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

2011-2012 Unit Evaluation Report

Accreditation/Assessment Cycle: 2010-2011 and 2011-2012

Final Draft, 11-1-12

Overview

The purpose of this report is describe the progress made in implementing the Unit and program improvement objectives defined by Unit program faculty and the Unit Accreditation and Assessment Task Force (UAATF) during the 2010-2011 academic year. This report completes the accreditation/assessment cycle for the 2010-2011 and 2011-2012 academic years.

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:

* 2010-2011 and each subsequent academic year ending with an odd number will be an "Analysis Academic Year." The analysis of the status of the Unit conducted by the UAATF will occur in each Analysis Academic Year. By the end of March of each Analysis Academic Year, the faculty in each cluster consider the data and determine to what extent each program in the cluster had met Unit Assessment Outcome (UAO) rubric criteria for "Target," "Acceptable," or "Unacceptable" levels. Program faculty also will identify any CTC standards that need to be addressed. Then, the UAATF will complete the Unit-level analysis. In 2010-2011, faculty and the UAATF analyzed data gathered in 2008-2009 and 2009-2010.

* 2011-2012 and each subsequent academic year ending with an even number will be an "Implementation Academic Year." During and Implementation Academic Year, the following will be implemented:

  (a) the Goals and Objectives to Improve Unit Operations, defined during the previous Analysis Academic Year by the UAATF and reported in the *Unit Evaluation Report*; and

  (b) the several Cluster Goals and Objectives, defined during the previous Analysis Academic Year by Program Faculty and reported in the several *Cluster Improvement Plans.*

* In every academic year, data will be collected, aggregated, disaggregated, and stored on SharePoint.

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:

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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

- Changed requirement to two placements for field practicum
- Changed the TED *Credential Handbook* for the 2011 Summer Entry
- Informed field supervisors of new requirement in September 2011 meeting
- Review candidates' first placement scores on TPE 7 (January 2012) and discuss in the next Supervisors' meeting (February 2012)
- Review candidates' TPA scores on EL and SN (February 2012)
- Review CSU Exit Survey data

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Goal 2: Special Education Cluster: Improve candidate competence in the area of student support (UAO 3: Working Collaboratively).

Objective 2.1: Mild Moderate Program: Incorporate content and strategies in curriculum and instruction courses that prepare candidates with the knowledge and skills to support student access to and learning in the core curriculum.

Objective Met

The content of EPSY 6133 was revised to incorporate targeted strategies that would provide candidates with more knowledge and skills to support student's access to the core curriculum. They syllabus was reorganized; the content of the course became subject matter focused. The text, *Validated Practices for Teaching Students with Diverse Needs and Abilities* r presented candidates with subject specific strategies as well as strategies that could be incorporated across the curriculum. Candidates were presented with strategies and programs that have documented success as presented in research and professional literature. Programs such as Board English, Board Math, Touch Math, Read Naturally, REWARDS were modeled by the course instructor and then practiced by the candidates. Strategies from the Strategic Instruction Model (SIM) developed at the University of Kansas were modeled in class. Candidates were able to apply some of the strategies and/or materials in their classrooms. Documentation of the strategy implementation was presented in a course assignment.

Candidates prepared a strategy presentation through the use of pod-casts, video demonstrations, Voice-Thread, Prezi or Glogster presentation programs. Technology presentation and student interaction/response is an underutilized method to provide for student access to the core curriculum.

The requirements for the Teacher Work Sample completed by candidates in EPSY 6134 were revised to focus on demonstration of candidate's knowledge and skills to enable their students to access the core curriculum.

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Objective 2.2: Mild Moderate Program: Incorporate content and strategies in curriculum and instruction courses that enable candidates to increase student positive behavior, social, and communicative skills.

Objective Met

The content of EPSY 6127 was revised to incorporate strategies that would prepare candidates to increase student positive behavior, social and communication skills. The assigned reading for the course included chapters from *Strategies for Teaching Students with Learning and Behavior Problems* on positive behavior support, social and communication skills. Additional readings from *You're Going to Love this Kid!*, focused on building social and communication skills for students with autism. In class materials from the IRIS center http://iris.peabody.vanderbilt.edu/index.html and from a multi agency site http://www.autisminternetmodules.org/ added to candidates knowledge and skills in the areas of communication, social skills and positive behavioral support.

Candidates shared the positive behavior support plan forms and procedures from their school districts. In class candidates reviewed websites such as Positive Environments Network of Trainers (PENT) http://www.pent.ca.gov, papers and presentations from Dr. George Sugai and others. Candidates completed a positive behavior support case study where they identified a student who required such support, conducted a functional analysis and used the data gathered to create a positive behavior support plan. Candidates implemented the positive behavior support plan and provided a progress report of changes in student behavior.

