyze data, reflect upon the findings, and engage community partners in reflecting upon SOE, program, faculty, and candidate strengths and weaknesses.

The third evaluation goal of **believing** is aligned with the SOE Conceptual Framework and uses the analyses of the assessment data as a base for improving programs and ensuring that SOE operations are aligned with the values, beliefs and goals of the SOE Conceptual Framework and University mission. Furthermore this component guides decisions made about the program, faculty, and candidate progress to ensure that they are based upon the underlying Conceptual Framework, standards, teacher performance expectations and established effective practices. The enactment of this goal provides evidence of program, candidate and faculty strength, identifies areas in need of improvement, and implements action plans associated with the improvements needed.

We have identified how key assessments at all of these levels align with the elements in our Conceptual Framework. This was done by examining our admissions process to ensure that candidate selection is consistently informed by the values and beliefs articulated in that framework. Another step taken was to align our Conceptual Framework with assessment and evaluation practices to formally organize the elements of our candidate assessment processes into one conceptual whole, crafting questions to be answered at each transition point within and across each credential program. This “whole picture” look is captured in the table below. It shows how candidates are assessed and how those data are used to answer questions about the program’s and unit’s effectiveness.

CANDIDATE ASSESSMENT

The following Table 5.1, excerpted from the Channel Islands Common Standards (2009) and updated for this report, identifies the assessment components for all CSU Channel Islands credential program candidates.

Table 5.1

School of Education Evaluation System for Judging Candidate Performance across All Credential Programs

| Transition Point | Individual Level Assessments | Program Level Assessments | Analysis of Assessment Data | Potential Action Steps |
|--|--|---|--|--|
| <p>Admission to program and entry into field experience</p> <p>(Candidates begin field experiences during first semester so all field experience requirements must be met at admission to the program).</p> | Grade point average indicating academic and subject matter preparation | Recruitment yield | Is the academic preparation of candidates sufficient and appropriate for high quality educators? | Adjust recruitment plans and procedures- recruiting sessions and materials |
| | Subject matter competence (approved Academic major or CSET) | Ethnicity and gender of applicants aggregated | Is the School of Education attracting and admitting a diverse group of students? | Adjust recruitment and completion of program for ethnicity, gender and professional entry level of candidates |
| | Personal qualities for working with youth (letters of recommendation, 45 hours of documented experience, Field Observation from EDUC 521/522 evaluation and hours, personal interview) | Subject matter competency | Is the School of Education attracting and admitting students to high demand teaching areas? | Identify areas where preparation could be enhanced, create plan to work with CI programs to enhance subject matter preparation of candidates, implement plan |
| | Basic Skills Requirement | | Are the prospective candidates' communication skills effective for communicating with children and adults? | Identify and seek funding sources to support diverse candidates and candidates for high demand areas |
| | Certificate of clearance (Fingerprint and FBI, DOJ) | | | Identify roadblocks and facilitative strategies for diverse candidates and candidates for high demand areas |
| | Health clearance (Tuberculin test) | | | Examine reflections from prerequisite courses and field experience for concurrence with Conceptual Framework |
| | Clarity of communication-- verbally and in writing (Personal statement, written responses during interview, personal interview) | | | Identify key elements from Conceptual Framework to incorporate into scoring rubrics for admissions decisions |
| | US Constitution | | | |
| | Three Years Teaching Experience (Ed Admin) | | | |
| | Letters of Rec and Essay (Ed Admin) | | | |

