

California State University, East Bay
PreK-12 Professional Education Unit

2011-2012 Unit Evaluation Report

Assessment Task Force (UAATF) 2010. In the 2010-2011 academic year. This report
the accreditation/assessment cycle for the 2011 and 2011-2012 academic years
After the California Commission on Credentialing (CCTC) 2011 National
Accreditation and Assessment Task Force (UAATF) decided to move to a year a
cycle:

* 2010-2011 and each subsequent academic year ending with an odd number will
“Analysis Academic Year.” The analysis of the status of the Unit conducted by the U
occur in each Analysis Academic Year. By the end of March of each Analysis Acad
the faculty in each cluster consider the data and determine to what extent each pro
cluster had met Unit Assessment Outcome (UAO) rubric criteria for “Target,” “Ac
“Unacceptable” level. UAATF will identify and analyze data from 2010-2011 that
the UAATF analyzed data gathered in 2008-2009 and 2009-2010.

Goals and Objectives to Improve Unit Operations

For five UAOs, the UAATF concluded in 2010-2011 that the Unit was at the Acceptable level. For each UAO at the Acceptable level, goals and objectives for bringing the UAO to Target were defined:

Goal 1: Teaching Credentials Cluster: Improve candidate competence in teaching English Learners and students with special needs (UAO 1: Equitable Learning Outcomes).

Objective 1.1: Reconsider coursework and field experience requirements and placements for work with English Learners and students with special needs.

Objective Met

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Objective 2.3: Moderate Severe Program: Include information in course syllabi for EPSY 6671 on collaboration with families, general educators, related services, and peers via individual student planning meetings.

Objective Met

The added content focus on collaborative Individual Student Planning Team ongoing meetings facilitation and strategies has been added to the Advanced Seminar EPSY 6671 syllabus. For example, student teachers are now required to lead and prepare an analysis of at least one ISPM as an assignment during the final student teaching quarter of 6671. (please see Sharepoint, Winter 2012).

Objective 2.4: Moderate Severe Program: Identify local practitioners to present student planning meeting strategies to class.

Objective Met

The University Supervisor, Maureen Kennedy, is also a part time Inclusion Support Teacher in an area district, who regularly conducts such meetings for students on her caseload. Ms. Kennedy presents this content and demonstrates the competencies for students in field sites. In

Goal 4: Teaching Credentials Cluster: Define data sources to determine effectiveness of candidates in working collaboratively with students, parents/guardians, and other professional, there is a lack of data in this area (UAO 3: Working Collaboratively).

Objective 4.1: Examine all existing data sources to identify sources of information on the effectiveness of candidates in working collaboratively: TPA, field experience evaluations, CSU Exit Survey, CSU Graduate Survey. If needed, create a candidate survey to determine their level of collaboration in their field practicum and course assignments.

Objective Met

(1) TPA

No sources of data here – we don't want candidates to collaborate on the TPA.

(2) Field Experience Evaluations

We could examine:

TPE 13 Professional Growth

The candidate demonstrates professional dispositions by (1) evaluating her/his own teaching practices, **(2) soliciting and accepting feedback**, (3) using that information to increase subject matter knowledge and teaching effectiveness (**boldface added**) Scores by the master teacher and the university supervisor on TPE 13 would provide some information in regards to the ability of the candidate to solicit and accept feedback. This would shed some light on the candidate's ability to work collaboratively with master teachers and university supervisors.

(3) CSU Exit Survey

Two items are good sources of data for both Multiple Subject and Single Subject candidates, under our SharePoint system, from "Effectiveness of Preparation of Teachers 1":

Possible Responses:

As a new teacher, I am ...

- * well prepared to begin . . .
- * adequately prepared to begin . . .
- * somewhat prepared to begin . . .
- * not at all prepared to begin . . .
- * can not answer

...to communicate effectively with the parents or guardians of my students.

...to work collaboratively on school issues with other teachers in our school.

(The items are not numbered)

(4) CSU Survey of Graduates

Objective 5.2 Begin work toward meeting all objectives immediately; achieve objectives.

Objective Partially Met

Program faculty began working on meeting objectives soon after the 2011 CTC/NCATE focused visit. The work continues. It appears, however, too many objectives were defined.

Goal 6: At the conclusion of this inaugural Unit Assessment cycle, evaluate the Unit Assessment System, including the Unit Assessment Plan and Program Assessment Plans, and design road maps for improvement (UAO 5: Assessment System and Unit Evaluation).

Objective 6.3 Evaluate the Unit Assessment Plan and the Program Assessment Plans in regards to: (a) data collected, (b) the process of analysis, and (c) the use of data for Unit and Program improvement.