Social and communication skills were addressed through the incorporation of the work of Michelle Garcia Winner and her Social Thinking Program and Carol Gray's Social Stories into the content of the course. Candidates created instructional sequences to develop students' social and communication skills; many were able to carry out their plans within their fieldwork sites and service delivery models.

Candidates in EPSY 6134, Level II Advanced Curriculum and Instruction and Behavioral Support studied executive functioning and the role that executive functioning has in learning and behavior. Candidates completed a case study of a student with executive functioning difficulties. The candidates collected baseline data from a variety of sources, identified executive functioning difficulties and created a program to help the student build executive functioning skills.

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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).

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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 addition, each of our Master Teachers in school districts now schedules/co-conducts Individual Student Planning Meetings with the student teachers as well.

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Goal 3: Speech/Language Pathology Cluster: Improve candidate competence in the area of collaborative consultations (UAO 3: Working Collaboratively).

Objective 3.1: Identify ways to collaborate with peers, clients/families, and professionals in classes, clinic, and field work.

Objective 3.2: Include information in course syllabi explaining how each class project is designed to promote collaboration.

Objectives Met

Over the course of two department meetings, faculty identified key cooperative learning assignments in courses and refined their implementation. In the Winter 2013 and Spring 2013 quarters, each course will have a statement about these assignments should promote collaboration.

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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

Multiple Subject File 06-EB-2B MS; Single Subject file 06-EB-3B SS

Response Options:
* Well prepared
* Adequately prepared
* Somewhat prepared
* Not prepared

Results combine (1) well prepared or adequately prepared, (2) somewhat prepared or not prepared

Table 1 – Evaluation Completed by Employment Supervisors

Item 9: Communicate effectively with the parents or guardians of his/her students

Table 3 – Evaluation Completed by Program Graduates after One Year of Teaching

Item 9: Communicate effectively with the parents or guardians of his/her students

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Goal 5: At the Unit level, fully implement the Unit Assessment Plan and remove all Areas for Improvement cited in the CTC and NCATE 2009 reviews (UAO 5: Assessment System and Unit Evaluation).

Objective 5.1 Share 2011 Unit Evaluation Report with Unit faculty, campus colleagues, and K-12 partners in January/February 2011; with Deans in February 2011; and make revisions as necessary.

Objective Met

The *2011 Unit Evaluation Report* was reviewed by each of the following groups:

(1) The Unit Accreditation and Assessment Task Force (UAATF) on 11/12/10, 12/9/10, 1/12/11, 2/9/11.
(2) The Campus Committee on Professional Education (CCPE): 1/24/11, 2/23/11
(3) Unit Faculty and Staff: 1/26/11
(4) K-12 Advisory Councils: 1/26/11, 2/8/11, 2/15/11, 2/17/11
(5) Dean of CEAS Rountree, Associate Dean of CLASS Guo and Dean Nelson of CEAS, 3/3/11

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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.

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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.

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

Objective Met

The <u>2010-2011 Unit Assessment System Evaluation Record</u> 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 <u>Unit Assessment Evaluation Record</u>. This document, the <u>Unit Evaluation Report</u> can catalog changes in our Unit Assessment System.

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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

By the beginning of the 2012-2013 academic year, all PPS and Special Education students were in the Credentials database.

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Goal 8: Hire tenure-track faculty to replace those who have either resigned, retired, or entered our early retirement program (UAO 8: Faculty Qualifications, Performance, and Development).

Objective 8.1: Complete the process of advancing 2011-2012 tenure track requests to the Deans and the Provost.

Objective Met

Tenure track faculty recruitment requests were completed and forwarded to the Provost in December of 2010. Tenure-track positions were approved for two positions in the Department of Communicative Sciences and Disorders (Speech/Language Pathology Cluster), the Department of Educational Leadership (Administrative Services Cluster), and the Department of Teacher Education (responsibilities in both the Curriculum/ECE Cluster and the Teaching Credentials Cluster).

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Objective 8.2: Form search committees for new hires.

Objective Met

Search committees were elected in the Spring Quarter of 2011:

Communicative Sciences and Disorders: Nidhi Mahendra (chair, Fall), Shubha Kashinath (chair, Winter), Robert Peppard

Educational Leadership: Gilberto Arriaza, Michelle Collay, Jose Lopez (chair), Peg Winkelman

Teacher Education: Joan Davenport, Eric Engdahl (chair), Lettie Ramirez

Hiring process completed in April of 2012. New hires:
Ardella Dailey (EDLD)
Elena Dukhovny (CSD)
Kai Greene (CSD)
Diane Mukerjee (TED)

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Goal 9: Allocate greater resources for faculty professional development (UAO 8: Faculty Qualifications, Performance, and Development).

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.

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Goal 10: Continue to "right-size" programs and utilize available resources wisely (UAO 9: Unit Governance and Resources)

Objective 10.1: Complete re-organization of CEAS staff, including a comprehensive assessment of the re-organization process and product.