| Transition Point | Individual Level Assessments | Program Level Assessments | Analysis of Assessment Data | Potential Action Steps |
|----------------------------|---|---|---|---|
| Mid-term assessment | <p>Review of candidates' performance in field experiences as rated by cooperating teachers and university supervisors</p> <p>Review of candidates' performance in courses across instructors and supervisors</p> | <p>Faculty meet to discuss candidates who are having difficulty in courses and/or field experiences.</p> | <p>Are candidates' dispositions appropriate for beginning full time or in-depth field experiences?</p> <p>Are there course issues or concerns related to candidate performance that can be addressed?</p> | <p>Review of preparation of supervisors and/or cooperating teachers and new plan implemented</p> <p>Creating of mini-courses in areas of need such as Spring Break writing workshop for candidates who are English learners</p> <p>Statement of Concern for candidate with supports and interventions specified</p> |
| Mid-year assessment | <p>Review of candidates' performance in field experiences as rated by cooperating teachers and/or university supervisors</p> <p>Review of candidates' performance in courses by program coordinators and AVP/Director</p> | <p>Director of Credential Services and Field Placements/Ed Admin Coord. review field experience evaluations.</p> <p>School of Education AVP/Director reviews all failing grades of candidates</p> | <p>Is candidates' performance appropriate for moving to next semester of field experience?</p> <p>Are there field experiences across candidates that need to be modified or changed?</p> <p>Are there courses w/ unusual patterns of grading?</p> | <p>Statement of Concern for candidate with supports and interventions specified</p> <p>Increase field observations with additional coaching and mentoring</p> |
| Program Completion | <p>Review of candidate performance in field experiences as rated by cooperating teachers and university supervisors</p> <p>Review of candidates' completion of courses</p> | <p>Pass rate of PACT</p> <p>Subtest scores of PACT</p> <p>Completion rate for cohort</p> <p>Pass rate for RICA and CTEL</p> | <p>What are candidate strengths and weakness in field experience?</p> | <p>Propose changes to program</p> <p>Identify across program areas for improvement</p> |

| Transition Point | Individual Level Assessments | Program Level Assessments | Analysis of Assessment Data | Potential Action Steps |
|------------------------|--|---|---|---|
| | <p>Review of candidates completion of Teacher Performance Assessment (PACT)</p> <p>Review of other credential specific requirements for completion (e.g., MS-RICA, CPR, Mock interviews, Practice Teaching Survey; SS Program End of Year Survey; ES End of Program Performance Assessment, Focus Group, Performance Assessment</p> <p>Exit surveys completed by candidates (paper or focus group)</p> | <p>Exit survey of graduates</p> <p>Focus Group Interviews</p> | <p>What are the candidate strengths and weaknesses on PACT?</p> <p>How do these strengths and weaknesses relate to other candidate assessments- confirming, disconfirming?</p> <p>What are the program implications for the candidate's performance?</p> <p>What are the overall strengths and weaknesses across all programs that can be addressed by unit work?</p> <p>What do candidates say are the program's strengths and areas in need of improvement?</p> | |
| Post Graduation | <p>One year follow-up survey of graduates and their supervisors (Multiple Subject, Single Subject and Educational Specialist)</p> <p>Admin. Services Credential Program 2 Year Out Program Completer Survey (a post-graduation survey)</p> | <p>CSU System-wide survey of graduates and their employers (MS, SS, Sped)</p> <p>PASC Program Completer Survey (Ed Admin)</p> | <p>What are the strengths and areas in need of improvement as rated by graduates and their employers?</p> | <p>Report data to administration and advisory committee with faculty and staff recommendations – strengths and improvements</p> |

Measures of Candidate Competence

Key assessments in each program indicate that our graduates have met the Commission-adopted competency requirements, as specified in the program standards. An overview of key assessments that have been used in each credential program is provided in Table 5.2.

Table 5.2 Map of Key Assessments by Program (2002-2009) (Taken from Common Standards Report of 2009 and Updated).

