

**Update on the Third Quarterly Report for Pacific Oaks College
April 2015**

Overview of this Report

This agenda item presents information on the third quarterly report submitted by Pacific Oaks College as required by the COA.

Staff Recommendation

Staff has reviewed the third quarterly report and action plan submitted by Pacific Oaks College (POC) pursuant to COA direction in August 2014. No action is required on this item at this time.

Background

On August 7, 2014, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Probationary Stipulations* to Pacific Oaks College and its approved Preliminary Multiple Subject and Education Specialist credential programs (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-08/2014-08-item-09.pdf>).

As a result of the decision of Probationary Stipulations, the COA placed the following stipulations on Pacific Oaks College:

- 1) The institution must provide a clear description and supporting documentation to address all Program Standards for the Education Specialist Mild/Moderate credential program found to be Met with Concerns or Not Met. For each standard, this information must include:
 - A succinct description and supporting evidence of how and when candidates demonstrate competency in standard requirements
 - How scoring rubric(s) and other measures directly relate to each of the required program standards and how the measures are used to determine candidate competency with inclusion of evidence such as candidate work samples

- 2) The institution must notify the Education Specialist candidates and Multiple Subject Candidates in writing of the probationary status.

- 3) Provide an action plan and quarterly reports to COA

- 4) Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a written seventh year report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.

5) Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team to collect evidence of actions to address the stipulations noted above. Cost of the revisit will be paid by Pacific Oaks College as is required by the Cost Recovery regulations.

6) No new programs will be approved by the COA until the stipulations above are fully addressed.

In accordance with the stipulations placed on Pacific Oaks College, Appendix A includes the third quarterly report which documents the work completed through early April 2015. The documentation provided by POC has been reviewed by staff and an overview of the information is provided below. It is not expected that the COA members will read the report in its entirety, but it is available as a resource, if desired.

Highlights of the third POC report:

The third POC report is an analysis of candidate progress in relation to changes made rather than simply a description of the work. For additional understanding an overview highlighting the changes made to the program and its support infrastructure are included below:

- Revisions of all syllabi to align with the CTC Common and Education Specialist Standards
- Addition of signature assignments that align with the CTC standards
- Addition of seven credit hours in the Dual Multiple Subject/Education Specialist Mild Moderate program
- Development of three new courses for the Preliminary Education Specialist program to ensure that standards met with concern and those not met have been addressed
- Implementation of Taskstream for collection and reporting of candidate, cooperating teacher, field supervisor, and faculty evaluation data
- Accurate tracking of candidate retention and graduation
- Implementation of new full-time and adjunct faculty evaluation processes
- Annual assessment of candidate learning
- Development of orientation and training procedures for all candidates, cooperating teachers, field supervisors and faculty on practicum and directed teaching requirements and procedures
- Criteria for field placements and cooperating teachers
- Suspension of new enrollment in order to focus on addressing the stipulations

At this time, POC is evaluating data that has been generated from the new processes and courses. From the data POC has concluded the following:

- Taskstream is effectively implemented and data collection has begun
- Data gathering processes are not yet sufficiently consistent to generate robust data, therefore all findings are preliminary at this point. Stronger training, and communication is needed for full compliance with data requirements.
- Candidate reaction to the implementation of the new syllabi in spring 2015 indicates need for greater training of faculty and double-checking of links. This is being addressed.
- Candidates are generally satisfied with their support from both Cooperating Teachers and Fieldwork Supervisors
- Orientation of candidates and all field personnel to the processes and requirements must be reinforced to assure complete compliance
- Though faculty are not yet producing original scholarship, they are attending conferences and workshops to improve and maintain currency of skills
- Candidates are appropriately placed by the Credential Analyst
- The average candidate score for TPA's 1 through 4 was 3.07, with scores ranging from 3.0 to 3.15
- The average candidate score from signature assignments for Program Standards 1 through 16 was 93.4%, with a range of 84% (Standard 6) to 100% (Standard 1)
- With the exception of four criteria; Legal Regulation, Management Profile, Mechanics and Remediation LP, all criteria for Program Standards 1 through 16 received an average candidate score greater than 80%
- The average candidate score on signature assignments for MM Programs Standards 1 through 6 was 93.5% with a range of 90.67% (MM Standard 2) to 95.76% (MM Standard 6).
- With the exception of the Legal Regulation Criteria all criteria for Mild to Moderate standards 1 through 6 received an average candidate score greater than 80%

Next Steps

The revisit will be conducted by a three member team on May 11-13, 2015. The final report from the site revisit team will be presented to the COA at the June meeting. Any additional evidence needed to assist in demonstrating POCs continued progress toward meeting CTC standards and addressing all stipulations will be included along with the final report.

Appendix A



THIRD QUARTERLY REPORT

TO

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

SUBMITTED BY PACIFIC OAKS COLLEGE

SCHOOL OF EDUCATION

FIRST QUARTERLY REPORT SUBMITTED SEPTEMBER 18, 2014

SECOND QUARTERLY REPORT SUBMITTED JANUARY 5, 2015

THIRD QUARTERLY REPORT SUBMITTED APRIL 10, 2015

COMMON STANDARDS

<u>CTC Stipulations</u>	<u>Progress/Results to Date</u>	<u>Analysis/Actions</u>
<p><u>Standard 2: Unit and Program Assessment and Evaluation</u></p> <p>A system has been developed but <u>data collection has been inconsistent</u>. The 2012 Biennial report submitted to the Commission on Teacher Credentialing showed that <u>data are collected but not analyzed in a systematic way for completer performance and unit operations</u>. A system has been developed and data are collected but <u>analysis of the data has been inconsistent</u>. To date, <u>POC has not been able to collect adequate data to provide an accurate analysis. As numbers of completers increase plans are being implemented to utilize the analysis of the data to inform all future decisions.</u></p> <p>CTC TEAM REPORT PG. 11,12</p>	<p>Data Collection</p> <p>A systematic way to collect data was created through the implementation of Taskstream. Students are now required to submit Signature Assignments, Directed Teaching and Practicum forms into Taskstream. Rubrics were created that were used for the SPED Signature Assignment evaluations. The rubrics were loaded into Taskstream as the evaluation tool. Through Fall 2014 there were three adjustments made to these rubrics. Final rubrics were uploaded in January.</p> <p>All candidates, field supervisors, cooperating teachers, and faculty are now using Taskstream.</p> <p>Training/tutorials on how and when to enter data into Taskstream has been done on a case by case basis and group training is ongoing. Signature Assignments aligned to credential standards have been embedded in all SOE courses beginning Spring 2015.</p>	<p>Analysis:</p> <p>Taskstream is functioning as anticipated however data submission by faculty, candidates, field supervisors, and district staff has been inconsistent. Data is not as robust as needed, likely due to the newness of the function and implementation. More aggressive communication and training is needed.</p> <p>Actions:</p> <p>A Unit-wide communication protocol will be developed and will consist of face –to-face training, Go-to Meeting training, training through CANVAS and through the development of individual handbooks for candidates, cooperating teachers, field work supervisors, adjunct faculty and site placement personnel. Signature Assignments will be reviewed with each course instructor prior to the start of the course. The need to upload evaluations and assignment into Taskstream for data collection purposes will be stressed and reinforced as mandatory. Course additions and changes will be guided by data collected and analyzed during annual program reviews and as needed by faculty and administration of the Education</p>

<p>Standard 4: Faculty and Instructional Personnel</p> <p>Gender Diversity</p> <p><u>No evidence was provided for how faculty demonstrate knowledge about gender diversity.</u></p> <p><u>Also, the team did not find evidence that instructional personnel and faculty are knowledgeable about gender diversity. In addition, no evidence was provided for how faculty model best practices in scholarship.</u></p> <p>CTC TEAM REPORT PG 14 - 15</p>	<p>The topic of gender diversity and its relationship to the standards and profession included in the new adjunct faculty orientation. Attention to gender diversity may be introduced in several SPED courses; SPED 551 includes this topic for family intervention plans; in SPED 561 for IEP adaptations, modifications, and evaluations; in SPED 529 for Career Planning; in SPED 592 for modifications in Lesson Plans.</p>	<p>Specialist programs.</p> <p>Analysis: The orientation of adjunct faculty and encouragement to include the topic in course syllabi does not assure that it is included, and that candidate knowledge is sufficient. Additional data is needed to assure both.</p> <p>Actions: Pacific Oaks will continue to encourage gender diversity discussion and training for all current and future faculty. All faculty will be invited to attend seminars on sexual violence and discrimination and implementation of a workshop on preventing gender bias and sexual violence beginning Fall II, 2015.</p> <p>Pacific Oaks will consider incorporating a gender diversity question on a graduate exit survey.</p>
<p>Faculty Evaluation Systems</p> <p>A faculty evaluation system has recently been developed to ensure</p>	<p>Pacific Oaks has implemented a new performance evaluation process for all full-</p>	<p>Analysis: Because a full cycle of performance evaluation and review is not yet in place, a full analysis of</p>

compliance and development in the areas of teaching, scholarship, and service. This new evaluation system was developed spring 2014 and is in the process of being launched.

More effective evaluation systems are needed. The team is aware that newly developed systematic evaluation processes for full-time faculty and adjunct faculty are being developed and will be launched in fall 2014. These new evaluation systems are expected to include additional evaluation of university supervisors and cooperating teachers (fieldwork supervisors), evaluation of scholarship for full-time faculty, and evaluations to assist in recognizing and retaining only consistently effective faculty. When/if the evaluation system is completely implemented it appears that the designed system will address the concerns. Time is needed to provide evidence of appropriate implementation of the plan.

No evidence was provided regarding the evaluation of District-employed

time faculty members which includes review of teaching and scholarship and determination of annual goals for the following year. This was implemented in Spring of 2014. The School of Education (SOE) has also implemented a new performance evaluation system for adjunct faculty.

Observations of full time and part-time faculty commenced in Fall 2014. With a potential domain score of 100, the 23 adjunct scores ranged from 91/100 to 96/100. The full time faculty score was 87/100.

In addition, course evaluations are conducted for all courses. Results of [student satisfaction](#) of faculty and course:

	Fall 2014	Spring 2015
Satisfied or very satisfied with instructor overall	100%	85%
Satisfied with course	67%	50%

For the spring course satisfaction scores, most comments are positive. Those indicating dissatisfaction with courses refer to confusion

the impact of feedback is not yet underway.

Adjunct faculty members are considered to be effective in the classroom.

The implementation of the revised, standard-aligned courses in spring 2015 appears to have negatively impacted student satisfaction with the courses and professors.

Students are satisfied with the support from their cooperating teachers.

However, data is not yet sufficient for robust analysis. All findings are preliminary at this time.

Actions:

A set schedule for evaluations to be in place each term. Include core faculty in evaluating adjunct faculty. Evaluation of faculty will include a brief discussion with students in the class without the faculty present. Under-performing adjunct faculty will be asked to develop an action plan, and are expected to demonstrate adequate progress to be retained.

Continued attention to the new syllabi is needed to assure their accuracy and more aggressive training of the new syllabi with faculty to insure

cooperating teachers or field supervisors employed by the School of Education

about assignments (3), and links not working (1). Please see [student satisfaction survey](#).

their full understanding the program goals, the CTC standards, and the connections with each course.

Results for Cooperating Teachers:

	C	F	S	N	R
Purposes established	100.0%				
Expectations established	100.0%				
Procedures modeled	100.0%				
Resources discussed	100.0%				
instruction modeled	100.0%				
Responsibilities discussed	100.0%				
Plans reviewed	100.0%				
oral feedback	100.0%				
written feedback	92.8%	6.0%		1.2%	
progress identified	100.0%				
specific times set	100.0%				
timely completion	100.0%				

C= Consistently Met
 F= Frequently Met
 S= Seldom Met
 N= Never Met
 R= If Requested

Results for Fieldwork Supervisors

Supervisor:	Avg. Score
Helped to inform school supervisor	1.86
Maintained communication with school supervisor	1.43
Helped schedule observations	1.14
Observed and gave feedback	1.14
Reviewed progress and evidence	1.71

1=Consistently
 2=Frequently
 3=Seldom
 4=Never
 R=Upon Request

Analysis:

Students are satisfied with the support from their fieldwork supervisors, particularly in helping them schedule observations and post observations conferences, and in observing their teaching and providing reinforcing and constructive feedback orally.

Action:

However, data is not yet sufficient for robust analysis due to the small number of responses.

<p>Faculty Scholarship</p> <p>Each year, the School of Education allocates \$3000 per full-time faculty for professional development activities. Faculty reported using these funds for conference attendance; however, <u>no mention was made of using these funds for research activities.</u></p> <p>CTC TEAM REPORT PG 14 - 15</p>	<p>To date in the 2014-15 academic year, full-time faculty have attended or are scheduled to attend the following conferences and workshops:</p> <ul style="list-style-type: none"> - The Council of Independent Colleges Workshop for Department and Division Chairs - AICCU Deans of Education Meeting - WSCUC Assessment Conference - WSCUC Academic Resources Conference - Credential Counselors and Analysts of California - California Council on Teacher Education 	<p>Analysis: Faculty are keeping up to date with the knowledge requirements in their field. To date, little original scholarship has been generated.</p> <p>Action: The past practice of giving colloquia following a presentation or conference will be reinstated. Following a conference, attendees will give colloquia to the college community, including candidates where appropriate, to share insights and encourage discussion on new methods and ideas. With the new full time performance evaluation process, scholarship is identified as a category for advancement.</p>
<p>Standard 7: Field Experience and Clinical Practice</p> <p>Fieldwork Supervisors</p> <p><u>Candidates</u> in both Multiple Subjects and Education Specialist Mild/Moderate Disabilities programs</p>	<p>Fieldwork Supervisors are required to visit each candidate a total of eight times during their Directed Teaching. The Supervisor gives both verbal and written feedback after each visit to candidates. School of Education is</p>	<p>Analysis: Positive feedback from candidates on field supervisors indicates that this field observation system is working well.</p> <p>Action:</p>

received inconsistent amounts of feedback from personnel from the School of Education. Some received regular visits by a fieldwork supervisor, while others had no assigned supervisor and received feedback from only their district-employed teachers.

given a copy of the written feedback.
Candidate evaluations of Field Supervisors indicate that they consistently or frequently assist candidates in helping them work with school personnel, schedule observations and conferences, observe them and provide feedback, and review their progress and evidence. (see also Standard 4)

PO will continue to monitor feedback from candidates to assure we are providing adequate visits and that the Supervisors' notes are meaningful and applicable.