Objective Met

After the California Commission on Teacher Credentialing (CTC) and National Council for Accreditation of Teacher Education (NCATE) focused visit in May of 2011, the Unit Accreditation and Assessment Task Force (UAATF) decided to move to a two-year assessment cycle (UAATF meeting of 5-1-11). See description in the “Overview” section starting on page 1.

Objective 6.4 Maintain and complete the 2010-2011 Unit Assessment System Evaluation Record, including a road map for revising the Unit Assessment Plan and Program Assessment Plans.

Objective Met

The 2010-2011 Unit Assessment System Evaluation Record was completed on June 1, 2011. Earlier drafts were dated February 11, 2011 and April 22, 2011. However, in the future, we will not need a Unit Assessment Evaluation Record. This document, the Unit Evaluation Report can catalog changes in our Unit Assessment System.

Goal 7: Expand the sophisticated database of candidates in the Teaching Credentials Cluster to candidates in the Pupil Personnel Services and Special Education Cluster (UAO 5: Assessment System and Unit Evaluation).

Objective 7.1 Complete the addition of the PPS and SPED candidates to the database.

Objective Met

Objective 9.1: Identify possible funding sources for faculty development: Internal savings, external sources, Academic Affairs allocation; and develop a plan for distribution of resources.

Objective Met

The Provost's 2011-2012 allocation to the College of Education and Allied Studies included \$22,270 for professional development. Dean Nelson decided to allocate additional resources so that the plan described subsequently could be implemented. At the June 21, 2011 meeting of the CEAS Council of Chairs, the Council approved a 2011-2012 professional development program for faculty. Each tenure-track faculty member in CEAS will have access to \$1500 for faculty development. Faculty have two choices:

- (1) Faculty will be reimbursed up to \$1500 for travel expenses they incur to a professional conference when they (a) make a presentation or (b) serve on a board.
- (2) Participate in a series of seminars titled "eLearning in CEAS," enhance the technology component of a course they teach, and make a presentation at the CEAS eLearning Forum during the Spring 2011 quarter.

Faculty in the Speech/Language Pathology Cluster are housed in the Department of Communicative Sciences and Disorders (CSD) in the College of Letters, Arts, and Social Sciences (CLASS). In 2011-2012, full-time faculty are eligible for \$1000 from CLASS and \$800 from CSD to support professional travel. In addition, new hires in CSD are offered a \$5000 start-up fund to support research experiences.

In addition, for the three new tenure-track hires, the Provost has approved funding for 8 annual Weighted Teaching Units (WTUs) of assigned time in their first two academic years.

Goal 10: Continue to "right-size" programs and utilize available resources wisely (UAO 9: Unit Governance and Resources) f03.33 0 5d (-)Tj .

(2) Credential Student Service Center: 7 staff members serving all credential programs in the Unit.

(3) Dean's Suite Cooperative: 7 staff members serving the College.

(4) HRT/KIN Cooperative: 4

sites and districts, they conduct a collaborative inquiry to better address the needs of students who are not achieving. They pose essential questions: What difference are we making and for which students? What skills and support do I need to take risks and lead for equity? The Equity Plan signature assignment requires leadership students to analyze achievement data, complete an equity audit and develop a plan to address an equity achievement issue. Leadership students participate in class-based think tanks or study groups to support their analysis, strategy development and reflection. Leadership students share their plans in class and at their sites and these plans become one component of the portfolio completed by the end of the third quarter. In the third quarter EDLD 6550 focuses on organizational systems and structures to support underserved students. The topics of students with special needs and English Language Learners are approached at a systemic level as relevant research and model programs are presented and further examined in terms of site, district, and state level implementation.

As a program we will continue to intentionally and consistently address the preparation of leaders who “help teachers design and implement an instructional program that allows all students, including English Learners and students with special needs, to succeed”.

Program Standard Goal 1: Evaluate the expectations for authentic and significant field experiences at a variety of school levels for candidates in the Preliminary Administrative Services Tier I Program (2009 CTC Preliminary Administrative Services Credential Program Standard 7: Nature of Field Experiences)

Objective ADM/PSG 1.1: Develop a revised set of options for cross-level field experiences for Tier I candidates; cohort leaders could then select from the options to design a set of field experiences that best fit the needs of individual candidates.

