Planning for Distinction: Instructional Program

Response ID:29; 100996219

3. Instructional Program Criteria and Template

Name of Person Completing this Report: Eric Engdahl
Title of Person Completing this Report: Credential Programs Coordinator
College or Unit: College of Education & Allied Studies
Report No.: CEAS 17
Programs Included: 1

Total number of service courses
0

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems TED candidates have assignments in courses (lesson plans, reflections, analysis students' learning) that highlight how to not only think critically but also to teach students how to think critically. Additionally, candidates review students' standardized test scores to design next lessons and thereby use analytical and quantitative reasoning solving how to best address student's learning needs.</td>
</tr>
<tr>
<td>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others Before candidates are admitted, they are interviewed and evaluated on their skills, knowledge, and dispositions to communicate ideas, collaborate, be aware of multiple perspectives. TED Candidates are evaluated in their student teaching experience, as well as coursework and the performance assessment, on the mentioned skills, knowledge, and dispositions while interacting in a social context with k-12 personnel, students, and families.</td>
</tr>
<tr>
<td>3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities Candidates are selected on their capacity to promote social justice in the k-12 community. TED has operationalized social justice: candidates teach all students as evidenced by teaching English Learners and students with special needs in targeted observations that receive a passing score observed by the master teacher and supervisor.</td>
</tr>
<tr>
<td>4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities Candidates are placed in schools that have English learners, which is correlated with Free and Reduced Lunch, a metric of Socioeconomic Status. Candidates’ education in coursework and field practicum focuses on social justice. California state law mandates candidates pass a performance test (TED uses Performance Assessment California Teachers-PACT) that evaluates the candidates’ ability to plan, teach, assess, and reflect on their teaching.</td>
</tr>
</tbody>
</table>
5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels. Candidates play ILO5 forward: they teach k-12 students to act responsibly in daily and life decisions; they recycle in their classes and schools as budgets necessitate they do. Teachers, TED graduates, are committed to the future of our children, state, nation, and planet.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study. Theory to practice is teaching. TED graduates pass a standardized test (CSET) to demonstrate their subject area competency before they enter the program. TED educates candidates on ways to engage students to learn specific content and to develop habits of mind that create lifelong learners.

Link to Scoring Rubric

II. Shared Strategic Commitments: (30%)

TED faculty model 21st century skills of collaboration, critical thinking, creativity, and communication in inquiry-based instruction, engaged learning, and community involvement in the methods coursework and in seminars. Supervisors and master teachers reinforce these notions in candidates’ field practicum. TED piloted and is transitioning to a Residency Model for field practicum where candidates stay in a school for a year; thereby deepening candidates understanding of the school culture and community. The sensitivity to the community needs, the students’ culture and linguistic background is foundational in a teacher’s ability to be a change agent. A STEM and Early Childhood departmental focus leads our faculty in implementing the skills and knowledge future teachers need to be community leaders.

5. Criterion 2

Link to Scoring Rubric

I. FTES, Number of Majors, and Number of Degrees Awarded

TED

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>384.53</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>58.65</td>
<td></td>
</tr>
<tr>
<td>TOTAL FTES</td>
<td>443.18</td>
<td>4</td>
</tr>
</tbody>
</table>

B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED Single Subject Teaching Credential</td>
<td>No</td>
<td>123.6</td>
<td>4</td>
</tr>
<tr>
<td>TED Single Subject Credential</td>
<td></td>
<td>123.6</td>
<td>4</td>
</tr>
</tbody>
</table>
### C. Number of Degrees Awarded (30%)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Subject Teaching Credential</td>
<td></td>
<td>172.6</td>
<td>4</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**
D.
The number of candidates in the single subject program has dropped over the last five years by 36%. This is due to the economic downturn and reduced funding to schools. According to a STRS report in 2012, the number of new teachers under the age of 30 fell by 40% during this time period while the number of teachers over the age of 40 remained static. New teachers are also the first to be laid off. This lead to a decrease in numbers.