| Key Assessments Categories | Multiple Subject (Fall 2002) | Single Subject (Spring 2004) | Education Specialist I (Fall 2003) | Education Specialist II (Fall 2005) | Administrative Services (Fall 2004) |
|---|--|--|--|---|---|
| Coursework | <ul style="list-style-type: none"> • Course Grades <ul style="list-style-type: none"> ▶ CO • Embedded Signature Assessments (PACT) <ul style="list-style-type: none"> ▶ DR (Syllabi), PC | <ul style="list-style-type: none"> • Course Grades <ul style="list-style-type: none"> ▶ CO * Exit Portfolio: F04-F13 <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • Course Grades <ul style="list-style-type: none"> ▶ CO • Signature Assignments <ul style="list-style-type: none"> ▶ DR (Syllabi) ▶ Sample assignments in DR | <ul style="list-style-type: none"> • Course Grades <ul style="list-style-type: none"> ▶ CO • Signature Assignment <ul style="list-style-type: none"> ▶ DR (Syllabi) | <ul style="list-style-type: none"> • Course Grades <ul style="list-style-type: none"> ▶ CO • Signature Assignments <ul style="list-style-type: none"> ▶ DR (Syllabi) |
| Supervisors' Evaluations in the Field | <ul style="list-style-type: none"> * Student Teaching Evaluation (old form) F02-Sp07 <ul style="list-style-type: none"> ▶ CO • Student Teaching Evaluation (new form) Sp07-F13 <ul style="list-style-type: none"> ▶ FO, CO | <ul style="list-style-type: none"> • Student Teaching Evaluations <ul style="list-style-type: none"> ▶ FO, CO • Student Teaching Midterm and Final Evaluations <ul style="list-style-type: none"> ▶ FO, CO | <ul style="list-style-type: none"> * Student Teaching Evaluations (old form) 2003-2005 <ul style="list-style-type: none"> ▶ CO • Student Teaching Evaluation (new form) implemented 2005 <ul style="list-style-type: none"> ▶ FO, CO | | <ul style="list-style-type: none"> • Administrative Services Field Evaluation <ul style="list-style-type: none"> ▶ PC |
| State Mandated Teaching Performance Assessment | <ul style="list-style-type: none"> * TPA F05-Sp07 <ul style="list-style-type: none"> ▶ DR • PACT pilot F07, implemented Sp08 <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • PACT pilot F07, implemented Sp08 <ul style="list-style-type: none"> ▶ DR | | | |
| Portfolio Assessment | <ul style="list-style-type: none"> * Professional Practice Portfolio F02-Sp03 <ul style="list-style-type: none"> ▶ NA * TPE Portfolio F03-Sp05 <ul style="list-style-type: none"> ▶ DR * TPA Portfolio F05-Sp06 <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> * Exit Portfolio: F04-F07 <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> * Exit Portfolio: F03-Sp06 <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • Induction Portfolio <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • Reflective Essays <ul style="list-style-type: none"> ▶ DR • Matrix and Artifact Presentation <ul style="list-style-type: none"> ▶ DR |

| | | | | | |
|---|--|--|--|--|--|
| Other Performance Assessments | <ul style="list-style-type: none"> • Mock Interviews <ul style="list-style-type: none"> ▶ DR | | <ul style="list-style-type: none"> • Poster Presentation: Sp06-present <ul style="list-style-type: none"> ▶ DR | | <ul style="list-style-type: none"> • Mock Interviews <ul style="list-style-type: none"> ▶ PC |
| Survey of Candidates' Experience in Credential Program | <ul style="list-style-type: none"> • Practice Teaching Experience Survey <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • Single Subject End of Year Survey <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • Focus Groups <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • Focus Groups <ul style="list-style-type: none"> ▶ DR • One-year Follow-up Survey of Graduates, Principals (Spr2009) <ul style="list-style-type: none"> ▶ PC | <ul style="list-style-type: none"> • Focus Groups <ul style="list-style-type: none"> ▶ DR • Two-year Follow-up Survey of Graduates, Principals (Spr2013) <ul style="list-style-type: none"> ▶ PC |
| CSU System-wide Surveys | <ul style="list-style-type: none"> • Exit Survey <ul style="list-style-type: none"> ▶ DR • One-Year-Out Survey <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • Exit Survey <ul style="list-style-type: none"> ▶ DR • One-Year-Out Survey <ul style="list-style-type: none"> ▶ DR | <ul style="list-style-type: none"> • Exit Survey <ul style="list-style-type: none"> ▶ DR • One-Year-Out Survey <ul style="list-style-type: none"> ▶ DR | | |

* = No longer used • = Currently used ▶ = Location of evidence

Location of Evidence: CO = Credential Office DR = Document Room FO = Field Office
PC = Program Coordinator NA = No Evidence Available

Note: Files for current teacher education candidates (Multiple Subject, Single Subject, Education Specialist) are of two kinds and exist in two places. A master file for each current teacher education candidate exists in the Credential Services Office and initially contains all documentation of students' qualifications for entering a credential program, their application for admission, and the results of the application process (i.e., interview rating sheet). Upon completion of the credential program, field placement files are sent to the Credential Services Office and contents are merged with the master file. All completed master files (which includes all paperwork required for credential) are kept in the Credential Services Office Archive Room. While candidates are actively pursuing their credential, their files are located and maintained in the offices of the Credential Analysts.