<p>Sequence</p> <p><u>Design of a sequential fieldwork experience was lacking in the Education Specialist Mild/Moderate Disabilities program. A unit based evaluation process for the fieldwork was not evident.</u></p> <p>CTC TEAM REPORT PG 18-19</p> <p>Research-Based Strategies</p> <p><u>Evidence for training and helping of candidates to develop research-based strategies for improving student learning was inconsistent. candidates in the Education Specialist Mild/Moderate Disabilities program, completers and adjunct faculty were unable to identify research-based strategies for improving student learning.</u></p>	<p>A Sequential fieldwork experience has been developed and implemented for the Education Specialist program:</p> <p>ED 578: Advanced Teacher as a Leader concurrent with SPED 591: Directed Teaching Placement I</p> <p>ED 579: Advanced Assessment and Management concurrent with SPED 592; Directed Teaching Placement II</p> <p>Candidates are allowed to enroll in Directed Teaching after they complete all required courses and other exams such as CSET.</p> <p>Candidates demonstrate competency in understanding, interpreting, and applying research based strategies, for improving student learning through course assignments, discussion and directed teaching experience. Course syllabi for SPED 541, 561,591, and 592 have been revised with appropriate assignments, course contents, and readings to prepare candidates to practice research based strategies.</p>	<p>candidate and partnering District.</p> <p>Analysis: Since scaffolding has been established for fieldwork courses candidates can now build on foundational learning.</p> <p>Actions: Continue to monitor the candidates' learning outcomes through assessment. Credential evaluations will be done by the Credential Analyst to verify tests and other requisites before students are allowed to do Directed Teaching and to track candidates' progress towards their credential document.</p> <p>Analysis: The revised syllabi were implemented in Spring 2015. Data is not yet fully available to analyze the impact of this change.</p> <p>Actions: POC will monitor the outcomes of the changes through assessment. Credential evaluations will be conducted by the Credential Analyst to verify tests and other requisites before students are advanced to Directed Teaching, and to track candidates' progress towards their credential.</p>
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Standard 8: District-Employed Supervisors

District Cooperating Teachers

Information regarding a process for selecting knowledgeable cooperating teachers was not implemented consistently across all programs. Established criteria for selecting District-employed cooperating teachers were followed inconsistently. Thus, some cooperating teachers did not hold the requisite credential for the credential area of the candidate in their classroom.

Evaluation

Evaluation procedures were not always clearly communicated to the cooperating teacher.

Criteria for the selection of District Cooperating Teachers has been established. The criteria for selection of Cooperating Teachers are stated in the Directed Teaching Handbook.

All cooperating teachers are now issued a Taskstream account for evaluation of candidates. Training/tutorials on how and when to enter data into Taskstream has been conducted on a case by case basis and group training is ongoing.

Analysis:

Even though our criteria are delineated to the Principal or District where the candidate is placed, the final choice of Cooperating Teacher is done by the School or District.

Action:

Fieldwork Supervisor will be communicating any discrepancies on the classroom placement and choice of Cooperating Teacher to the School of Education's Credential Analyst.

Analysis:

Taskstream is functioning as anticipated however data submission by cooperating teachers has been inconsistent. Data is not as robust as hoped because Taskstream was not mainstreamed and was rolled out in phases causing confusion with students and faculty.

Range of Delivery Options

Some candidates in the dual credential program (leading to both the Multiple Subjects and Education Specialist Mild/Moderate Disabilities credentials) reported that they did not have an understanding of the full range of delivery options for services available to students with Mild/Moderate Disabilities, they

Candidates in the dual credential program are exposed to both the general education and special education environments through the inclusion classrooms where they observe and participate. Course content in the newly designed courses reflects a full range of delivery options for services that are available to students with mild to moderate disabilities

Actions:

A Unit wide communication protocol will be developed and will consist of face –to-face training, Go-to Meeting training, training through CANVAS and through the development of individual handbooks for cooperating teachers (as well as other users). Individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed. Course additions and changes will be guided by data collected and analyzed for continuous improvement of the Education Specialist program on an as needed basis.

Analysis:

Changes and modifications are needed to ensure candidates clearly understand the need to differentiate between general education curriculum and special education curriculum, behavior modification, and classroom management conducive to teaching students with mild moderate disabilities.

received limited exposure to field placements appropriate for the Education Specialist Mid/Moderate Disabilities credential and most of their placements were more appropriate for the Multiple Subjects program.

Communication

A number of district employed personnel stated they did not receive any information from the School of Education on required activities or procedures to follow with the candidate, nor did they receive information in a timely manner on how candidates should be evaluated. Cooperating teachers reported that they felt that communication from Pacific Oaks was inconsistent and found it difficult to know what procedures to follow.

CTC TEAM REPORT PG 19-20

and the results of the candidate learning on this standard are evaluated through the [Signature Assignments](#).

A Directed Teaching Orientation has been implemented for the Cooperating Teachers, Fieldwork Supervisors, Credential Candidates, and Course Instructors.

Actions:

School of Education will monitor assessment and data from Taskstream to determine effectiveness of changes.

Analysis:

Although Taskstream and expectations are reviewed during the orientation and are outlined in the handbook, more instruction and communication is needed between all entities.

Actions:

Directed Teaching orientation will be more comprehensive and specific for each group. Handbooks will be separated for each constituency.

Standard 9: Assessment of Candidate Competence

Alignment with Standards

Many of the signature assignments in the Education Specialist Mild/Moderate Disabilities program are not tied to the program standards and not tied to the program standards and thus do not assess candidate competencies.

TPA

The Education Specialist Mild/Moderate Disabilities credential program candidates also complete the Teaching Performance Assessment but the assessment is not designed to assess competencies related to the Education Specialist Mild/Moderate Disabilities credential.

Each course now incorporates a signature assignment that aligns with the CTC Program and Mild/Moderate Standards. All syllabi has been revised and aligned with the CTC Education Specialist Program Standards, per the [Signature Assignment matrix](#).

Dual candidates are still required to complete the TPA; mild/moderate candidates do not take the TPA.

Analysis:

Education Specialist Mild/Moderate Program is aligned with program standards set by the Commission on Teacher Credentialing.

Action:

POC will continue to assess student achievement to evaluate how well they meet program standards set by the CTC for the Education Specialist Program. POC will maintain updated in any changes made to the program standards by receiving Program Sponsor Alerts from the CTC.

Analysis:

TPA does not assess appropriate learning for Ed Specialist candidates.

Supervisor Credentials

Supervisors employed by the school of education did not hold an appropriate credential authorization or experience.

CTC TEAM REPORT PG 20-21

O'Connor Mahabir – Clear Ed Specialist, Clear Multiple Subject
Donna Wetrich – Clear Ed Specialist, Clear Multiple Subject
Janice Chan – Ed Specialist Level II
Kim McLaughlin – Elementary Life
Lisa Begerow – Clear Multiple Subject
Thomas Leveque – Clear Multiple Subject
Mary Donielson – Clear Multiple Subject

Analysis:

All current Field Supervisors hold appropriate credentials for the Ed Specialist, Multiple Subject, and Dual candidates.

Program Standards

<u>CTC Stipulations</u>	<u>Progress/Results to Date</u>	<u>Analysis/Actions</u>
<p>Program Standard 1: Program Design, Rationale and Coordination</p> <p>There is <u>no evidence that course content reflects the full range of service delivery options for the education of students with mild moderate disabilities. Candidates in the dual credential program participate in practicum experiences that reflect general education, however practicum experiences for teaching students with mild moderate disabilities was not evident.</u> Interviews with candidates indicated that <u>practicum experiences did not reflect a variety of the models of service delivery for students with mild/moderate disabilities.</u></p> <p>CTC TEAM REPORT PG 26</p>	<p>Candidates in the dual credential program are exposed to both the general education and special education environments through the inclusion classrooms where they observe and participate. Candidates also observe and participate in Resource classes and Special Day Classes.</p> <p>This has been accomplished through the redesign of ED 520, ED 521, ED 522, SPED 591 and SPED 592, implemented in Spring 2015. The course content in the newly designed courses reflects a full range of delivery options for services that are available to students with mild to moderate disabilities and the results of the candidate learning on this standard are evaluated through the Signature Assignments. See Evaluation of Program by Standards Chart.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Changes and modifications are needed to ensure candidates clearly understand the need to differentiate between general education curriculum and special education curriculum, behavior modification, and classroom management conducive to teaching students with mild moderate disabilities.</p> <p>Actions: Course instructors for practicum and directed teaching will review syllabi prior to start of courses and receive individual instruction to establish that data collection procedures are mandatory. Also, the need for variety in service delivery models in each placement setting must include a Special Day and Resources setting. Although the general education setting includes special education students, more specific special education observations and participation is needed.</p>
<p>Program Standard 2: Professional, Legal and Ethical Practices</p> <p><u>Evidence from course syllabi and interviews with faculty, candidates and completers did not indicate any reference</u></p>	<p>Courses now address and require candidate demonstration of competencies in legal mandates as well as ethical standards of teaching for students with mild to moderate disabilities through specific assignments that reflect IFSPs, IEPs, and ITPs: the theories, research, and regulations necessary to the</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Changes and modifications are needed to ensure that through candidate research the application of IFSPs, IEPs,</p>

<p><u>to IFSPs, or “candidate’s information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments.”</u> Although candidates write about ethical standards of teaching, there is <u>no evidence that they demonstrate “ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families”</u>. CTC TEAM REPORT PG. 27</p>	<p>provision of services to individuals with disabilities and their families.</p> <p>Evidence for candidate learning for this standard for teacher behavior that is positive and self-regulatory as well as promoting safe educational environments can be found in SPED 531 and field work courses (ED 520, 521, and 522 and SPED 591 and 592) implemented in Spring 2015.</p>	<p>and ITPs are clearly demonstrated, observed, and documented through the fieldwork supervisor observation forms.</p> <p>Actions: Revision of rubrics to address the specific laws and regulations to the provision of services to individuals with disabilities and their families will include direct reference to IFSPs, IEPs, and ITPs. Also, Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed.</p>
<p>Program Standard 3: Educating Diverse Learners <u>No evidence was found regarding strategies taught to candidates to demonstrate teaching and engaging English language learners with disabilities with regard to academic language development and principles/practices for English language usage.</u> CTC TEAM REPORT PG. 27</p>	<p>Evidence of candidates demonstrating this standard for learned strategies for academic language development and principles/practices for English language acquisition and pragmatic usage can now be found in SPED 561, 591 and 592, implemented in Spring 2015. The development and implementation of SDAIE strategies and language testing can be found in ED531 through research based instruction in language arts. All syllabi include a 15 hour research component.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Competencies are clearly demonstrated in teaching academic language development for English language learners with mild to moderate disabilities as seen in the results produced from the Taskstream data.</p> <p>Action: Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed. Course additions and changes will be guided by data collected and analyzed for continuous improvement of the Education Specialist program</p>

		on an as needed basis.
<p>Program Standard 4: Effective Communication and Collaborative Partnerships</p> <p>The SPED 551/351 course presents candidates with strategies for communicating with parents of students with disabilities and their families. During the interview, the course instructor emphasized the importance of building respectful communication relationships. <u>However the content of the syllabi did not match the content of the course as presented by the course instructor. The course syllabus was found to be incomplete and missing information regarding the content of the course sessions.</u></p> <p><u>The team was not able to locate evidence regarding where the program has provided opportunities for candidates to establish and work in partnerships to design, implement and evaluate appropriate integrated services based on individual student needs.</u> In addition the team was <u>not able to locate where candidates were informed of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for</u></p>	<p>Building respectful communication relationships is addressed in the content of the SPED 551 course through the complete redesign of the course, implemented in Spring 2015. Coursework experiences engage candidates in various opportunities to communicate with a variety of stakeholders and families in writing and in person by assessing family strengths and needs through parent interviews. Utilizing the information to effectively support students with mild to moderate disabilities demonstrates that candidates understand the role of the family with regard to the legal requirements.</p> <p>Also, ITPs and student vocational skills along with community resources in collaboration with families and various professionals in SPED 529 Advanced Transition and Career Planning are the direct results of candidate learning on this standard and evaluated through the Signature Assignments. Bridging transitional stages across the life span for all learners is evidenced through the design, implementation, and evaluation of appropriate integrated services based on individual student needs in collaboration with a general education teacher in ED 522 and SPED 561, 591, and 592 as lesson plans are developed and implemented.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard.</p> <p>Interpersonal and interactive collaboration, clearly demonstrated through gender diverse and multicultural discussions housed in Canvas and Taskstream through candidate submissions to course instructors reinforce candidate learning for this standard.</p> <p>Action: Course additions and changes will be guided by data collected and analyzed for continuous improvement of the Education Specialist program on an as needed basis. Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed. The collaboration and communication components to articulate the roles of all related service personnel and parents who serve on these teams to effectively support students with mild to moderate disabilities will be examined in the yearly program review.</p>

<p><u>all learners.</u> CTC TEAM REPORT PG 27</p>		
<p>Program Standard 5: Assessment of Students <u>There is no evidence that the program provides opportunities for using formal assessments to evaluate students' needs and strengths.</u> <u>There was also a lack of evidence that candidates acquire knowledge and skills necessary to assess students in a comprehensive manner. The team members were unable to find evidence that candidates have knowledge of required statewide assessments and local, state and federal accountability systems. There is no evidence that the candidates have the knowledge and/or skills to participate in decision making regarding eligibility and services.</u> CTC TEAM REPORT PG 27</p>	<p>The School of Education faculty split the course SPED 561: Instruction and Assessment of Students with Mild to Moderate Disabilities into two courses, implemented in Spring 2015. SPED 561: Advanced Instruction of Students with Mild/Moderate Disabilities and SPED 562: Advanced Assessment Methods in Special Education provide evidence to address this standard regarding assessment of students. Through a Case Study, candidates demonstrate acquired knowledge and skills necessary to assess mild to moderate disabilities in students, including progress monitoring, and writing specific goals and objectives based on multiple sources of assessment. Formal and informal assessment, along with federal, state and local accountability, are evidenced in the Signature Assignment to interpret and review a psychological report. The candidate learning is demonstrated through analytic and reflective skills to use alternate assessment for students in the following categories: ELL, GATE, autism, and special education. Decision making skills to understand available services and eligibility is acquired and practiced through the course assignments.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Candidates clearly demonstrate the skills and knowledge of assessment for this standard to evaluate students' needs. Action: Revision of rubrics will address specific understanding and working knowledge of statewide testing such as CST, CMA, CAPA and CASHEE, along with common core assessments through course assignments/discussions. Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed.</p>
<p>Program Standard 6: Using Educational and Assistive Technology Candidates complete SPED 642/442 Educational and Assistive Technology for Program Planning and Transitions.</p>	<p>The School of Education faculty split the course SPED 641: Educational and Assistive Technology for Program Planning and Transitions into two courses, implemented in Spring 2015. SPED 529 Advanced Studies of Transition and Career Planning and SPED 641: Advanced Studies of Assistive Technology and Real World Application provide evidence to address</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Including assistive technology to adapt instructional techniques and materials for learners with diverse needs to enhance development in</p>