Objective Met

By the end of the Spring 2011 Quarter, the re-organization of CEAS staff was completed. Previously staff worked out of seven offices. Staff have now been organized into the four "cooperatives":

(1) Art and Education Cooperative: 5 staff members serving the Departments of Educational Leadership, Educational Psychology, and Teacher Education.

(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 staff members serving the Departments of Hospitality, Recreation, and Tourism; and Kinesiology.

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Other Goals and Objectives from the Cluster Improvement Plans

Administrative Services Cluster

Administrative Services Cluster UAO Goal 1: Reduce the number of graduates of the Tier I Program who consider themselves to be only "somewhat prepared" to help teachers design and implement an instructional program that allows all students, including English Learners and students with special needs, to succeed (2010 survey of graduates = 18%; UAO 1: Equitable Learning Outcomes).

Objective UAO/ADM 1.1: Reconsider coursework and field experience requirements that prepare candidates to help teachers design and implement an instructional program that allows all students, including English Learners and students with special needs, to succeed .

Objective Met

The end-of-year leadership portfolios provide abundant evidence that candidates who work at schools and in districts serving large numbers of English Learners and students with special needs possess the understandings and skills to lead schools in serving diverse student populations. With this in mind, the department is using the cohort model (intentionally and consistently partnering and grouping candidates across sites) to enrich the course and fieldwork experience of candidates who currently work in districts and sites that serve smaller populations of English Learners and students with special needs.

In the first quarter, EDLD 6000 instructors provide relevant research, activities and professional expertise to address the topics of English Learners and students with special needs. Educational leadership students reflect on their understanding and practices of program mindscapes including Mindscape 1: Teaching and learning for equity and high achievement. This mindscape further defines the California Professional Standard for Educational Leaders 2: Culture for student and professional growth, advocating nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The program Mindscape 1 focuses on a desired Impact: Race, class, language, culture, income, gender and sexual identity are no longer good predictors of academic success (or failure). All students are producing high quality work and achieving at high levels. In the second quarter, EDLD 6400 educational leadership students are required to develop an Equity Plan based on this desired impact. In their

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 under-served 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".

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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".

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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.

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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.

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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 objective. Currently, the instructors for EDUI6110, 6200, 6500, and 6600 use Lecture Capture to podcast their class lectures. The class lectures are all available in Blackboard or in the links provided via email from East Bay Replay Panopto CourseCast Support. Our students can use their smart phones to view the class lectures at any time and any place.

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Objective UAO/EDT 1.2 Increase live broadcasting to Concord campus so that candidates will learn to design instruction for live broadcasting using cooperative teaching in EDUI 6110, 6200, 6210, 6240, 6600.

Objective Met

Our Educational Technology Master Program has been steadily using the live broadcasting to Concord campus in EDUI6110, 6200, 6210, 6240, and 6600. Our students who used the system enjoyed the benefits of the live broadcasting very much. However, the system is broken the Fall quarter of 2011. The University Instructional Technology staff is configuring a new system to replace it. We hope the new live broadcasting system will be ready to run in Winter 2012.

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Educational Technology Cluster UAO Goal 2: Improve the quality of the reviews of the professional literature completed by candidates (UAO 4: Candidate, Knowledge, Skills, and Dispositions).

Objective UAO/EDT 2.1 In EDUI 6500, devote additional attention to the analysis and synthesis of the professional literature in a given topic.

Objective Met

Starting from Winter 2011, the instructor for teaching how to write the reviews of the professional literature has incorporated a new and effective literature review online tool, Zotero, to help educational technology candidates successfully complete the task with high quality. It is found that students' literature reviews have been improved tremendously in terms of the scope of reviewed literature as well as the contents organization of their writing in the literature review.

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Pupil Personnel Services Cluster

Pupil Personnel Services Cluster UAO Goal 1: Refine the use and development of igoogle Professional Practice Portfolio (PPP) platform (UAO 5: Assessment System and Unit Evaluation).

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.

Objective Met

Procedural: The Intervention Strategies for Systems and Organizational Change course is offered during the Winter term. This is the course where candidates develop plans to do one thing better at their school site placements and document plans in the Portfolio.

Substantive: Candidates will revisit and develop their igoogle Professional Practice Portfolios in the Intervention Strategies for Systems and Organizational Change course. They will be required to post their projects at the end of the Winter, 2012 term.

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Pupil Personnel Services (PPS) Cluster UAO Goal 2: Refine the use and development of the multiple assessment tools in EPSY 6205 (UAO 5: Assessment System and Unit Evaluation).

Objective UAO/PPS 2.1 : In EPSY 6205, Advanced Pupil Personnel Services, maintain multiple assessment streams and target one for revision: (a) Revise and align Field-Site Quarterly Evaluation to include the California Association of School Counselors 2008 The California Standards for the School Counseling Profession; (b) Revise and align Quarterly School Psychology Field Evaluations to include 2010 Revised Standards for Training, National Association of School Psychologists (NASP).