In addition to the Credential Service Office's master file, a field placement file is also kept for each teacher education candidate while they are completing their field experience. These field placement files are located and maintained in the Field Placement Office.

Master files for Education Specialist and Administrative Services candidates are located and maintained in the office of a credential analyst. Upon completion of the program, these files are transferred to the Credential Services Office Archive Room.

Prerequisite Assessment of Prospective Candidates' Performance

For the Multiple Subject, Single Subject, and Education Specialist programs, during prerequisite courses pre-candidates are assessed in coursework and field experience. Prerequisite students' field placement cooperating teachers and supervisors assess their dispositions on a standard form. The Director of Credential Services and Field Placement is responsible for collecting pre-candidate dispositions and delivering them to Credential Services Office files. At the conclusion of the

semester all prerequisite students whose prerequisite course grades are C- or lower are sent to the AVP/Director of the School of Education for review. If prerequisite students are not progressing satisfactorily with course work or field experience they will be placed on probation or counseled out of the program.

Candidate Admission

At admissions the Credential Services Office is responsible for collecting and maintaining all candidate information. The Credential Services Office staff organizes each candidate's file and determines if the candidate has met the minimum requirements for admission to the program (for **Multiple Subject, Single Subject, and Education Specialist Credential** candidates--GPA, Subject matter competence, passage of basic skills requirement, Certificate of Clearance, health clearance, 45 hours of work with children or youth in schools, passage of course on US constitution, and written essay; for ES II; for the **Administrative Services Credential** candidates (ASC)--CBEST, California teaching credential, 5 years of experience teaching, two letters of recommendation, and essay). If the candidate has met the requirements then the candidate is scheduled for an interview. Multiple Subject, Single Subject and Education Specialist programs assess the candidate's ability to communicate with adults in writing and verbally by asking the candidate to read, write about and discuss a passage. Groups of candidates discuss commitment to teaching all learners in the richness of their diversity, and other pertinent questions while being observed by faculty and scored on a rating scale. Letters of recommendation and essays are scored using the same rubric. The results of the group discussion, written responses, recommendations and essay are considered by faculty and credential staff in determining admission.

Once Education Specialist and Administrative Services credential applicants' files are complete, they are invited for an interview. At the interview they are assessed on group verbal skills and a written essay submitted with their application. At the conclusion of the interview process, the faculty and credential staff determines admission.

All candidate files are stored with the Credential Services Office. Access to the electronic files is controlled by password protected database. The paper files are either housed with the Credential Analyst (for active files) or in storage in locked file cabinets for seven years (for graduates). Access to these files is through the Director of Credential Services and Field Placement.

During Credential Program

Each program coordinator collects, critiques, summarizes and analyzes each candidate's performance data with members of their program's faculty and share relevant data with the AVP/Director of the School of Education. The Director of Credential Services and Field Placement is responsible for collecting all field experience data and sharing it with the appropriate individuals--usually program coordinators and the AVP/Director of the School of Education. All candidate performance data are summarized in the Biennial Reports to the CTC.

Coursework

Each program reviews the grades of candidates at mid-semester. If a candidate is not achieving successfully, then the program coordinator will meet with the candidate to determine what steps are necessary for the candidate to become successful. At the end of the semester the University Records Office sends the AVP/Director of the SOE and Credential Services Office and Field Placement Director a list of students who have not met either the specific grades or grade point average needed for successful progress. They examine the candidates listed and determine if there is reason to place a candidate on probation or dismissal. The AVP/Director of the SOE and Director of Credential Services and Field Placement are responsible for overseeing any notifications to probationary or dismissed candidates.