<p>Candidates read numerous articles about the use of technology. However <u>the team was not able to locate evidence that the “candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities”.</u> CTC TEAM REPORT PG 28</p>	<p>this standard regarding using educational and assistive technology. Through the compare and contrast Signature Assignment the candidates demonstrate competencies in assistive technology to facilitate communication, curriculum access, and skill development of students with disabilities using Universal Design for Learning (UDL) and Response to Intervention (RTI) strategies. When and how to use low and high end equipment is stressed in the course content.</p>	<p>areas of written expression, spelling, social studies, and science are clearly demonstrated through the assignments submitted through Canvas and Taskstream.</p> <p>Action: Course additions and changes will be guided by data collected and analyzed for continuous improvement of the Education Specialist program on an as needed basis. Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed.</p>
<p>Program Standard 7: Transition and Transitional Planning</p> <p>It is <u>unclear</u> from the program documentation, including review of course syllabi and candidate and faculty interviews, <u>how the program provides opportunities for candidates to plan, implement and evaluate transitional life experiences for students with disabilities across the lifespan. Documentation did not indicate how the program assures that each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Documentation did not indicate how the</u></p>	<p>The School of Education faculty split the course SPED 641: Educational and Assistive Technology for Program Planning and Transitions into two courses, implemented in Spring 2015. SPED 529 Advanced Studies of Transition and Career Planning and SPED 641: Advanced Studies of Assistive Technology and Real World Application provide evidence to address this standard regarding transition and career planning. Candidates assess vocational and community life skill needs in collaborating with other professionals and families, create and implement instructional plans relevant for transitional life experiences, develop and implement an ITP in collaboration with families and other professionals, and demonstrate an understanding of students’ self-advocacy and self-determination skills through the redesign of this course, split from the SPED 641 course. The results of the candidate learning on this standard are evaluated through the Signature</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Candidates clearly articulate the importance of student involvement to families and other professionals regarding the planning and evaluation of transitional life experiences for students with mild to moderate disabilities across the lifespan.</p> <p>Action: Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed. Course additions and changes will be guided by data</p>

<p><u>program assures that each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.</u> CTC TEAM REPORT PG 28</p>	<p>Assignments.</p>	<p>collected and analyzed for continuous improvement of the Education Specialist program on an as needed basis.</p>
<p>Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning <u>Program documentation, including review of course syllabi and interviews with candidates and program faculty, did not provide the team with evidence which identifies how “candidates demonstrate the ability to participate effectively as a team member/case manager for the IEP/transition planning process from pre-referral interventions and requisite assessment processes through planning of specially designed instruction to support access to the core curriculum.</u> Although there are assignments in various courses for students to reflect, discuss and create these situations, there is <u>no evidence that they actually participate in “real world” authentic experiences.</u> CTC TEAM REPORT PG 28</p>	<p>Evidence of candidates demonstrating learned strategies for this standard identifying competencies in case management and supporting students access to core curriculum can be found in SPED 529: Transition and Career Planning course assignments and class discussion topics, implemented in Spring 2015. In SPED 531 candidates demonstrate an understanding of pre-referral through instructional strategies introducing the IEP and IFSP process, and then in SPED 561 when writing goals and outcomes for students with mild to moderate disabilities. In Advanced Directed Teaching SPED 591 and SPED 592 candidates apply the acquired skills by participating in authentic experiences working alongside a cooperating teacher mentoring and developing IEPs, ISFPs, and ITPs goals and outcomes for the students observed in the real classroom settings.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Candidates clearly articulate the importance participating in ISFPs and IEPs and Post-Secondary Transition Planning as seen in the results produced from the Taskstream data.</p> <p>Action: Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed.</p> <p>In Advanced Directed Teaching SPED 591 and SPED 592, fieldwork supervisors will be alerted to the need to see the Lesson Plans that directly relate to and include goals and outcomes that were developed for the students in the classrooms where the candidates are placed. This action will ensure that candidates are actually participating in real world experiences.</p>
<p>Program Standard 9: Preparation to Teach Reading-Language Arts It is <u>unknown</u> from the program</p>	<p>Strategies for explicit instruction and assessment of writing, listening and speaking, applicable for students with special needs and students who have no communication skills, are acquired, practiced, and</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard.</p>

<p>documentation provided, including review of course syllabi and candidate and faculty interviews <u>how candidates are provided with research-based systematic, explicit instruction to meet the needs of students with special needs and students who have no communication skills. Strategies for instruction and assessment of writing, listening and speaking applicable for students with special needs and students who have no communication skills were not apparent.</u> CTC TEAM REPORT PG 28</p>	<p>applied by candidates in course assignments for SPED 561, 591, 592 and ED 531. This has been accomplished through the redesign of all syllabi, implemented in Spring 2015. The content in the newly designed courses provides evidence for candidate learning for this standard and describes how candidates are provided with research-based systematic, explicit instruction to provide services to students with mild to moderate disabilities. The results of the candidate learning on this standard are evaluated through the Signature Assignments.</p>	<p>Candidates clearly demonstrated competencies for all students with diverse backgrounds and various language arts abilities through differentiated Lesson Plans developed using core curriculum and both formal and informal assessment. Students’ progress towards state adopted content standards related to Language Arts in ED 531 and SPED 561 and 591 are demonstrated.</p> <p>Actions: Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed. Course additions and changes will be guided by data collected and analyzed for continuous improvement of the Education Specialist program on an as needed basis.</p>
<p>Program Standard 11: Typical and Atypical Development</p> <p>It is <u>unknown how candidates demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.</u> Although there are indications candidates write papers and describe “real or made” –up students, there is <u>no evidence they are</u></p>	<p>The process of identifying disability characteristics begins in SPED 531 and continues throughout the program as candidates learn skills about typical and atypical development from toddlers through adulthood. The application and development of the learned competencies and demonstration of the skills with actual students takes place in the Directed Teaching courses SPED 591 and SPED 592. Evidence of candidates demonstrating learned strategies for this standard are as follows: develop safe and effective learning environments, considering students’ developmental stages and its impacts on their learning SPED 541; develop lesson plans using learned</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Changes and modifications are needed to ensure that through candidates demonstration a clear understanding of learning characteristics of students with mild to moderate disabilities and a clear understanding of the implications for service delivery options and instructions is recorded by the field work supervisors, cooperating teachers, and the candidates themselves.</p>

<p><u>applying or demonstrating these competencies with actual students.</u> CTC TEAM REPORT PG 28</p>	<p>characteristics of students with mild to moderate disabilities and research based strategies for working with these individuals in a variety of service delivery options SPED 561; and write a case study which requires a discussion of how typical and atypical development impacts readiness for school and ability to perform school tasks in SPED 591.</p>	<p>Actions: Orientation for field work supervisors, cooperating teachers, and the candidates will carefully outline the need for recorded data to be uploaded in Taskstream . Documentation of the application and demonstration of competencies appropriate to the student’s chronological age, developmental differences, and disability-specific needs are mandatory and will be stressed at the Orientation prior to Directed Teaching.</p>
<p>Program Standard 12: Behavioral, Social, and Environmental Supports for Learning</p> <p>Program documentation for this standard in incomplete. The syllabus for <u>SPED 541 has content missing for discussions listed as TBD.</u> In addition, when interviewed, <u>candidates were unable to articulate how to assess, plan, or provide academic and social skill instruction to support positive behavior in any student.</u> It is <u>not apparent</u> after reviewing documentation <u>how candidates are introduced to the concept of self-regulatory behavior.</u></p> <p>CTC TEAM REPORT PG 29</p>	<p>The redesign of all syllabi for the Education Specialist program, implemented in Spring 2015, displays specific evidence for discussions and assignments in SPED 541 needed to meet the candidate learning goals for this standard regarding behavioral, social, and environmental supports for learning. Candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs in SPED 541, 591, and 592. Social skills curriculum to facilitate students learning appropriate social behavior in a range of school and non-school settings is demonstrated in the Signature Assignment, and evaluated using the rubric in Taskstream. Details include an understanding of several self-regulation strategies, including setting goals, self-monitoring, self-instruction, and self-reinforcement.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Candidates articulate how to assess, plan, or provide academic and social skill instruction to support positive behavior in any student through the Classroom Management Plan assignment which includes Manifestation Determination Hearings.</p> <p>Actions: Signature Assignments will be reviewed with each course instructor prior to the start of the course and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed. Course additions and changes will be guided by data collected and analyzed for continuous improvement of the Education Specialist program on an as needed basis.</p>

<p>Program Standard 13: Curriculum and Instruction of Students with Disabilities</p> <p>The team members could not determine from the program documentation provided, including review of course syllabi, candidate and faculty interviews, <u>how candidates demonstrate their skills to develop, implement, adapt, modify and evaluate a variety of pedagogical approaches to instruction.</u> Although candidates create lesson plans, the team found <u>no evidence that the candidates demonstrate skills for co-teaching and consultation and the application of a variety of pedagogical approaches to instruction that provide students with disabilities with equitable accesses.</u> Team members were <u>unable to determine</u> from the program documentation provided, including a review of the syllabi and interviews with candidates, cooperating teachers and program faculty, <u>how candidates “demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments</u></p> <p>CTC TEAM REPORT PG 29</p>	<p>The content in the newly designed courses for the Education Specialist program, implemented in Spring 2015, reflects evidence through curriculum and instruction of how services for students with mild to moderate disabilities is demonstrated.</p> <p>Pedagogical approaches based on combined strategies from experts such as Piaget, Vygotsky, Maslow, Erikson, and Gardner, are adapted and modified by candidates to demonstrate skills to develop differentiated lesson plans, curriculum, and instructional strategies for students with disabilities. Co-teaching and consultation takes place in the Directed Teaching courses SPED 561 and SPED 562 and candidates demonstrate this competency in a variety of educational environments such as resource rooms and inclusive classrooms alongside cooperating teachers.</p> <p>The results of the candidate learning on this standard are evaluated through the Signature Assignments.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard.</p> <p>Changes and modifications are needed to ensure that records indicate candidates can collaborate effectively with general education colleagues and other professionals to assure a seamless educational and behavioral experience for those students who move between settings for equitable access as stated in the FAPE regulations.</p> <p>Actions: Documentation of the specific needs for students with disabilities is mandatory and will be stressed at an Orientation prior to Directed Teaching. Orientation for field work supervisors, cooperating teachers, and the candidates will carefully outline the need for recorded data to be uploaded in Taskstream to specifically indicate how candidates co-teach a core curriculum with a general education teacher.</p>
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<p>Program Standard 14: Creating Healthy Learning Environments</p> <p>The team member <u>could not determine</u> from the program documentation provided, including review of course syllabi, <u>how candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.</u> Evidence was <u>not provided to allow the team to identify where candidates learn about common, chronic and communicable diseases of children and adolescents, nor how to make referrals when these diseases are recognizable at school.</u></p> <p>CTC TEAM REPORT PG 29</p>	<p>Teaching candidates how to create healthy learning environments must include diverse topics such as gender diversity, chronic and communicable diseases of children, family structures, community cultures, and child rearing practices. Candidates demonstrate their understanding of the importance and influence of diverse family structures and ecological system on students' learning through ED 570, SPED 551, 591, and 592, and SPED 529. Evaluating families' strengths and needs based on a family evaluation form and applying this knowledge in developing effective and safe learning environments for students with special needs is included in the SPED 529 transition course. All courses have been redesigned and implemented in Spring 2015 to ensure candidate learning on this standard and are evaluated through the Signature Assignments in Taskstream.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard.</p> <p>Changes and modifications are needed in the rubric that aligns with state standard #14 to ensure that records indicate candidates are acquiring knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.</p> <p>Actions: Signature Assignments and the rubrics will be reviewed and modified accordingly with each course instructor for ED 570, SPED 551, 591, and 592, and SPED 529 to ensure that prior to the start of the course the rubric matches the state standard for correct data collection, and individual instruction of the mandatory requirement to upload into Taskstream for data collection purposes will be stressed. Course additions and changes determined and guided by data collection are analyzed for continuous improvement of the Education Specialist program on an as needed basis, with emphasis placed on rubric and Signature Assignments properly aligned with state standards.</p>
<p>Program Standard 15: Field Experience in a Broad Range of Service Delivery Options It is <u>not clear how the practicum and</u></p>	<p>All candidates in the Education Specialist program complete assignments, weekly discussion topics, and course readings, as well as record and document fieldwork experiences that are aligned with the state</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard.</p>

<p><u>student teaching are directly related to the program and assignments and class activities. Some candidates indicated they had completed the practicum, but still had a majority of classes to take.</u></p> <p>In addition, many <u>candidates reported that the practicum did not provide them with planned experiences that gave them the “full range of the service delivery system, the providers of such services, and parents and families”.</u></p> <p>Candidates and cooperating teachers reported that <u>university supervisors did not observe during the practicum or student teaching.</u></p> <p>In addition, many <u>candidates reported they had to arrange their own placements for field experiences/student teaching.</u></p> <p>CTC TEAM REPORT PG 29-30</p>	<p>standards. The practicum and Directed Teaching, revised in a way that logically and developmentally lead to direct teaching experience, addresses the critical concerns of how both fit into the program to provide candidates with the full range of the service delivery system, the providers of such services, and parents and families.</p> <p>Fieldwork courses, the Field Supervisor Handbook, and the Directed Teaching Handbook, outline the details for the Practicum Experience. Requirements Forms, developed to ensure students will be exposed to the full range of the service delivery models, are uploaded into Taskstream for data collection.</p> <p>Clear visitation expectations and responsibilities for cooperating teachers and field supervisors have been developed, requiring Taskstream uploads for data collection. Observation forms for every visitation are a mandatory requirement, and at least eight observation forms must be submitted at the end of the semester along with final student evaluation form.</p> <p>The credential analyst role specifically defined as stated: the only personnel required to locate Directed Teaching sites, clearly stated in the Directed Teaching and Practicum handbooks, is clearly communicated to candidates.</p> <p>Evidence for candidate learning for this standard, documented and demonstrated through Taskstream uploads for data collection, was implemented in Spring 2015.</p>	<p>Changes and modifications are needed to ensure that through candidate records in Taskstream, all requirements are met to clearly define the field experience in a broad range of service delivery options.</p> <p>Actions: Orientation for field work supervisors, cooperating teachers, and the candidates will carefully outline the need for recorded data to be uploaded in Taskstream . Specific forms are mandatory and will be stressed at the Orientation prior to Directed Teaching.</p>
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<p>Program Standard 16: Assessment of Candidate</p> <p>Review of faculty vita indicates that the <u>supervisors for Education Specialist do not hold the appropriate credential authorization.</u></p> <p>In addition the team <u>did not find evidence of the evaluation of candidates in the practicum or directed teaching experiences.</u></p> <p>Candidate interviews and review of documents indicated that an <u>individual development plan with recommendations for further study during the candidate's Induction Program was not prepared</u></p> <p>CTC TEAM REPORT PG 30</p>	<p>Only field supervisors and cooperating teachers meeting criteria for appropriate credentials were selected to observe candidates in the field. The evidence of evaluations is collected in Taskstream, implemented in Spring 2015.</p> <p>The Individual Development Plan (IDP) implemented in Spring 2015, with recommendations for further study during the candidate's Induction Program is housed in Taskstream as part of the candidate final evaluation.</p>	<p>Analysis: Signature Assignments were uploaded into Taskstream and evaluated according to rubrics aligned with this standard. Changes and modifications are needed to ensure that through Taskstream, all requirements are met to clearly define the assessment procedure for all candidates.</p> <p>Actions: Orientation for field work supervisors, cooperating teachers, and the candidates will carefully outline the need for recorded data to be uploaded in Taskstream . Specific forms are mandatory and will be stressed at the Orientation prior to Directed Teaching.</p>
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MILD / MODERATE DISABILITES STANDARDS