II. California State Jobs Projections for Each Program (35%)

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Single Subject Credential Program</td>
<td>4940</td>
</tr>
</tbody>
</table>

B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

The drop in enrollment in the single subject credential program is not localized, but statewide. A 2012 report by WestEd noted that the number of credentials issued statewide has been dropping since 2004. However, the same report also noted that a retirement wave is beginning; currently 23% of California teachers are in the retirement window of ages 56-65. At the same time the California Department of Finance projects a 1.4% growth in the number of K-12 students in California through 2021-22. While there is a demonstrated need now for STEM teachers, this data suggests that there will be a growing demand for single subject credentials in all content areas in the coming years.
6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8)</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1.36</td>
<td></td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>Spring 2013 Dept</td>
<td>1.27</td>
<td></td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

TED faculty conduct peer observations and we are piloting “co-teaching” as faculty since our candidates learn about co-teaching in courses and field practicum. TED Chair discusses unsatisfactory evaluations with individual faculty members, including suggestions for improvement. The Program Coordinator discusses overall program evaluations and summarizes student comments at faculty meetings. Overall student evaluations met TED expectations of receiving a score 1.5 or lower. However, the scores for online courses were slightly lower on average. The result is three-fold: successful online instructors sharing strategies in department meetings; courses with lower scores are now f2f; college-wide there is professional development for online.

2. Teaching awards, teaching grants, and recognitions

TED faculty has received grants to further our work on teaching English learners, recruiting STEM candidates, and improving online teaching/learning. TED grants include:

- Project Sheltered Instruction, 2007-2011($1,500,000)
- Project STEM, 2011-16($1,928,504)
- Kellogg for Early Childhood, 2011-14($852,174)
- MSTI/TRP, 2010-13($400,000)
- Arts Education, 2011-14($780,000)
- PEIL Grants: $49,900, $46,885
- CSU Faculty: 2011-12($5,000), 2012-13($4,000)
- Infusion of Online, 2007-2008($6,038)
- FirstFive: 2008-12($973,563)
- NoyceTeachingFellowship: NSFoundation 2009-12($1,500,000)
- EastBay Biotechnology: 2008-13($300,000)
- Workshops for Service Learning: 2012(1,950, 2010)
- Lesher: 2008-20119($1,460,000)
- Chevron: 2008-2014($1,500,000)

Awards:
- Margaret Lynch Exemplary Service Award California Reading Association, 2011
- Outstanding Professor, 2007-2008

Professional Activities: BOD:
- Cal Council on Teacher Ed
- Cal Assoc Bilingual Teachers
3. Faculty-supervised student projects

Candidates enter in cohorts. When candidates enter program, they have orientation on registering for correct courses in the yearlong program; then courses are posted online. Orientation covers how to “be a teacher” in k-12 schools - how to act, dress, communicate, problem-solve. Supervisors and master teachers mentor candidates in field practicum. Candidates receive daily feedback from master teachers, monthly from supervisors. Candidates who have difficulties also receive support from Credential Coordinator who writes Improvement Plan for another layer of support. Additionally, candidates have a fall seminar to discuss field practicum/coursework. There is a series of 4 courses for PACT support.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

Candidates must pass the performance assessment-PACT before they are recommended for CA teaching credential. With this high-stakes assessment, TED faculty revised all syllabi with embedded PACT rubrics; there are 13 rubrics in the following categories: Planning, Instruction, Assessment, Reflection, and Academic Language. To receive credit in course, candidates complete assignment (often lesson plan and evidence of k-12 student achievement) with a rubric score of 2-4 (range 1-4). Candidates receive peer feedback on assignment modeling collaboration and critical thinking. Instructor feedback targets critical thinking and quality of reflective process.

1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>13</td>
<td>0.62</td>
<td>8</td>
<td>0.38</td>
<td>8</td>
<td>0.53</td>
<td>11</td>
<td>0.65</td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>24</td>
<td>1.14</td>
<td>19</td>
<td>0.90</td>
<td>22</td>
<td>1.47</td>
<td>25</td>
<td>1.47</td>
</tr>
<tr>
<td>Number of TT faculty in Table 1 in supplemental data package *</td>
<td>21</td>
<td>21</td>
<td>15</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

TED faculty contribute to the community through receiving grants to work with under served students/families: teaching English learners, teaching preschool children in Master’s and BA programs since these teachers does not have credentials, and professional development for math teachers, grades 5-8. They also present at conferences, changing the educational landscape.
**1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)**

Lecturers: Majority are supervisors, observing/evaluating student teachers. The qualifications are a credential in the subject area, k-12 teaching, and Master’s.

FERP: Five TED FERP faculty. They work on grants providing professional development for k-12 teachers (Duren: Lesher,$1,460,000, Chevron,$1,500,000), work with industry (Stronck:East Bay Biotechnology Education Network,$300,000,2008-2013), present at national/regional conferences.

**2. List significant examples for the following (up to 100 words):**

TED grants are listed 3.2 and the commitment to teaching beyond the university into the k-12 community furthers the work on teacher preparation with a social justice lens.