Field Experiences

The Director of Credential Services and Field Placement maintains records of Multiple Subject, Single Subject, and Education Specialist candidate progress in field experiences and communicates with supervisors, cooperating teachers, faculty, program coordinators and the AVP/Director of SOE regarding candidates not progressing satisfactorily in field experiences. Each program has an instrument for assessing candidates' fieldwork that is completed by the university supervisor and cooperating teacher a minimum of twice each semester: at mid- semester and at the conclusion of the semester. Candidates who are not progressing satisfactorily meet with the Director of Credential Services and Field Placements and appropriate program coordinator for a Statement of Concern. This document describes the behaviors that are problematic and the steps the candidate needs to take to improve or change. The Director of Credential Services and Field Placement or program coordinator communicates the information to the candidate's university supervisor and cooperating teacher.

All supervisors in the Administrative Services Credential (ASC) program complete a mid-point progress report on fieldwork and an end-of-program final evaluation to evaluate candidates in the field. All (ASC) candidates are visited a minimum of twice per semester. Supervisors meet regularly to discuss candidates' progress towards meeting requirements of the evaluation rubric. The Coordinator of the Administrative Services Credential program oversees all field and employing supervisors' work with CI program candidates.

Culminating Assessment

As noted in the Approved Common Standards for CI: "The Multiple and Single Subject Programs use the Performance Assessment for California Teachers (PACT) as the culminating assessment. This standardized assessment of teacher performance is aligned with the California standards for the preparation of teachers and the teacher performance expectations. It provides reliable and valid information about candidate performance" (from the CI Common Standards Document 2009, p. 41).

After Completion of the Credential Program

One year after the completion of the Multiple Subject, Single Subject and Education Specialist Preliminary Programs, graduates and their supervisors complete a CSU System-wide Survey. The survey asks how well prepared the new teacher was in the professional preparation program on a variety of dimensions. Reliability and validity has been established for the instrument by the CSU Center for Teacher Quality (CTQ). The data it yields is used by each program individually and the SOE to determine areas of strength and areas in need of improvement. Survey instruments from 2004 to the present are available for review in the SOE Document Room.

Candidates in the Administrative Services Credential program complete a Focus Group discussion and program exit survey to provide their feedback on their experiences in the program.

FACULTY ASSESSMENT

There are two types of faculty: tenure-track/tenured or lecturers. University supervisors are all lecturers. Cooperating teachers are not considered faculty. The processes for assessing the work of tenure-track/tenured and lecturers are specified in the:

- (1) CFA contract: <http://www.csuci.edu/academics/faculty/facultyaffairs/cba.htm>
- (2) University Retention Tenure and Promotion Policies
(see <http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm>)
- (3) Education Program Personnel Standards
(see <http://www.csuci.edu/academics/faculty/facultyaffairs/rtp.htm>); and policies for the evaluation of lecturers
(see <http://www.csuci.edu/academics/faculty/facultyaffairs/policies.htm>).
- (4) University supervisor evaluations in the teacher credential programs, completed by Director of Credential Services and Field Placement, by student teachers, and by cooperating teachers.

Essentially each group must be evaluated by students in every course taught and by peers annually. These evaluations are reviewed by the AVP/Director of the SOE annually. The faculty member receives the feedback from the assessments and the AVP/Director. These assessments are used to determine faculty's continuation at the University and in the School of Education.

Table 5.3 Faculty Assessment

| Point in Program | Individual Level Assessments | Program Level Assessments | Analysis of Assessment Data | Potential Action Steps |
|---|--|---|--|--|
| First Year Tenure-Track Probationary faculty | Professional Development Plan (PDP) First year review elements: 1. Vita 2. Peer review of teaching 3. Student evaluations of teaching | Reviewed by Program Personnel Committee (PPC) Chair AVP/Director | Is the PDP appropriate for setting the trajectory for the faculty member? Are the student assessments and peer observations indicative of excellent teaching? | Faculty member re-writes the PDP PPC, chair or AVP recommend faculty member seek mentoring, coaching or support for teaching |
| Second year Tenure-track Probationary faculty | Portfolio submitted- PDP, Vitae Self-Assessment of accomplishments in teaching, scholarship and service Student evaluations of teaching Peer observation of teaching | Reviewed by PPC Chair AVP/Dir. | Are the student assessments and peer observations indicative of excellent teaching? Is faculty member beginning or continuing scholarship Is faculty member contributing to service at the program level? | PPC, chair or dean acknowledge and commend work and/or recommend improvements such as faculty member seek mentoring, coaching or support for teaching. If progress is not satisfactory contract discontinued. |
| Years three through six tenure-track faculty | Annual portfolio submitted that includes Vitae Self-Assessment of accomplishments in teaching, scholarship and service Student evaluations of teaching Peer observation of teaching | Reviewed by PPC Chair AVP/Dir. In Years 3 and 6 University RTP Committee | Are the student assessments and peer observations indicative of excellent teaching? Is faculty member continuing scholarship at a level satisfactory for promotion and tenure at the appropriate time? Is faculty member contributing to service at gradually increasing levels? | PPC, chair or AVP acknowledge and commend work and/or recommend improvements such as faculty member seek mentoring, coaching or support for teaching. |