<u>CTC Stipulations</u>	<u>Progress/Results to Date</u>	<u>Analysis/Actions</u>
<p>M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities</p> <p>The team members were <u>unable to determine</u> from a review of course syllabi, interviews with candidates and faculty <u>how the program prepares candidates to make appropriate decisions on the basis of a variety of non-biased standardized techniques, instruments and processes.</u> Additionally, it is <u>unknown how candidates are prepared to create and implement standards-based assessments and utilize a range of approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students.</u></p> <p>CTC TEAM REPORT PG 30</p>	<p>The newly designed courses for the Education Specialist program, implemented in Spring 2015, reflect evidence of the preparation of candidates that demonstrates their competencies in a variety of assessment instruments and processes. Candidate preparation begins in SPED 531 with analyzing formal and informal test data and writing an IEP based on a variety of formal and informal assessments, aligned with CA Standards. Candidates assess reading and writing skills and plan research based interventions to meet the needs of students with mild to moderate disabilities in SPED 561. Then in SPED 562 candidates complete a full assessment of a student with mild to moderate disabilities by administering, scoring, and interpreting formal assessment instruments, modifying existing assessment tools to accommodate language needs, and determining current level of functioning.</p> <p>Candidates use standards-based assessments in the SPED 562 course and utilize a range of approaches to assess the development of academic, behavioral, and social communication skills that are needed for the assessment and evaluation of students with mild to moderate disabilities. As a culmination of the preparation of candidates to assess and evaluate students with mild to moderate disabilities, creating and implementing lesson plans in the SPED 591 and 592 Directed Teaching courses, supervised by cooperating teachers and fieldwork supervisors, candidates plan research based interventions to</p>	<p>Analysis: All Signature Assignments for every course were uploaded into Taskstream and evaluated according to rubrics aligned with the CA state standards.</p> <p>Changes and modifications are needed to ensure that through Taskstream, all requirements are met to clearly define the assessment procedure for all candidates by realigning the rubrics with the Signature Assignments.</p> <p>Actions: The examination of the data indicates more training is necessary. Additional orientation training for field work supervisors, cooperating teachers, and the candidates will carefully outline the community life skill needs of students and for recorded data to be uploaded into Taskstream.</p>

	<p>meet the needs of students with mild to moderate disabilities. See Evaluation of Program by Mild/Moderate Standards.</p>	
<p>M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction</p> <p>After a review of course syllabi, interviews with candidates and faculty, the team found <u>no evidence that the prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities</u>. There is also <u>no evidence that candidates are prepared to use standards-based assessment data to collaboratively develop appropriate instructional plans</u>. Interviews with candidates, completers, cooperating teachers and faculty <u>did not produce evidence that the program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with</u></p>	<p>The complete revision of the Education Specialist program, implemented in Spring 2015, reflects evidence of candidate preparation for the planning and implementation of curriculum and instruction for students with mild to moderate disabilities. Candidates develop a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes in a variety of areas, including reading/language arts through course assignments and discussions in SPED 561, 591, and 592. Candidates utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans based on research-based interventions through course assignments to meet the needs of diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities in SPED 562.</p> <p>Candidates develop curricula and instruction methods based on evidence-based practices and modify them based on individual student needs, including those with math and reading disorders in SPED 561. In ED531: Advanced English Learner Methodologies candidates adapt instructional techniques and materials to meet the needs of diverse learning characteristics of students with mild/moderate disabilities in areas of reading and literacy, written expression, and spelling.</p> <p>Candidates conduct academic and behavior assessments in the preparation of lesson plans, IEP goals, Behavior</p>	<p>Analysis: All Signature Assignments for every course were uploaded into Taskstream and evaluated according to rubrics aligned with the CA state standards.</p> <p>Candidates clearly demonstrated competencies to select curricula and to use evidence-based instructional strategies that meet student needs with diverse backgrounds and various reading and language arts abilities through differentiated Lesson Plans developed using core curriculum and both formal and informal assessment. Behavior Support Plans and plans of partnerships with parents and families were developed by candidates to use in the Directed Teaching phase of the program with support from cooperating teachers and fieldwork supervisors.</p> <p>Actions: Rubrics aligned with Signature Assignments and state standards will be reviewed to ensure evaluation methods meet criteria needed to prepare candidates for the array of environments and activities to meet this standard in the planning and implementation of curriculum and instruction for students with mild to moderate disabilities.</p>

<p><u>mild/moderate reading disorders. Candidates and completers were not able to identify any strategies and interventions for students who are not responding to the current instructional environment.</u> Finally, there is <u>no indication that the program prepares candidates to create instructional and behavior support partnerships with parents/families.</u></p> <p>CTC TEAM REPORT PG 30</p>	<p>Intervention Plans (BIP), and Functional Behavior Assessment (FBA). Candidates assess students who do not respond to the current instructional environment and learn to create instructional and behavior support partnerships with parents/families, based on the assessment data and research based practices in SPED 561 and 541. Candidates demonstrate this competence with general education teachers and families in the Directed Teaching courses SPED 591 and 592 where cooperating teachers and fieldwork supervisors are available for collaboration.</p>	
<p>M/M Standard 4: Positive Behavior Support</p> <p>The team found no evidence that <u>candidates are prepared to participate in manifestation determination hearings or school wide behavior support processes.</u></p> <p>CTC TEAM REPORT PG 30, 31</p>	<p>Candidates demonstrate understanding of problem behaviors through behavior assessment instruction in SPED 541. The process for manifestation determination hearings for school-wide behavior support in SPED 541 is demonstrated by candidates in the 15 hour research assignment which is presented in class for peer review, and then uploaded into Taskstream for evaluation using a rubric aligned with the CA state standards.</p> <p>In addition, candidates demonstrate knowledge of school-wide behavior support processes through course discussions and assignments in SPED 541, 591, and 592.</p>	<p>Analysis: All Signature Assignments for every course were uploaded into Taskstream and evaluated according to rubrics aligned with the CA state standards. The careful alignment of the CA state standards with the rubrics to evaluate the Signature Assignments indicates candidates are properly prepared in this standard for a complete understanding of positive behavior support for students with mild to moderate disabilities.</p> <p>Actions: Orientation for field work supervisors, cooperating teachers, and the candidates will carefully outline the need for recorded data to be uploaded in Taskstream so that the data collection can provide conclusive evidence that candidates are prepared for this standard: positive behavior support.</p>

<p>M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities</p> <p>After careful review of syllabi, speaking with candidates, completers and faculty, <u>specific instructional strategies were not identified. No one was able to identify any evidence-based methods or strategies for teaching reading, writing or math to students with mild/moderate disabilities.</u></p> <p>CTC TEAM REPORT PG 31</p>	<p>The Education Specialist program provides candidates with a clear understanding of specific instructional strategies for students with mild to moderate disabilities. The content in the newly designed courses, implemented in Spring 2015, reflects a full range of specific instructional strategies for teaching reading, writing or math to students with mild/moderate disabilities. The results of candidate learning on this standard are evaluated through the Signature Assignments that have gone through a complete revision to include rubrics aligned with the CA state standards.</p>	
<p>M/M Standard 6: Case Management</p> <p>The team <u>found no evidence that candidates acquire knowledge of case management practices and demonstrate competencies such as the ability to provide consultation, resource information and materials regarding individuals with exceptional needs to their parents and to staff members; monitoring of pupil progress on a regular basis; participation in the review and revision of IEP's as appropriate; and referral of pupils who do not demonstrate appropriate progress to</u></p>	<p>Candidates in the Education Special program demonstrate competencies in this standard for Case Management by completing very specific Signature Assignments in the Directed Teaching courses SPED 591 and 592: Student Profile project and Candidate Evaluation project. Skills to complete the projects are demonstrated by candidates throughout the program through course assignments and class discussions on such topics as the ability to provide consultation, resource information and materials regarding individuals with exceptional needs to their parents and to staff members; monitoring of pupil progress on a regular basis; participation in the review and revision of IEP's as appropriate; and referral of pupils who do not demonstrate appropriate progress to the IEP team; developing differentiated lesson plans for students with mild to moderate disabilities in collaboration with general education teacher; and developing vocational skill and</p>	<p>Analysis: All Signature Assignments for every course were uploaded into Taskstream and evaluated according to rubrics aligned with the CA state standards.</p> <p>A thorough evaluation process indicates that candidates in the Education Specialist program are able to provide consultation, resources information and materials for families and staff members, participate in reviews and revisions of IEPs, and recognize the need for referral of students who do not demonstrate appropriate progress in Student Study Team meetings.</p> <p>Actions:</p>

<p><u>the IEP team.</u> CTC TEAM REPORT PG 31</p>	<p>community resource assessment in collaboration with families and provide community resources to families.</p>	<p>Orientation for field work supervisors, cooperating teachers, and the candidates will carefully outline the need for recorded data to be uploaded in Taskstream so that the data collection can provide conclusive evidence that candidates are prepared for this standard: case management.</p>
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ED SPECIALIST COURSE SIGNATURE ASSIGNMENTS THAT ADDRESS PROGRAM STANDARDS

PROGRAM STANDARDS	SPED 529	SPED 531	SPED 541	SPED 551	SPED 561	SPED 562	SPED 591	SPED 592	SPED 642
1 - Program Design, Rationale and Coordination									
2 - Professional, Legal and Ethical Practices	X	X	X	X		X	X	X	
3 - Educating Diverse Learners			X		X		X	X	
4 - Effective Communication and Collaborative Partnerships	X		X	X			X	X	
5 - Assessment of Students			X			X	X	X	
6 - Using Educational and Assistive Technology									X
7 - Transition and Transitional Planning		X							
8 - Participating in ISFP/IEPs and Post-Secondary Transition Planning	X	X		X		X	X	X	
9 - Preparation to Teach Reading-Language Arts					X		X	X	

ED SPECIALIST COURSE SIGNATURE ASSIGNMENTS THAT ADDRESS PROGRAM STANDARDS (cont.)									
PROGRAM STANDARDS	SPED 529	SPED 531	SPED 541	SPED 551	SPED 561	SPED 562	SPED 591	SPED 592	SPED 642
10 - Preparation to Teach English Language Learners					X		X	X	
11 - Typical and Atypical Development					X				
12 - Behavioral, Social, and Environmental Supports for Learning	X		X				X	X	
13 - Curriculum and Instruction of Students with Disabilities	X						X	X	X
14 - Creating Healthy Learning Environments			X				X	X	
15 - Field Experience in a Broad Range of Service Delivery Options							X	X	
16 - Assessment of Candidate Performance							X	X	

ED SPECIALIST COURSE SIGNATURE ASSIGNMENTS THAT ADDRESS MILD/MODERATE STANDARDS									
MILD/MODERATE STANDARDS	SPED 529	SPED 531	SPED 541	SPED 551	SPED 561	SPED 562	SPED 591	SPED 592	SPED 642
1 - Characteristics of Students with Mild/Moderate Disabilities							X	X	
2 - Assessment and Evaluation of Students with Mild/Moderate Disabilities		X	X			X	X	X	
3 - Planning and Implementing Mild/Moderate Curriculum and Instruction					X		X	X	X
4 - Positive Behavior Support			X				X	X	
5 - Specific Instructional Strategies for Students with Mild/Moderate Disabilities					X		X	X	
6 - Case Management	X			X			X	X	

Student Satisfaction Surveys

Pacific Oaks College



Custom Report for all types in all course levels in all course traits in the ED department 2014 Fall
There were: 79 possible respondents.

Order	Question Text	N	Avg	SD	ED Avg	Dir Avg	Sch Avg	Yes	No			
1	Have you posted assignments on line	13	1	0	1	0.9	0.9	100%	0%			
								Str Agree	Agree	Disagree	Str Disagree	N/A
1	Student applies best effort	1	4	0	3.7	3.8	3.8	100%	0%	0%	0%	0%
								Vry Sat	Satfied	Dissat	Vry Dissat	
1	Overall satisfaction with course	14	3.9	0.3	3.7	3.6	3.6	93%	7%	0%	0%	
								Str Agree	Agree	Disagree	Str Disagree	N/A
2	Student applies best effort	14	3.9	0.4	3.7	3.8	3.8	86%	14%	0%	0%	0%
2	Important to master objectives	1	4	0	3.8	3.9	3.9	100%	0%	0%	0%	0%
2	Timely Feedback	13	3.2	0.8	3.3	3.5	3.5	46%	31%	23%	0%	0%
3	Important to master objectives	14	4	0	3.8	3.9	3.9	100%	0%	0%	0%	0%
3	Student is prepared	1	4	0	3.7	3.8	3.8	100%	0%	0%	0%	0%
3	Relevance of Assignments and Activities	12	3.8	0.4	3.6	3.7	3.7	83%	17%	0%	0%	0%
								Satisfied	Neutral	Dissat		
4	Course Satisfaction	12	4	1.6	4.2	4.3	4.3	67%	17%	17%		
								Str Agree	Agree	Disagree	Str Disagree	N/A
4	Student is prepared	14	3.8	0.4	3.7	3.8	3.8	79%	14%	0%	0%	7%
4	Student actively participates	15	4	0	3.8	3.9	3.9	80%	0%	0%	0%	20%
5	Respectful of instructor	1	4	0	3.9	4.0	4.0	100%	0%	0%	0%	0%
6	Performance Important	1	4	0	3.8	3.9	3.9	100%	0%	0%	0%	0%
								Vry Sat	Satfied	Dissat	Vry Dissat	
6	Overall satisfaction with instructor	14	3.9	0.3	3.7	3.7	3.7	93%	7%	0%	0%	
								Str Agree	Agree	Disagree	Str Disagree	N/A
7	Respectful of instructor	13	4	0	3.9	4.0	4.0	100%	0%	0%	0%	0%
7	Instructor uses practical examples	1	3	0	3.5	3.7	3.7	0%	100%	0%	0%	0%
8	Performance Important	14	4	0	3.8	3.9	3.9	100%	0%	0%	0%	0%
8	Attentive to student needs	1	3	0	3.5	3.7	3.7	0%	100%	0%	0%	0%
9	Instructor uses practical examples	14	3.9	0.3	3.5	3.7	3.7	79%	7%	0%	0%	14%
9	Instructor Enthusiasm	1	3	0	3.5	3.8	3.8	0%	100%	0%	0%	0%
10	Attentive to student needs	13	3.8	0.6	3.5	3.7	3.7	92%	0%	8%	0%	0%
10	Feedback Timely	1	4	0	3.3	3.6	3.6	100%	0%	0%	0%	0%