Grants focus are teaching English learners, STEM, Early Childhood. To categorize the amounts:
- English learners grants=$3,428,504
- STEM grants=$2,100,000
- Early Childhood=$1,825,737
- Other=$890,923

**3. List significant professional activities (up to 100 words)**

Two faculty serve as Digital Ambassadors: Google and CSU-System. TED faculty serves on Board of Directors (Cal Council Teachers Education, California Assoc. for Bilingual Ed, STEM Institute, Bay Area Biotechnology Education Consortium, Textbook League, Math/Science Nucleus), scholarly committee and review boards (CTCLead Assessor, Bilingual Research Journal, California Reader, AERA program chair), keynote speakers (California Reading Association-5 years, science conference in Australia), Arts Anchor Teaching Artist, Bay Area Writing Teacher Consultant, novel, scholarly book and journal reviewers, and Gateways Partnership Facilitator.

**1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:**

CSU systemwide is largest preparer of teachers: CSU conducts two-year out exit-surveys of candidates and employers for each campus(e.g.,2010-11 CSUSurvey: 82% Multiple Subject TED grads reported they were well or adequately prepared to teach special-need students). CTC and NCATE provide external accreditation, reviewing curricula, k-12 partnerships, quality via CSU exit-surveys. TED has cycle-of-review, biennial reports, seven-year accreditation visits.

**2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:**

Since 2008 California mandated candidates pass performance-assessment(e.g.,TPA/PACT). Adjusting curricula: TED reviewed, aligned, created curricula (e.g., rubrics embedded in courses align state needs with teaching candidates effective pedagogy, created PACT Orientation courses). Candidates record/video teaching event (3-4hours of teaching) and submit PACT via electronic-platform, allowing TED/CEAS to collect candidates’ performance data in field practicum and courses.

Since all courses are evaluated, online courses didn't receive acceptable scores. Online pedagogy modeled in department meetings. Showing progress. Field practicum=experiential learning: Residency Model innovation, candidates spend year in one school; co-teaching, candidates/teacher share teaching; single subject candidates have interdisciplinary placements.

Multiple subjects ACOE Partnership.

**1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):**

TED has two accreditations –national-NCATE and state-CTC: NCATE annual reports; CTC biennial reports. Both require seven-year reviews with site-visit and Institutional Report. Site-visits/Report verify how the PACT data, courses, field-practicum, and CSU Exit-Survey meet rubric requirements in the following NCATE/CTC Standards: Equitable Learning, Equitable Environments, Collaboration, Candidate Knowledge/Skills/Professional Dispositions, Assessment system, Field Experiences, Diversity, Faculty Qualifications/Performance/Development, Governance, Credential-recommendation process,
Advice/Assistance.

TED faculty collaborates during faculty meetings reviewing data (scores on field practicum, coursework, PACT, exit-survey) using evidence to improve program/coursework and candidates’ performance. Example: After faculty reviewed candidates’ scores in teaching English Learners, program/course requirements changed and candidates scored higher-2.97/3.84.

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

TED courses model infusing technology into the curricula. Instructors use BB, SMART Boards, online collaborations. The computer course is online bypassing the need for a campus computer lab. The field practicum requires candidates using an electronic platform, TaskStream, to submit their field evaluations and performance assessment (PACT). PACT requires a recording device to tape taught lessons and uploading the lessons to TaskStream.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

Applicants-The Credential Student Service Center (CSSC) conducts information sessions on programs’ prerequisites, program start/end, exit requirements. CSSC tracks applicants via CEASdatabase, emailing/phoning.

Candidates-TED holds Orientation before summer-entry; candidates have fall seminar for field practicum to ensure transition to field is smooth; additionally to ensure English Learner requirements are understood.met. Candidates are in cohorts: emails and posts on BB for quarterly coursework. Placement Coordinators contact K-12 community for two placements/candidate/year. Email/phone contact with each candidate/both placements. Credential Coordinator responds to field practicum problems from K-12/supervisors/candidates. Chair and Credential Coordinator provide professional development 4Xs/year for supervisors.

Exit-CSSC applies to CTC for candidates.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

TED uses Cycle of Inquiry for program improvement. Learning Outcomes are generated from ILOs, CTC/NCATE standards, CEAS Conceptual Framework. Data are collected on coursework(grades), PACT(13 rubrics/1-4scale), field-practicum(13Teaching Performance Expectations/TPE). TED is part of the CEAS/Unit Accreditation and Assessment Task Force (CUAATF). Each cluster, including Teaching, must evaluate Unit Assessment Outcomes (UAOs) and select outcomes that are the focus of program improvement. Alternating years TED collects/analyzes data creating improvement plan; implements improvement plan. Data, analysis, plan, and implementation results are reported to CTC and NATE. We analyze dis-aggregated data in each of our courses and discuss the data at faculty meetings. For example, data revealed that our candidates were weak in the area of assessment and teaching English learners. Syllabi were revised and an emphasis was placed on improving candidates' skills. Our recent Biennial Report (submitted last month) demonstrated improved scores in the area of assessment.