Objective Met

The department leverages the cohort model (intentionally and consistently partnering and grouping candidates across school level sites) to enrich the course and fieldwork experience of all candidates. All courses provide readings, presentations, and assignments (i.e. principal interviews and colleague visits) that oblige leadership students to engage with administrators, teachers, parents, students, and programs across grade levels. The yearlong Fieldwork Activities Plan specifically requires candidates to “become familiar with a site that serves students of different grade levels, socio-economic, racial, language, and cultural backgrounds than the student population at your current work site”. The artifacts included in the end-of-year leadership portfolios provide evidence that candidates integrate “authentic and significant field experiences at a variety of school levels” into their repertoire of leadership strategies and their portfolio reflections demonstrate emerging understandings of PK-12 educational leadership.

As a program we will continue to evaluate our “expectations for authentic and significant field experiences at a variety of school levels for candidates in the Preliminary Administrative Services Tier I Program”.

Curriculum/ECE Cluster

Curriculum/ECE Cluster UAO Goal 1: Provide for better alignment between assessment rubrics and course assignments (UAO 5: Assessment System and Unit Evaluation)

Objective UAO/CUR-ECE 1.1 Revise rubrics for review of research paper in TED 6020 and research report in TED 6901 to ensure that rubrics accurately reflect assignment components.

Objective Met

During the October, 2011, Curriculum/ECE faculty meeting, faculty voted and accepted the new rubrics for TED 6020 and TED 6901. These rubrics have been posted on TaskStream in November, 2011. The professor will use the new rubric during the Winter, 2012 quarter. Additionally, faculty voted and accepted a supporting document entitled, "Parts of the Paper" which serves as the organization piece for TED 6020 and TED 6901. Lastly, our Core Course Chart was revised to reflect the changes as well.

Curriculum/ECE Cluster UAO Goal 2: Improve the quality of written assignments for candidates in the Early Childhood Cluster (UAO 4: Candidate Knowledge, Skills, and Dispositions)

Objective UAO 2/C-ECE 2.1: For ECE candidates, develop academic writing assignment that will be implemented in the first program class, TED 4070.

Objective Met

Students were given a series of 3 articles to read and using APA format were asked to respond to the articles using APA format. Professor provided an over view of APA and students also purchased the Perrin text.

Educational Technology Cluster

Educational Technology Cluster UAO Goal 1: Ensure candidates are able to use and apply all relevant instructional technology (UAO 4: Candidate, Knowledge, Skills, and Dispositions).

Objective UAO/EDT 1.1 Increase instructor use of Podcasting with smart phones; increase candidate knowledge, use, and application of Podcasting for smart phones in EDUI 6110, 6200, 6500, 6600.

Objective Met

Our Educational Technology Masters Program is moving toward the direction to reach the objectives to

Objective UAO/PPS 1.1 In EPSY 6205, Advanced Pupil Personnel Services, require all candidates to post at least one project documenting how the candidate took action to do one thing better within their school counseling program, i.e. systems intervention, case study, action research, program evaluation.

courses: TED 6230: Literacy Research and Methods 1; TED 6253: Literacy Research and Methods 2; and TED 6220: Culture of Literacy – Focus on Diversity.

Program Standard Goal 2: Improve candidates' ability to design and implement instruction for English Learners that is driven by the results of assessment (1998 CTC Standards for 21st Century Learning)

(2) Need to ensure/ establish support from Superintendent or Assistant Superintendent to determine the liaison who will be the contact to assist in attaining quality student teaching placements (to avoid personnel turnover issues)

(3) Try to connect the Residency models at Linked Learning Sites

(4) It is important to involve the local Administration in the development of the Residency Model

(4) Better to established these Residency sites at the district level where 30 – 40 students can be placed (as opposed to individual sites)

(5) San Leandro USD is a Potential Residency site as it is piloting at Roosevelt Elementary and San Leandro HS is showing interest

Candidate Expectations:

- **Placements in Cohorts:** Candidates' cohort experience with their coursework is extended into their placement. The peer group provides ongoing support and collaboration in linking theory to practice. All candidates at the school have the same university supervisor, which strengthens their common experience and unifies the expectations from the university.
- **Yearlong Placement:** Each candidate will have one academic year in the same school. He/She will have one placement in a primary classroom (K-2) and one placement in an intermediate classroom (3-5), with flexibility regarding whether the 3rd grade placement is a primary or an intermediate placement. Over the year under the mentorship of the two master teachers, candidates will begin their student teaching observing, move to co-teaching, and then teaching the class.
- **Shadowing Support Teachers and Principal:** Candidates will deepen their knowledge of the school culture and the work support teachers do in creating a safety net for children at risk. (Sign up form for observations attached.)
- **Shadowing Staff:** Candidates will understand the contributions of the staff. (Sign up form for observations attached.)
- **Observing Classroom Teachers:** Candidates will observe a classroom teacher other than their master teacher once a week for 30 minutes. Candidates will request the observation at the beginning of the week.