| | | | | |
|-------------|--|---|--|--|
| Post Tenure | Every five years tenured faculty not going for promotion, prepare portfolio of teaching, scholarship and service, Vitae, student evaluations of teaching | Peer review committee PRC (5 members) AVP/Director of the SOE | Is the faculty member's teaching, scholarship and service at appropriate levels to benefit the university and program? | PRC or AVP acknowledge and commend work and/or recommend improvements such as faculty member seek mentoring, coaching or support for teaching. |
|-------------|--|---|--|--|

All faculty files are maintained by the University's Faculty Affairs Office. The AVP/Director of the SOE has access to these files. Faculty who are on committees reviewing faculty members' work for retention, tenure and/or promotion decisions have access to specific faculty member files.

COOPERATING TEACHER ASSESSMENT

School District/County Office of Education Cooperating Teachers are assessed each semester by the student teacher and by the university supervisor. When items of concern are expressed, the Director of Credential Services and Field Placement meets with the cooperating teacher to discuss the concerns. Semi-annually all cooperating teachers are recognized for their contributions to the university as supervisors.

Table 5.4 School District/County Office Cooperating Teacher Assessment

| Point in Program | Individual Level Assessments | Program Level Assessments | Analysis of Assessment Data | Potential Action Steps |
|------------------|--|---|---|---|
| Semi-annually | Student teachers and University supervisors evaluate cooperating teacher | Director of Credential Services and Field Placement reviews each assessment | <p>Is the cooperating teacher mentoring, supporting and communicating with the student teacher?</p> <p>Is the cooperating teacher receptive to the university supervisor and communicating?</p> | <p>Cooperating teachers are honored at end of year celebration</p> <p>Cooperating teachers for which there are minor concerns are given feedback about ways to more effectively work with student teacher and university supervisor.</p> <p>Cooperating teachers who are not found to be satisfactory are not selected in future.</p> |

All Cooperating Teacher files are maintained by the Field Experience Office. Access to these files is through the Director of Credential Services and Field Placements.

Biennial Report Planning

In Fall 2007, SOE faculty collectively decided to frame the first biennial report by calendar year rather than by academic year. In each program, faculty analyzed data collected on candidate performance from Spring 2007 through Fall 2007. Patterns were identified, strengths noted, and action plans for making program-level improvements were created. These program-level analyses and action plans were then collectively reviewed. Patterns across programs were identified, strengths noted, and an action plan for making School-wide improvements was created. Since submitting the first biennial report to CTC in August 2008, we have carried out those action plans at program and School-wide levels, as evidenced in our responses to Common Standard 9.

Our initial experience with the biennial report taught us that the shift in thinking from academic year to calendar year was not an easy one to make. Since most of our programs create a cohort of new credential candidates each semester, it was thought in Fall 2007 that simply reporting on the previous and current semesters' data made sense. In practice, however, this seemingly simple shift in defining "yearly" data proved difficult and offered no benefit. In October 2008 SOE faculty decided to revise the evaluation cycle to reflect data collected on an academic rather than calendar year schedule, as shown in Table 5.5.