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11	Instructor Enthusiasm	14	4	0	3.5	3.8	3.8	100%	0%	0%	0%	0%
11	Encourages student participation	1	3	0	3.7	3.8	3.8	0%	100%	0%	0%	0%
12	Feedback Timely	14	3.8	0.6	3.3	3.6	3.6	86%	7%	7%	0%	0%
12	Instructor demonstrates knowledge	1	3	0	3.7	3.8	3.8	0%	100%	0%	0%	0%
13	Encourages student participation	14	3.9	0.3	3.7	3.8	3.8	93%	7%	0%	0%	0%
13	Instructor Well Prepared	1	2	0	3.5	3.7	3.7	0%	0%	100%	0%	0%
14	Instructor demonstrates knowledge	14	3.9	0.3	3.7	3.8	3.8	93%	7%	0%	0%	0%
14	Class activities support learning objectives	1	3	0	3.6	3.8	3.8	0%	100%	0%	0%	0%
15	Instructor Well Prepared	14	3.8	0.4	3.5	3.7	3.7	79%	14%	0%	0%	7%
15	Class activities integrate diversity	1	4	0	3.6	3.8	3.8	100%	0%	0%	0%	0%
16	Class activities support learning objectives	14	3.7	0.5	3.6	3.8	3.8	71%	29%	0%	0%	0%
16	Course material integrates theory	1	3	0	3.6	3.8	3.8	0%	100%	0%	0%	0%
17	Class activities integrate diversity	14	3.6	0.5	3.6	3.8	3.8	64%	36%	0%	0%	0%
17	Student learned to apply theory	1	3	0	3.6	3.8	3.8	0%	100%	0%	0%	0%
18	Course material integrates theory	14	3.8	0.4	3.6	3.8	3.8	79%	14%	0%	0%	7%
18	Course activities increased understanding	1	3	0	3.6	3.8	3.8	0%	100%	0%	0%	0%
19	Student learned to apply theory	14	3.8	0.4	3.6	3.8	3.8	79%	21%	0%	0%	0%
19	Course expanded awareness	1	3	0	3.5	3.8	3.8	0%	100%	0%	0%	0%
20	Course activities increased understanding	14	3.8	0.4	3.6	3.8	3.8	79%	21%	0%	0%	0%
20	Course developed critical thinking	1	3	0	3.6	3.8	3.8	0%	100%	0%	0%	0%
21	Course expanded awareness	14	3.7	0.5	3.5	3.8	3.8	71%	29%	0%	0%	0%
21	Learning relevant professional practice	1	4	0	3.7	3.8	3.8	100%	0%	0%	0%	0%
22	Course developed critical thinking	14	3.9	0.3	3.6	3.8	3.8	93%	7%	0%	0%	0%
22	Material challenging	1	3	0	3.5	3.7	3.7	0%	100%	0%	0%	0%
23	Able to find resources	1	4	0	3.5	3.8	3.8	100%	0%	0%	0%	0%
23	Learning relevant professional practice	14	3.9	0.3	3.7	3.8	3.8	93%	7%	0%	0%	0%
24	Material challenging	14	3.7	0.5	3.5	3.7	3.7	71%	29%	0%	0%	0%
24	Able to get tech support	1	3	0	3.6	3.7	3.7	0%	100%	0%	0%	0%
25	Able to find resources	13	3.6	0.7	3.5	3.8	3.8	69%	23%	8%	0%	0%
25	Disc forums are supportive	1	4	0	3.5	3.7	3.7	100%	0%	0%	0%	0%
26	Overall good learning experience	1	3	0	3.6	3.8	3.8	0%	100%	0%	0%	0%
26	Able to get tech support	14	3.8	0.4	3.6	3.7	3.7	64%	14%	0%	0%	21%
27	Disc forums are supportive	13	3.7	0.6	3.5	3.7	3.7	77%	15%	8%	0%	0%
27	Online Overall	1	3	0	3.5	3.7	3.7	0%	100%	0%	0%	0%
28	Overall good learning experience	14	3.8	0.4	3.6	3.8	3.8	79%	21%	0%	0%	0%
29	Online Overall	14	3.5	0.8	3.5	3.7	3.7	64%	21%	14%	0%	0%

Miller	ED 560: The instructor for this course has been the most attentive I have had online at Pacific Oaks. I appreciate her attentiveness to making sure that the syllabus and assignments are up to date. I like that she makes herself available for online discussion clarifying what we are doing in class. I have enjoyed the materials we are reading and assignments we have done. It is easy to see the connection of what we are studying to what is happening in education today.
Mahabir	ED 548: I have enjoyed the instructor for this class. He gives good and timely feedback and consistent communication.
	Question: Contributions to Learning
Nicholls-ali	ED 391: My classmates discussions.
Nicholls-ali	ED 391: Peer discussions and NAEYC standard exploration.
Nicholls-ali	ED 391: The discussions between the peers are great. The articles provided really help open up the discussion topics assigned.
Johnson	ED 330: First, the content of the class was extremely interesting and the assignments allowed us to apply the notions learned in class. The teacher gave us plenty of references (articles and videos) outside of the books to help us better understand the content of the program. Second, the teacher has been extremely professional throughout the entire term and remained available at any time to assist me. All of the assignments were clearly explained, with a structure of the essays, samples of essays, etc. And finally, the teacher has adjusted the content of the class to my personal situation in order to allow me to practice even though I am not a teacher yet.
Han	ED 531: The articles that we were asked to read as part of our coursework were of special interest. There were topics covered I hadn't looked at before this class and had know little about.
Han	ED 331: The communication from the instructor as well as the journal posts.
Han	ED 531: The professor provided excellent articles that contributed to my overall learning in this course. The discussion questions were appropriate and challenging. I enjoyed the coursework.
Han	ED 531: History and learning strategies for ELLs and students who use AAVE.
Carr	ED 578: Assigned readings
Mahabir	ED 505: Reading the chapters and participating in discussions with other students
Mahabir	ED 505: Discussion forums, reflective papers and good choice of book
	Question: Course Improvement
Nicholls-ali	ED 391: More feedback from the instructor.
Nicholls-ali	ED 391: No suggestions.
Nicholls-ali	ED 391: I didn't have much interaction with the instructor compare to other courses. I have taken courses where the instructor seems to care about the students and the class. I didn't feel that way in this course.
Nicholls-ali	ED 391: The instructor allows the peers to interact but does not give much feedback to the discussion post.
Johnson	ED 330: Some of the links to the articles were not active or did not upload the articles, and I could not post some of the assignments via Canvas. I think if the IT person could take a look at those little glitch, it would be helpful since the articles were very interesting.
Han	ED 531: The discussions should be due on Wednesday or Thursday. The Reply to our peers should be changed to Sunday. The Journal's should be due on Sunday. Having a discussion and journal sharing due on a Tuesday and a journal on a Saturday is very limiting. The week just started and we are expected to already respond to a discussion. I personally have a full time job and being allowed to have a day or so more is less restricting. Also the journal on a Sunday is ideal because I'm off weekends and I have more time to dedicate to my studies.
Han	ED 331: little project as the course goes on instead of large projects all at the end of the course.
Han	ED 531: Professor Han gave feedback at times, but I would request feedback for every assignment. When I work really hard on an assignment, especially an important one, I would appreciate feedback or critical thinking questions to support my learning further.
Han	ED 531: More feedback on discussions and papers. I didn't receive any feedback on anything I turned in except for one paper because I asked. I don't know if I received full credit for my assignments because I just turned them in or if I was really on the right path.
Carr	ED 578: Teacher assigned to the class on time so student will not feel lost. Teacher can conduct more face-to-face meeting to clear up confusions.
Mahabir	ED 505: None
	Question: Additional Comments
Nicholls-ali	ED 391: Great class, great conversations and topics. Im learning a lot from my own peers. Instructor does provide feedback, but would like to see more comments on the discussion board.
Nicholls-ali	ED 391: Does well in answering question or concerns though.

Johnson	ED 330: I really enjoy this class and am very thankful to the teacher for her knowledge and assistance. I have a very limited experience at Pacific Oaks College but she has gone far beyond my expectation when it come to education to instruct me and help me learn as much as possible from her class. This class is among the best experience I have had in education and I believe that I have learned a lot of relevant teaching techniques which are going to be useful when I start teaching.
Han	ED 531: I really appreciated the Go To Meetings with the professor. Since this class was online I'm glad the professor took the time to set up these meets so we can discuss ideas and topics. Because of my schedule online is helpful but I do miss on ground classes. There are several benefits from being in a classroom where we can have discussions as a group. Go to meetings should be part of online courses even if its only 2-3 times
Han	ED 531: I thoroughly enjoyed this course. The facilitator provided substantive feedback in a timely manner and provided guidance and support throughout the course. I would love to take another class with her as the facilitator.

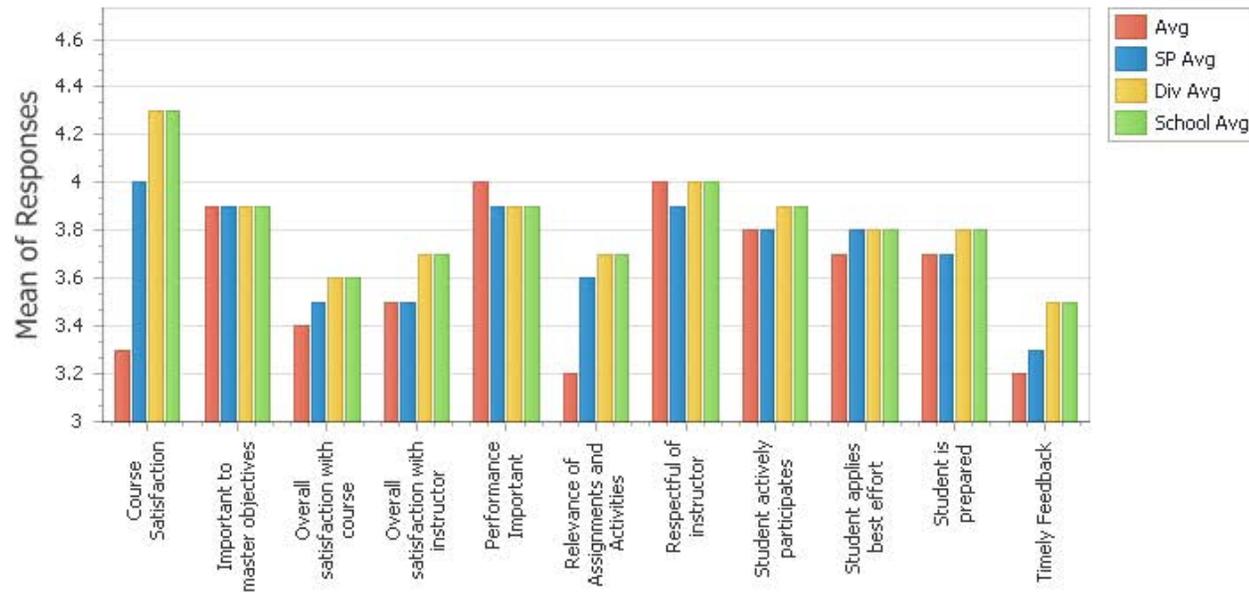
Pacific Oaks College

SmartEvals!

Custom Report for Robert Berger Teaching all types in all course levels in all course traits in the SP department 2015 Spring
There were: 49 possible respondents.

Order	Question Text	N	Avg	SD	SP Avg	Div Avg	Sch Avg	Yes	No			
1	Have you posted assignments online	6	1	0	1.0	0.9	0.9	100%	0%			
								Vry Sat	Satified	Dissat	Vry Dissat	
1	Overall satisfaction with course	15	3.4	1.1	3.5	3.6	3.6	67%	20%	0%	13%	
								Sr Agree	Agree	Disagree	Str Disagree	N/A
2	Student applies best effort	14	3.7	0.8	3.8	3.8	3.8	86%	7%	0%	7%	0%
2	Timely Feedback	5	3.2	1.3	3.3	3.5	3.5	60%	20%	0%	20%	0%
3	Important to master objectives	15	3.9	0.4	3.9	3.9	3.9	87%	13%	0%	0%	0%
3	Relevance of Assignments and Activities	4	3.2	1	3.6	3.7	3.7	50%	25%	25%	0%	0%
								Satisfied	Neutral	Dissat		
4	Course Satisfaction	6	3.3	2	4.0	4.3	4.3	50%	17%	33%		
								Sr Agree	Agree	Disagree	Str Disagree	N/A
4	Student is prepared	14	3.7	0.5	3.7	3.8	3.8	71%	29%	0%	0%	0%
5	Student actively participates	15	3.8	0.4	3.8	3.9	3.9	73%	13%	0%	0%	13%
								Vry Sat	Satified	Dissat	Vry Dissat	
6	Overall satisfaction with instructor	13	3.5	1.1	3.5	3.7	3.7	77%	8%	0%	15%	
								Sr Agree	Agree	Disagree	Str Disagree	N/A
7	Respectful of instructor	15	4	0	3.9	4.0	4.0	100%	0%	0%	0%	0%
8	Performance Important	15	4	0	3.9	3.9	3.9	100%	0%	0%	0%	0%
9	Instructor uses practical examples	15	3.4	1.1	3.6	3.7	3.7	67%	13%	0%	13%	7%
10	Attentive to student needs	15	3.4	1.1	3.6	3.7	3.7	73%	7%	7%	13%	0%
11	Instructor Enthusiasm	15	3.5	1.1	3.7	3.8	3.8	73%	13%	0%	13%	0%
12	Feedback Timely	15	3.7	0.8	3.4	3.6	3.6	80%	13%	0%	7%	0%
13	Encourages student participation	15	3.6	0.8	3.7	3.8	3.8	73%	20%	0%	7%	0%
14	Instructor demonstrates knowledge	15	3.5	1.1	3.7	3.8	3.8	80%	7%	0%	13%	0%
15	Instructor Well Prepared	15	3.2	1.1	3.6	3.7	3.7	53%	27%	7%	13%	0%
16	Class activities support learning objectives	15	3.7	0.8	3.7	3.8	3.8	87%	7%	0%	7%	0%
17	Class activities integrate diversity	15	3.7	0.6	3.8	3.8	3.8	80%	13%	7%	0%	0%
18	Course material integrates theory	15	3.5	1.1	3.8	3.8	3.8	80%	7%	0%	13%	0%
19	Student learned to apply theory	15	3.5	0.9	3.6	3.8	3.8	73%	13%	7%	7%	0%
20	Course activities increased understanding	15	3.5	1.1	3.6	3.8	3.8	73%	13%	0%	13%	0%
21	Course expanded awareness	15	3.7	0.6	3.7	3.8	3.8	80%	13%	7%	0%	0%
22	Course developed critical thinking	15	3.7	0.9	3.7	3.8	3.8	87%	0%	7%	7%	0%
23	Learning relevant professional practice	15	3.8	0.6	3.8	3.8	3.8	87%	7%	7%	0%	0%
24	Material challenging	15	3	1.4	3.6	3.7	3.7	53%	13%	0%	27%	7%
25	Able to find resources	15	3.4	1.1	3.7	3.8	3.8	67%	20%	0%	13%	0%
26	Able to get tech support	15	3.9	0.3	3.7	3.7	3.7	73%	7%	0%	0%	20%