5. Student success; list/describe the following (up to 100 words):

Candidate are schools from August/September-June. Candidates have two mentors: daily, master-teacher, monthly, supervisor. Coursework supports field practicum.

CSU system conducts exit surveys two-years out(500+pages). TED analyzes CSU-data(see #IV.4). Example from UAO2: (2a)In regards to the ability of our graduates to "maintain positive rapport and foster student motivation, 85% of employers and 84% of our grads indicated our grads were "well or adequately" prepared.

(2b) On the item of the ability of our grads to "adhere to principles of educational equity in teaching all students," 82% of employers and 87% of our grads indicated our grads were "well or adequately prepared."

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with
systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>-2%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>49%</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>2</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
</tr>
</tbody>
</table>

II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED</td>
<td>$4,923.98</td>
<td>8.42%</td>
</tr>
</tbody>
</table>

III. Narrative (up to 250 Words) (50%)

TED credential program has three components: coursework, field practicum, and performance assessment(TPA/PACT). Data from table 17 notes there is an increase of 8.42%, which relates to TPA/PACT. Since 2008 TPA or PACT has been state mandated and very expensive/candidate because at least 15% of the assessments are evaluated twice, again state mandated. The minimum cost for a candidate’s assessment is $250.00; however, candidates who do not pass in the first evaluation are evaluated again. If the evaluators are split on the passing score, the assessment is scored again(total 3 evaluations/assessment). Candidates have the opportunity to redo the assessment if they fail and may submit again. TED has candidates who have
submitted the assessment, with 3 evaluators each time, 3 times. Candidates need to pass to receive their credential and that is why TED has given multiple opportunities. TED faculty have spent much time, as uncompensated service, to fine tune the delivery of TPA/PACT content and how to ensure it is the gate keeping measure.

The high SFR relates to coursework. Candidates enter in summer for the yearlong program in cohorts of 30-35. The Concord single and multiple subject cohorts may have lower numbers but TED is committed to Contra Costa Co. Before 2008 TED had cohorts of 10-30 candidates. The 30-35 candidates/cohort is TED’s effort to balance the high cost of TPA/PACT. This change in numbers has not comprised the quality of education. TED faculty review the program using CSU Exit Survey, TPE scores, TPA scores data.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

Faculty in the department share administrative duties effectively. These duties include arranging field placements, assigning university supervisors in the field, managing the PACT, liaising with K-12 districts, and meeting the rigorous demands of state and national teacher credential program accreditation bodies. Faculty works closely and effectively with the administrative team and the Credential Student Service Center. However, the smaller number of tenured/tenure track faculty relative to the past constrains the speed at which growth can occur. Given that teacher education is central to the mission of the CSU system and that the need for teachers will soon grow, while some carefully managed growth can occur with current resources it is likely that the program will not be able to meet the market demand.

II. Impact of Declining Resources (Up to 125 words)

In the 2013 Accreditation report to NCATE/CTC (National Council for the Accreditation of Teacher Education/[California] Commission on Teacher Credentialing), the professional education unit was rated as only "acceptable" instead of "target" for Unit Assessment Outcome 8 (Faculty Performance, Qualifications and Development). While the quality of the faculty is excellent, he report noted that "...during the last five years 19 tenure-track faculty in the Unit have either resigned, retired, or entered our early retirement program." Additionally, "the state budget crisis has left the University and the Unit with few resources to provide for the professional development of faculty... The University and the Unit, however, must allocate greater resources for faculty professional development."

III. Impact of Augmentation (Up to 125 words)

Additional resources would allow for increasing the number of core tenure track faculty in the program and providing them with professional development. This will meet UAO 9 (Unit Governance and Resources) in the 2013 NACTE/CTC Accreditation Report, allowing us to move from "acceptable" to "target." Additional resources would also be used to upgrade technology, especially in STEM classrooms, so that teaching candidates in their university course work can experience at least similar technology to what they will find in the K-12 classrooms in which they will be employed.

IV. Additional Information (Up to 250 words)

Additional resources can be used to support training for faculty, university supervisors, and K-12 partners in the "co-teaching" model for candidate field experience. Co-teaching is an emerging model of field work for teaching candidates strongly supported by the CSU Chancellor’s Office. The greatest impediment that the department has faced is not resistance by faculty, supervisors, or K-12 partner districts, but lack of resources to get the program implemented on a significant scale.