Table 5.5 School of Education Evaluation Cycle: Transition from CY to AY Reporting

| SOE Reports on Candidate | Semesters of Data Collection | |
|--|---|------------------------|
| WASC Report Submitted Fall 2006 | Fall 2002-Fall 2006 | |
| Biennial Report #1 Submitted August 2008 | Spring 2007 | Fall 2007 |
| Biennial Report #2 Submit October 2010 | Spring 2008 Spring 2009 Spring 2010 | Fall 2008 Fall 2009 |
| Biennial Report #3 Submit October 2012 | Spring 2011 Spring 2012 | Fall 2010 Fall 2011 |

Our next biennial report, due in October 2015, will reflect what we do with data collected over four semesters – from Fall 2013 through Spring 2015. We will continue to ensure that our analyses and uses of these data serve purposes that we value, ensuring continual innovation and improvement in our programs and bringing our School of Education always closer into alignment with the ideals named in our Conceptual Framework. We intend to follow a similar pattern for each subsequent biennial report, with purposeful opportunities built into the non-reporting years for looking at data reflexively and creatively, with an eye toward envisioning new possibilities and innovations as much as toward identifying and correcting any problems or weaknesses within our programs in the School of Education.

To support the documentation of your system in action, please provide a table that shows a sample of the actions the unit has taken in the past two years and link the action with the data and analysis that led to the action. If your institution only offers one approved educator preparation program, this information may have been provided in Section A. Do not repeat the information here, instead please refer the reader back to Section A.

1) Documentation of the Unit Assessment System Based on Analysis of Data (2011-12 and 2012-13)

Table 5.5 School of Education Sample Analysis of Data with Unit Assessment System

| Action Taken | Date | Data Source(s) | Analysis leading to the Action |
|--|--|--|--|
| <p>Academic Language (AL)¹</p> <ul style="list-style-type: none"> • Address academic content language in MS methods coursework • Incorporate more direct instruction about PACT and (AL) in coursework - especially math methods and seminars • All faculty members to become certified PACT evaluators to further knowledge of AL • Insert materials on Academic Language in the general methods course (EDSS 530) with regard to lesson planning • Add emphasis on Academic Language in the Literacy in the Content Areas course (EDSS 540) | <p>Fall 2012</p> <p>Fall 2013</p> <p>Spring 2013</p> <p>Spring 2013</p> <p>Spring 2013</p> | <p>Teacher Performance Assessment (PACT)</p> | <p>Academic Language remains an area for improvement (2.1 and 2.2) in the MS and SS programs. This is a consistent finding both across CI results and across PACT institutions. Working with campus representatives, the PACT center is continually working to clarify the scoring criteria of the two Academic Language Development rubrics.</p> <p>It is disappointing that despite efforts within the Multiple and Single Subject programs to: (a) strengthen candidates' understanding of language demands of the curriculum faced by all students, and (b) help candidates create a systematic plan and develop a repertoire of skills for building and supporting their students' academic language proficiency, that these remain an area of significant need. These issues need to continue to be a priority across the programs.</p> |

| | | | |
|---|--|--|---|
| <p>Meeting Instructional needs of Students with Special Learning Needs¹</p> <ul style="list-style-type: none"> • Meet with EDSS 560 Instructors to share qualitative and quantitative feedback. • SELPA guest speaker in student teaching seminar, to review prior SPED 345 content | <p>Fall 2013</p> <p>Fall 2011</p> | <p>CSU System-wide Exit Survey</p> <p>CSU System-wide One-Year-Out Survey</p> | <p>The MS and SS program data highlighted where the program needs to evaluate how to best prepare candidates. Figures showed the percentage of candidates who felt ‘somewhat’ or ‘not’ prepared to meet the instructional needs of students with special learning needs (30%), with 12% not adequately knowing about school and community resources to help them support at-risk students and families.</p> |
| <p>Knowledge of school and community resources for at-risk students¹</p> <ul style="list-style-type: none"> • A school principal and a district level Assistant Superintendent for Curriculum Services invited to speak on these topics at the advanced student teaching seminar • Meet with faculty in early Fall 2013 to discuss where family communication is being addressed and how it is presented in both prerequisite and program coursework. • Create communication | <p>Fall 2012 (ongoing)</p> <p>Fall 2013</p> <p>Spring 2013</p> | <p>CSU System-wide Exit Survey</p> <p>CSU System-wide One-Year-Out Survey</p> <p>Focus Group (Educ. Specialist Program)</p> <p>Focus Group (Ed Admin Program)</p> <p>Ed Admin Survey of Completers</p> | <p>MS program data showed that 12 percent of candidates did not feel adequately knowledgeable about school and community resources to help them support at-risk students and families.</p> <p>Although progress has been made in this area for the Education Specialist program based on the one-year-out survey, it continues to be an expressed need.</p> <p>Ed Admin Focus Group results and Survey of Completer results express a need for more focus on discipline, parents,</p> |