Question Averages



Instructor Name	Text Responses
	Question: Open End
Chan	SP ED341: The readings and assignments posted on canvas on many of my courses (including this one) are rarely up to date. It is difficult to get a head start when I do not know where to begin. The professor on the other hand has done an exceptional job providing us with an email every week with all of our readings and assignments. She provides us with feedback and makes this class fun to learn. I love the way she shows dedication and knowledge in this course.
Perez	SP ED361: This class is great and the instructor and my peers as well. I wish I had taken the class on campus to receive an even better understanding, but class times are not convenient for my work schedule.
Perez	SP ED361: There needs to be more examples of homework assignments like I didn't know what a abc analysis was until I asked the instructor for an example.
Perez	SP ED361: We are paying the same amount for online classes that we do for on ground. The more online classes I take the less effort the professor makes towards explanations and feedback. The syllabus always needs revising because it was a "cut & paste" from a previous class where certain information does not apply, and assignment instructions are never quite clear, or with a sample. Students are constantly in forums asking each other what to do?
Perez	SP ED361: I am very happy with this course and with my professor. I have learned a lot and although some of the big assignments have been a bit challenging, the professor has been able to guide us to receive the best education possible.
Perez	SP ED361: Throughout the course there seemed to be confusion regarding the assignments so much so that it seemed, at times, that Professor Perez took this course on at the last minute. Other times it seemed like the amount of work (reading, assignments, etc.) was much more than could be accomplished in one week's time. I believe there was one week where 6 or 7 chapters of one of the texts was assigned, plus additional chapters and articles in other sources. Also, admittedly, I turned in an assignment a few hours late and receive a deduction greater than the 10% deduction stated in the syllabus (the deduction amounted to about 12% of the assignment grade but didn't impact my overall grade so I didn't want to argue the point.)
Perez	SP ED361: I enjoyed the experiences that I had taking this class. I learned how to write IEP goals, read a case study and base IEP goals on it, create a lesson plan, and about the two type of assessments. I was helped promptly on the questions I had on the assignments that we had. This has been the hardest class I have taken before, but this has been my favorite class so far at Pacific Oaks College!
Perez	SP ED361: Many of the links for this class did not work.

Benson	SP ED641: I enjoyed the assignments like the AT plan and IEP. I felt like they were a little out of my grasp but challenged me to do my best.
Swindler	SP ED361: Good and respectful
Swindler	SP ED361: reflective journals
	Question: Course Improvement
Simon	SP ED331: It has been a great tool and had many resources. I would say just keep updating resources.
Benson	SP ED641: A LOT more feedback. Without feedback in assignments, I do not feel supported as a student. I did not feel connected to the teacher whatsoever, and felt like most of my learning was on my own. The professor did not teach me anything through her own personal experiences. Her occupation was not even introduced to the class. If I read the book on my own without taking this course, I feel I would have learned the same amount.
Benson	SP ED641: The facilitator should include Go to Meetings as part of his/her instruction, interactive with students more, and provide guidance and support when students ask for clarification or explanation of assignments.
Swindler	SP ED361: Nothing everything is all organized in it's place.
	Question: Additional Comments
Simon	SP ED331: Great class and the professor has been very helpful and insightful.
Benson	SP ED641: I have never written an unsatisfactory evaluation for a professor, but I was highly disappointed in this class. When I would ask the professor to give examples, she just told me to google it. The final assignment was to create an IEP and transition plan. There were no templates in the course files as stated in the assignment instructions. I have never completed an IEP before, so I asked the professor for help on how to complete one. Her response was to "google it"...this information is HIGHLY important to my future career and I was so upset. I asked MANY times for help with the assignment, only for one sentence responses, or an excuse of "there's no way to teach it"...I will be calling the Director of Online programs tomorrow, because this course was not at all up to my expectations of quality. There are more examples that are shocking. I am completely unsatisfied.
Benson	SP ED641: I had to use my personal and professional experience to complete assignments for this course. The facilitator provided less than adequate guidance and instruction.
Swindler	SP ED361: I am happy to have her as a teacher and I hope there are more like her .

Evaluations of Fieldwork Supervisor

Report: Form-Based Author Responses Results - Completed Results Report Generated by Taskstream - Advancing Educational Excellence	
Form: Productive Practice of Field Supervisor	
Report Generated: Friday, April 10, 2015	
Form Cases:	CASE#1: ED 393 Directed Teaching: Form- PP Field Super 0 author(s) of 10 total submitted this form (0.0)
	CASE#2: ED 394 Directed Teaching: Form- PP Field Super 0 author(s) of 10 total submitted this form (0.0)
	CASE#3: ED 593 Directed Teaching: Form- PP Field Super 2 author(s) of 18 total submitted this form (11.1)
	CASE#4: ED 593 Directed Teaching: Form- PP Field Super 0 author(s) of 8 total submitted this form (0.0)
	CASE#5: ED 594 Directed Teaching: Form- PP Field Super 0 author(s) of 18 total submitted this form (0.0)
	CASE#6: ED 594 Directed Teaching: Form- PP Field Super 0 author(s) of 8 total submitted this form (0.0)
	CASE#7: SPED 591 Directed Teaching I: Form- PP Field Su1 author(s) of 13 total submitted this form (7.6)
	CASE#8: SPED 591 Directed Teaching I: Form- PP Field Su0 author(s) of 5 total submitted this form (0.0)
	CASE#9: SPED 592 Directed Teaching II: Form- PP Field S10 author(s) of 13 total submitted this form (0.0)
	CASE#10: SPED 592 Directed Teaching II: Form- PP Field S10 author(s) of 5 total submitted this form (0.0)
	CASE#11: SPED 591 Directed Teaching Placement: PP Field 3 author(s) of 33 total submitted this form (9.0)
	CASE#12: SPED 592 Directed Teaching Placement: PP Field 1 author(s) of 33 total submitted this form (3.0)

PP of Field Supervisor (Required Element)

Form Element Type: Open Ended Responses - 2 Column Format

Total Author Response(s): 7 Author Response(s)

Response(s)
Open-ended responses are not available on this report.

Instructions

Assessment (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 7 Author Response(s)

Response Legend: 1=Consistently, 2=Frequently, 3=Sometimes, 4=Never, 5=Requested by candidate and/or others to be waived

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
(1) The University Supervisor helped you to inform the school-based supervisor(and other educators) about the program goals, required activities, time lines and record-keeping/assessment needs.	7	57.14%	14.29%	14.29%	14.29%	0.00%	1.86	1	1	1.12
(2) The University Supervisor maintained productive and open communications with your school-based supervisor.	7	71.43%	14.29%	14.29%	0.00%	0.00%	1.43	1	1	0.73
(3) The University Supervisor worked with you to schedule observations and post-observation conferences.	7	85.71%	14.29%	0.00%	0.00%	0.00%	1.14	1	1	0.35
(4) The University Supervisor observed your teaching and provided reinforcing and constructive feedback orally.	7	85.71%	14.29%	0.00%	0.00%	0.00%	1.14	1	1	0.35
(5) The University Supervisor observed your teaching and provided reinforcing and constructive written feedback.	7	85.71%	0.00%	0.00%	14.29%	0.00%	1.43	1	1	1.05
(6) The University Supervisor reviewed your weekly progress report form and other evidence about your developing teaching practice.	7	71.43%	0.00%	14.29%	14.29%	0.00%	1.71	1	1	1.16

(7) Conference with the University Supervisor provided a productive opportunity for you to reflect on your teaching as well as consider options, concerns, constraints and next teaching targets.	7	85.71%	14.29%	0.00%	0.00%	0.00%	1.14	1	1	0.35
(8) The University Supervisor completed or participated in the timely completion of required conferences and paperwork.	7	71.43%	28.57%	0.00%	0.00%	0.00%	1.29	1	1	0.45
Total	56	76.79%	12.50%	5.36%	5.36%	0.00%	1.39	1	1	0.82

Teaching Practice (Required Element)
Form Element Type: Open Ended Response
Total Author Response(s): 7 Author Response(s)
Response(s)
 Open-ended responses are not available on this report.

Questions (Required Element)
Form Element Type: Open Ended Response
Total Author Response(s): 7 Author Response(s)
Response(s)
 Open-ended responses are not available on this report.

Pacific Oaks College
CTC Report Data Analysis: Fall 2014-Spring 2015

I. TPA Evaluation

- a. The average TPA score for TPA's 1-4 was 3.07 with scores ranging from 3.0 (TPA 4) to 3.15 (TPA 2). (Figure 1)
- b. The average number of students participating in the TPA evaluation was 20 with Student numbers ranging from 11 (TPA 4) to 28 (TPA 2). (Figure 2)

Figure 1.

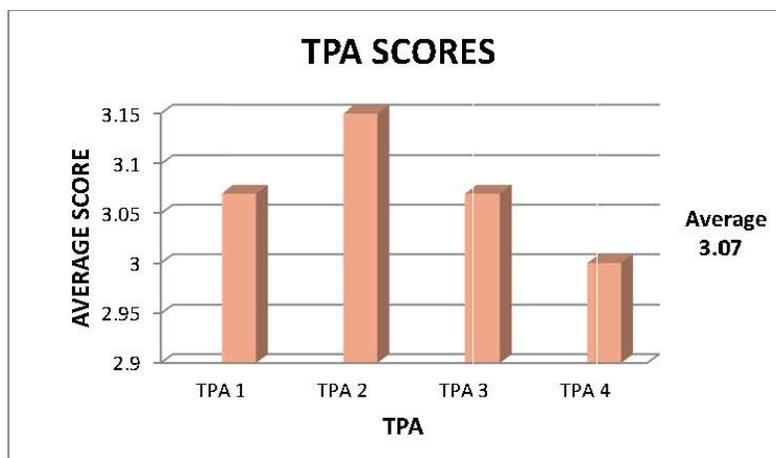
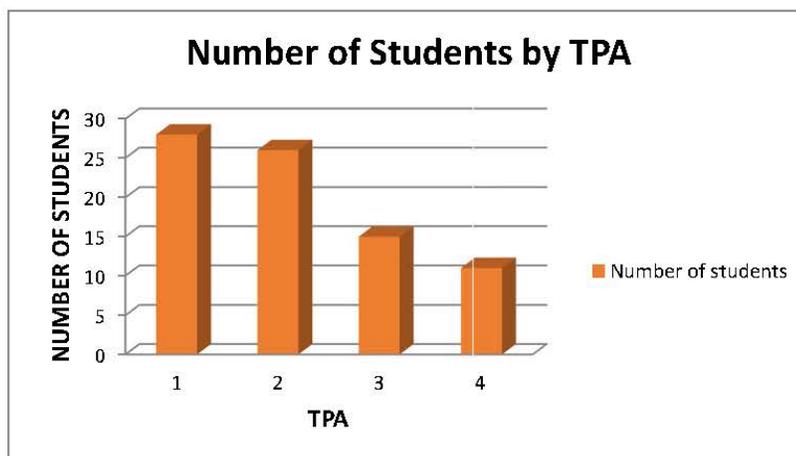


Figure 2.



II. Evaluation of Program by Standard

- a. The overall student score for Program Standards 1-16 was 93.47% with a range of 84% (Standard 6) to 100% (Standard 1). (Figure 3)
- b. With the exception of four criteria, Legal Regulation, Management Profile, Mechanics and Remediation LP, all criteria for Program Standards 1-16 received an average student score greater than 80%.
- c. The overall average student score across Program Standards 1-16 for Legal Regulation, Management Profile, Mechanics and Remediation LP was 74.67%, 85.72%, 90.14% and 75%, respectively. (Figure 3)

Figures 2-19

- d. For the Legal Regulation criteria, Program Standards 2, 3, 5, 8, 9, 10, 12, 13, 14, 15, and 16 had average student scores less than or equal to 80%.
- e. For the Management Profile criteria, Program Standards 2, 6, 7, 8, 11 and 13 had average student scores less than or equal to 80%.
- f. For the Mechanics criteria, Program Standards 2, 6, 7, 8 and 13 had average student scores less than or equal to 80%.
- g. For the Remediation LP criteria, Program Standard 7 had an average student scores less than or equal to 80%.
- h. Overall, the Legal Regulations criteria had the lowest overall average student score across multiple Program Standards.

Figure 3.

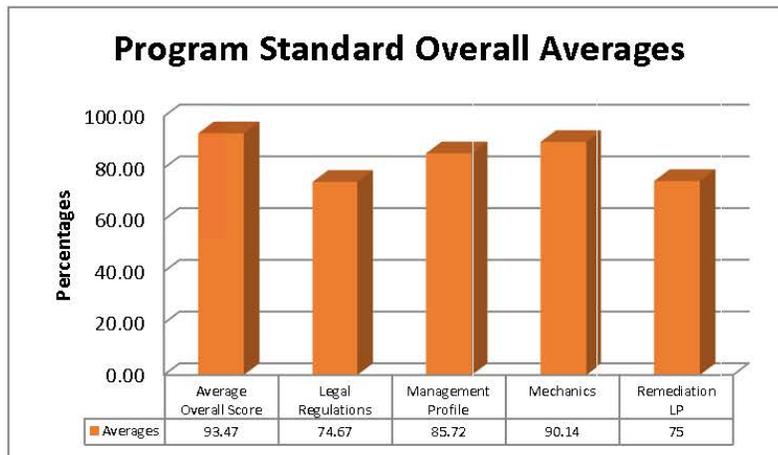


Figure 4.