| | | | |
|--|-------------|--------------------------------|--|
| <p>is getting support by CI's new digital technology initiative and CI Director.</p> <ul style="list-style-type: none"> CI and SOE Digital Initiatives are providing training opportunities for faculty in the area of new technologies and available software applications | Spring 2013 | Focus Group (Ed Admin Program) | <p>Specialist Credential program, technology is moving so fast that it continues to be a priority.</p> <p>Focus group findings expressed that there was a need to assist Ed Admin program faculty in their proficiency in integrating new technologies into their instruction.</p> |
|--|-------------|--------------------------------|--|

Please note any implications for your institution related to the Common Standards based on the data presented in this Biennial Report. This will require a review of the information presented in the Biennial Report with the concepts in the Commission's Common Standards (1-Leadership, 2-Unit and Program Assessment and Evaluation, 3-Resources, 4-Faculty and Instructional Personnel, 5-Admission, 6-Advice and Assistance, 7-Field Experience, 8-District Employed Supervisors, and 9-Candidate Assessment).

2) Common Standard Implications – (Fall 2013)

Table 5.6 Common Standard Implications – Area to Improve

| Identified Issue | Program(s) Involved | Area to Improve | Applicable Common Standard (s) |
|---|---|---|--|
| Updating of Student Teaching and Field Experience Evaluation Forms and Data Collection Procedures | Multiple Subject Single Subject Ed Specialist Admin Services | <p>Meet with University Supervisors in early Fall to review raw aggregated data and review the observation forms for possible revisions.</p> <p>Develop mechanism for supervisors to enter student data into a common digital spreadsheet for data collection aggregation at end of the semester.</p> | <p>Common Standard 2: Unit and Program Assessment</p> <p>Common Standard 7: Field Experience</p> |

Table 5.6 Common Standard Implications – Area of Strength

| Identified Issue | Program(s) Involved | Area of Strength | Applicable Common Standard (s) |
|--|--|--|-------------------------------------|
| <p>Demonstration of new technology by SOE faculty in their coursework and the utilization of these digital resources with their Instructional practices, daily work and research</p> <p>Hands-on use of new technologies by SOE program candidates</p> | <p>Multiple Subject</p> <p>Single Subject</p> <p>Ed Specialist</p> <p>Admin Services</p> | <p>SOE Faculty, Staff and Field Supervisors have been issued iPads for their use in teaching, evaluation, research, daily work and communication. Faculty, Staff and Supervisors are able to acquire desired software applications as needed from the SOE Budget Analyst with AVP approval (funds have been set aside for iPad Ap purchases)</p> <p>A new digital teaching lab was created for the SOE in newly constructed facilities that is equipped with a class set of iPads, Technology Cart, Instructional Station, Ceiling Mounted HD Projection System, Portable HD Projection System, Promethean Smart Board, Apple TV capability, and a flex furniture arrangement</p> <p>Annual SOE Digital Day Workshop and ongoing user group and training opportunities</p> | <p>Common Standard 3: Resources</p> |

| | | | |
|--|--|---|---|
| | | <p>throughout the academic year for SOE Faculty, Staff, and Candidates</p> <p>SOE Supervisors are using Digital Evaluation Documentation and Archiving for Candidate Field Experience and Clinical Practice Evaluation Purposes</p> <p>Candidate Co-Teaching Teams in the Multiple Subject and Education Specialist Programs are issued iPads for use in classroom instruction and planning (the Candidate and the Cooperating Teacher are each provided a loaner iPad for the CI academic year to utilize in their Co-Teaching classroom).</p> <p>Ed Admin Cohorts are issued iPads for use in their coursework and in everyday work in their current positions for the CI academic year.</p> <p>Faculty is training to teach in blended and online instructional formats.</p> | <p>Common Standard 3: Resources</p> |
|--|--|---|---|