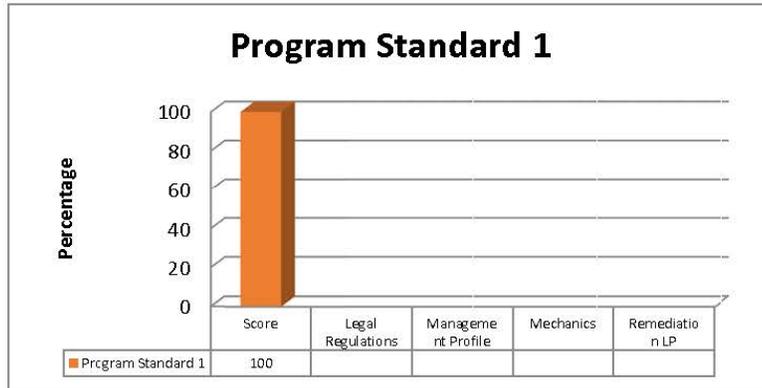


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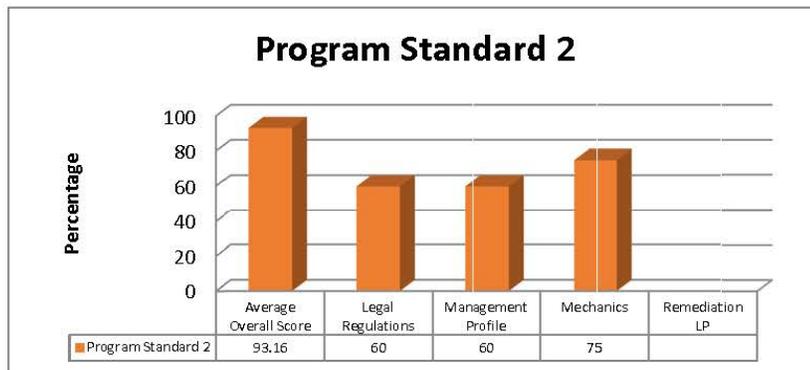


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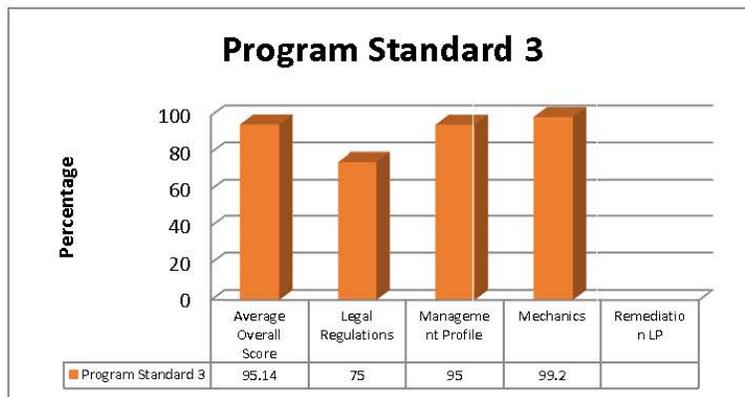


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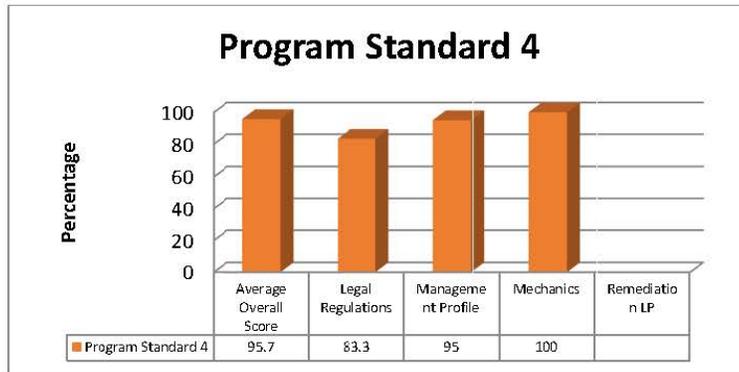


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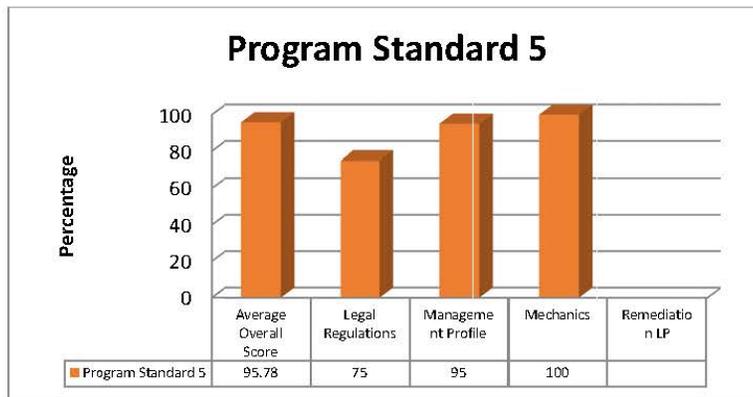


Figure 9.

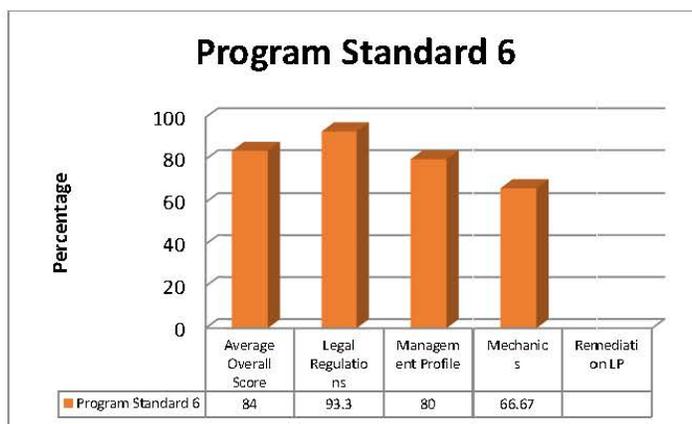


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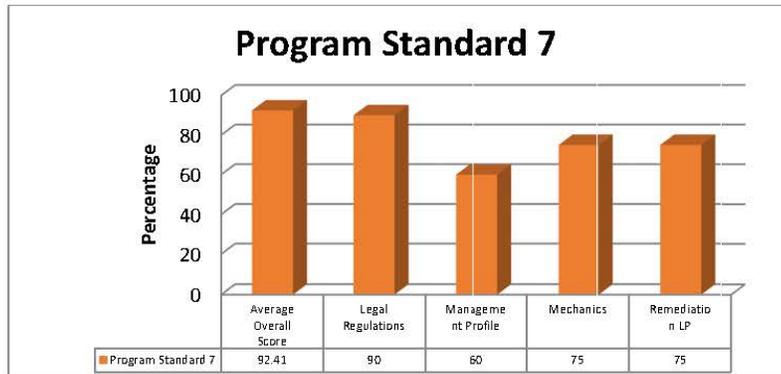


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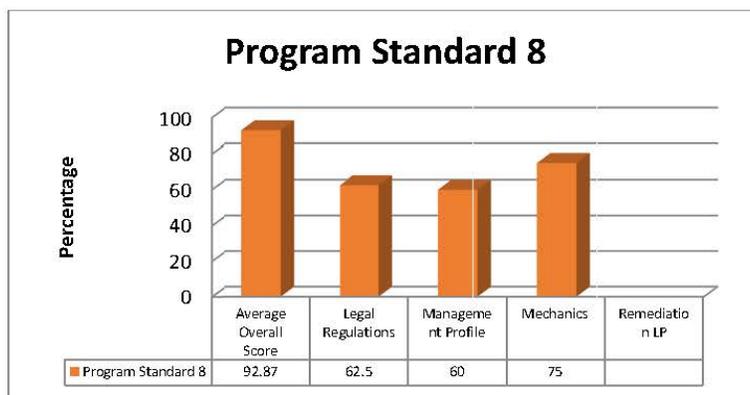


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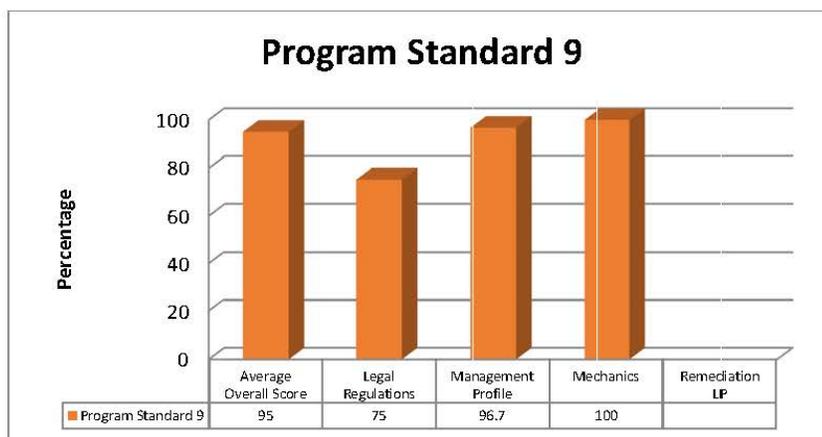


Figure 13.

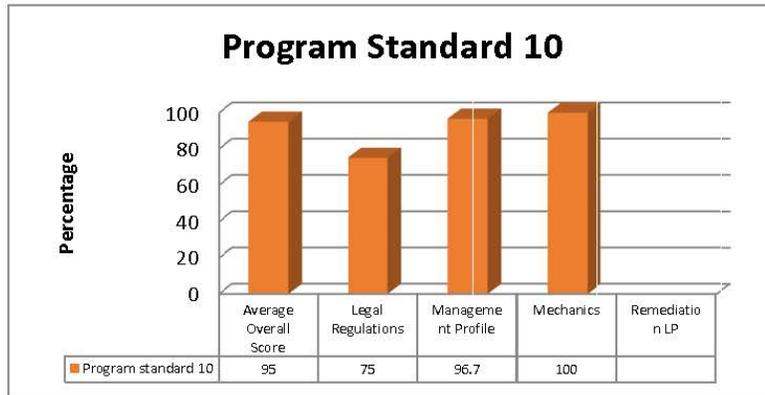


Figure 14.

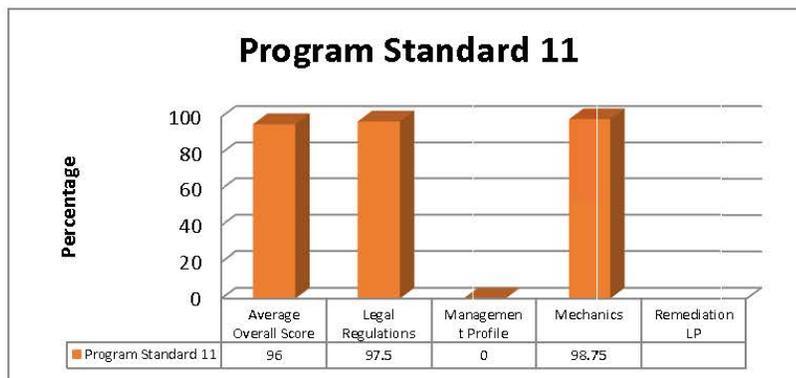


Figure 15.

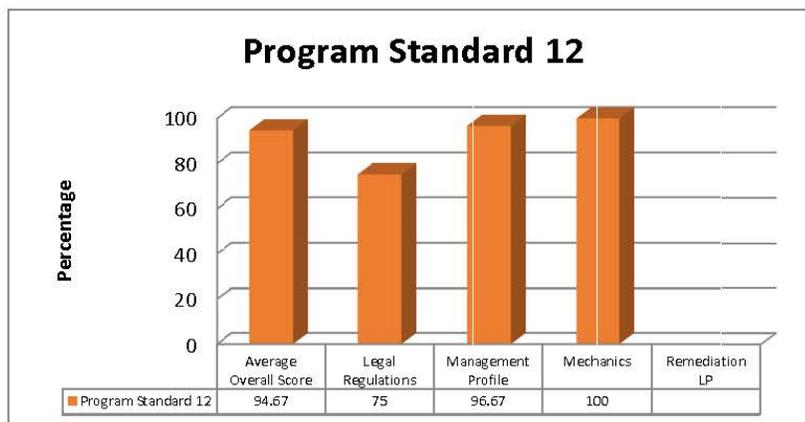


Figure 16.

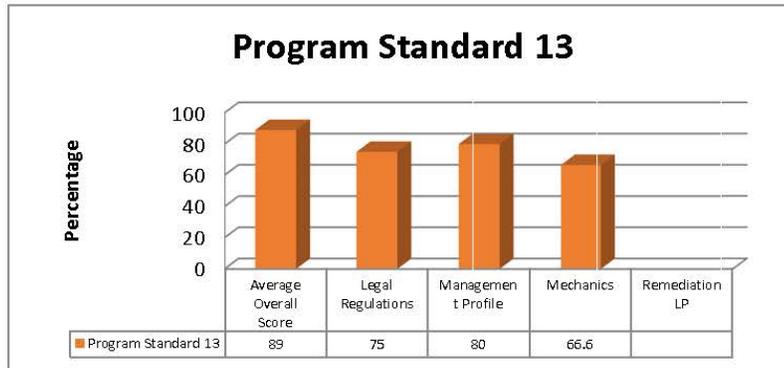


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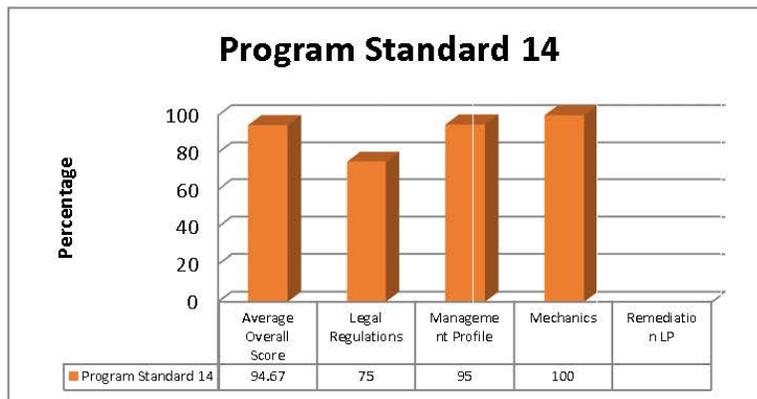


Figure 18.

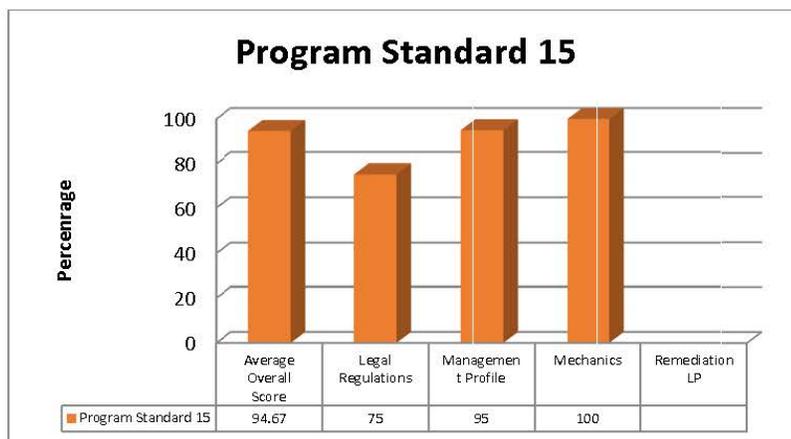
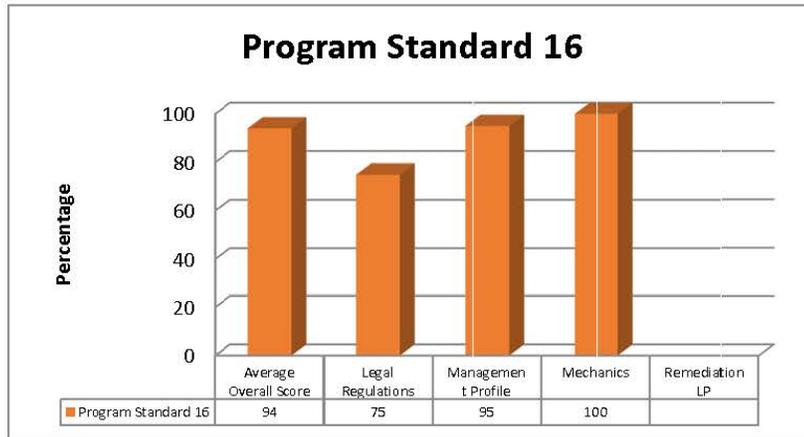


Figure 19.



III. Evaluation of Program by Mild to Moderate (MM) Standard

- a. The overall student score for MM Program Standards 1-6 was 93.57% with a range of 90.67% (MM Standard 2) to 95.76% (MM Standard 6). (Figure 20)
- b. With the exception of three criteria, Legal Regulation, Management Profile, and Mechanics, all criteria for MM Program Standards 1-6 received an average student score greater than 80%.

Figures 21-26

- c. The overall average student score across MM Program Standards 1-6 for Legal Regulation, Management Profile, and Mechanics was 72.92%, 87.83%, and 91.67%, respectively.
- d. For the Legal Regulation criteria, MM Program Standards 1, 2, 3, 4, 5 and 6 had average student scores less than or equal to 80%.
- e. For the Management Profile criteria, MM Program Standard 2 had an average student scores less than or equal to 80%.
- f. For the Mechanics criteria, MM Program Standards 2 and 3 had average student scores less than or equal to 80%.
- g. Overall, the Legal Regulations criteria had the lowest overall average student score across multiple MM Program Standards.

Figure 20.

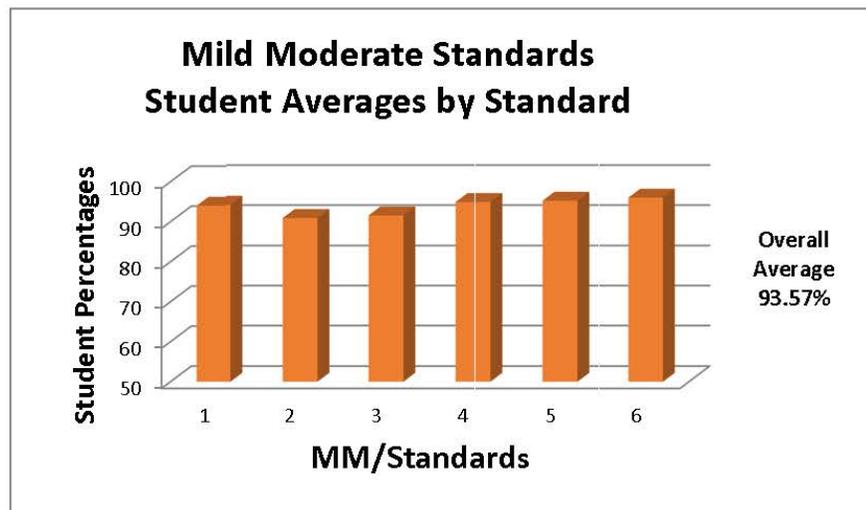


Figure 21.

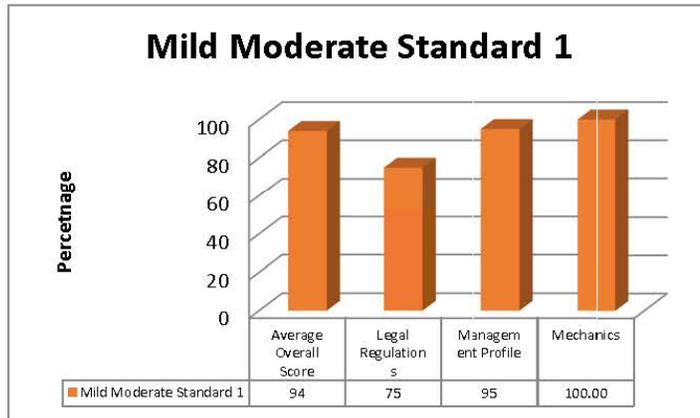


Figure 22.

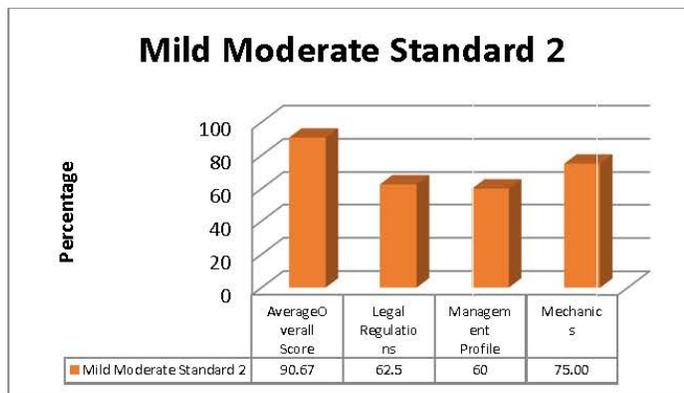


Figure 23.

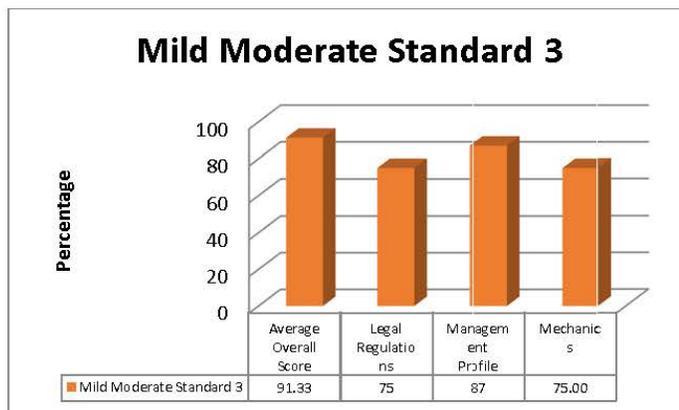


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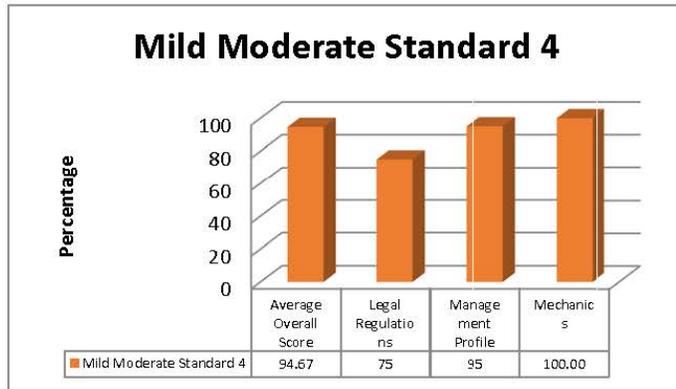


Figure 25.

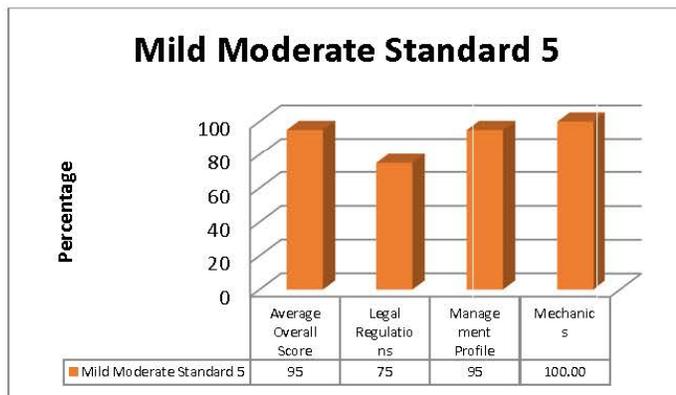
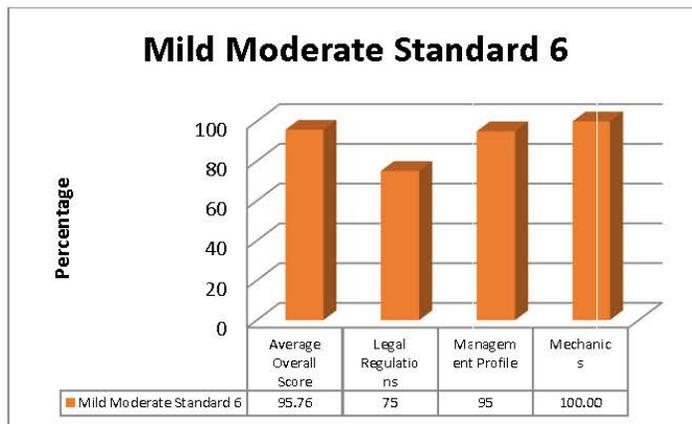


Figure 26.



IV. Analysis of Overall Improvement Areas

- a. The average student score for Program Standards was 93.4% for Fall 2014-Spring 2015. (Figure 27)
- b. Program Standards 2, 7 and 8 had an average student score of less than 80% for Legal Regulations, Management Profile, Mechanics and Remediation criteria. (Figure 28)
- c. The average student score for the Legal Regulation Criteria across Program Standards 1-16 was 74.67%. (Figure 29)
- d. The average student score for Mild to Moderate Program Standards was 93.57% for Fall 2014-Spring 2015. (Figure 30)
- e. The average student score for the Legal Regulation Criteria across Mild to Moderate Program Standards 1-6 was 72.92%. (Figure 31)

Figure 27.

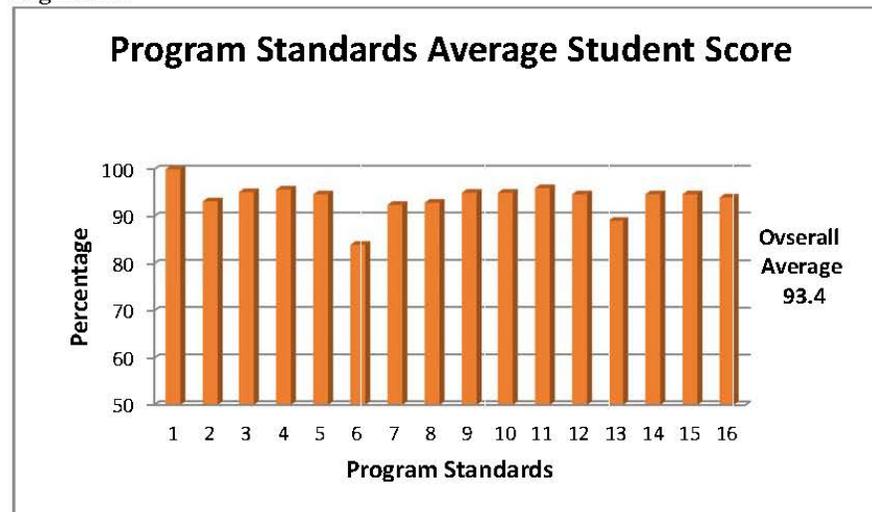


Figure 28.

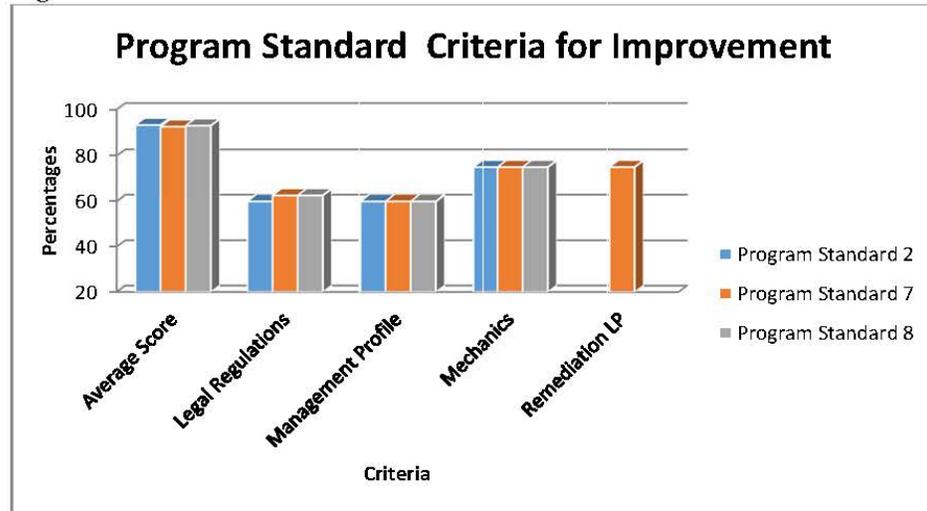


Figure 29.



Figure 30.

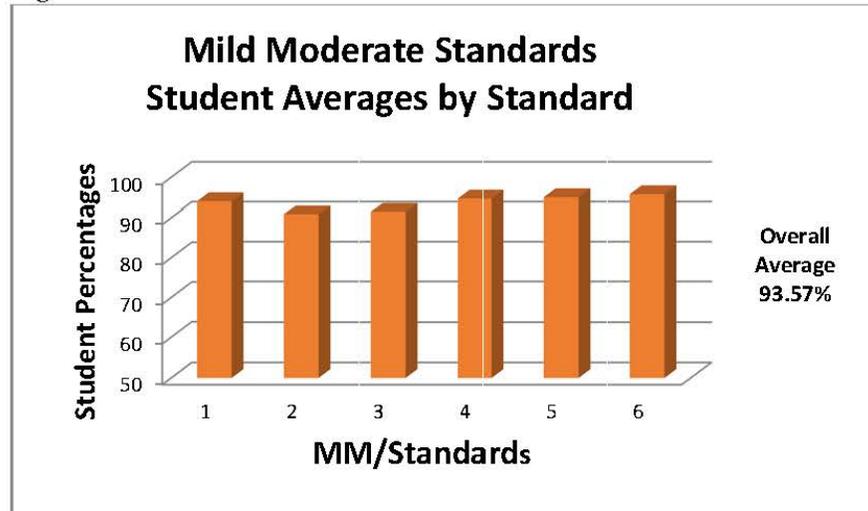


Figure 31.