Objective Met

Procedural: During the Spring 2011 quarter the School Counseling and the School Psychology faculty reviewed Fieldwork Supervisor Evaluations and discussed gaps between evaluation items and respective professional standards.

Substantive: During Spring and Summer 2011 the School Counseling and the School Psychology programs revised the Fieldwork Supervisor Evaluations for the 2011-12 school year. The revised evaluations, now better aligned with ACSA and NASP, are being implemented as of Fall 2011 and results will be reviewed quarterly. Results from Fieldwork Evaluations will be compared at the end of the school year, June 2012.

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Pupil Personnel Services Cluster UAO Goal 3: Develop an equitable program dismissal policy consistent with national standards, state standards, and University policy (UAO 5: Assessment System and Unit Evaluation).

Objective UAO/PPS 3.1: After researching other Unit program dismissal policies and relevant national and state standards, write a policy that details unethical and unprofessional behaviors that will result in dismissal from program, and include the policy in PPS Cluster handbooks.

Objective Met

Procedural: The PPS faculty reviewed existing Expectations for Professional/Ethical Behaviors, documented in the respective Student Handbooks, and discussed links between these existing expectations and a proposed, comprehensive dismissal policy.

Substantive: A Dismissal Policy has been developed and is now in the School Counseling and the School Psychology Handbooks, Fall 2011. The policy was introduced at the Fall 2011 PPS Student Orientation.

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Reading Cluster

Program Standard Goal 1: Begin developing programs consistent with revised CTC standards for the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential (2010 revised CTC program standards for reading)

Objective RC/PSG 1.1 Submit "Transition Date Form" to CTC by April 1, 2011.

Objective Met

During the Spring of 2011, program faculty decided to only create a program for the Reading and Literacy Added Authorization. The program consists of five revised courses:

TED 6220   Reading and Language Arts: Focus on Diversity (4 units)
TED 6230   Reading and Language Arts: Literacy Research and Methods I (4)
TED 6231   Reading and Language Arts: Literacy Assessment and Intervention I (4)
TED 6232   Reading and Language Arts: Literacy Assessment and Intervention II (4)
TED 6253   Reading and Language Arts: Literacy Research and Methods II (4)

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Objective RC/PSG 1.2 Develop a plan for aligning courses with the 2010 standards.

Objective Met

Courses are aligned with new standards. As new courses are taught syllabi will be developed, completing the alignment. Current plan is for the courses to be taught for the first time during the Summer 2012 quarter. New course syllabi were developed and implemented for the following

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

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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 the Reading Certificate and Reading and Language Arts Specialist Credential***, Standard 4: Planning and Delivery of Reading Instruction Based on Assessment; Standard10: Crosscultural Practice; and Standard 15: Preparation for Meeting the Reading and Writing Needs of all Students)**

Objective RC/PSG 2.1 Consider changes in the course content in TED 6220 that will improve the ability of candidates to link assessment to instruction for English Learners in their field experience assignment.

Objective Partially Met

Revised course was taught for the first time in the Summer of 2012. Analysis of the student data from that course will be analyzed in 2012-2013.

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Program Standard Goal 3: Improve candidates' ability to provide a coherent rationale for the lessons to be implemented during field experience (***1998 CTC Standards for the Reading Certificate and Reading and Language Arts Specialist Credential***, Standard 4: Planning and Delivery of Reading Instruction Based on Assessment)**

Objective RC/PSG 3.1 Consider alternatives for improving candidates' ability to provide sound rationales for the five-lesson sequence implemented in TED 6253.

Objective Partially Met

Revised course was taught for the first time in the Summer of 2012. Analysis of the student data from that course will be analyzed in 2012-2013.

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<u>Special Education Cluster</u>

None, all goals and objectives for this Cluster are stated in the previous section.

<u>Speech/Language Pathology Cluster</u>

Speech/Language Pathology Cluster UAO Goal 1: Improve assessment system to include tracking of individual candidates' performance, rather than tracking only the cohort (UAO 5: Assessment System and Unit Evaluation).

Objective UAO/SPLC 1.1: Examine all existing data sources to include the tracking of each candidate as they progress through the program in their key assignments, including: clinical practicum, field experience, comprehensive finals, and PRAXIS Exam.

Objective Met

In the first phase of changing the process of tracking student progress, handwritten tracking forms were replaced with an Excel format (11-12). In the second phase, the Unit database developed by Tom Soo Hoo will be used (12-13).

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Teaching Credentials Cluster

Program Standard Goal 1: Expand Field Experience Residency model to include three more elementary schools and one high school (CTC Common Standard 7: Field Experience and Clinical Practice and CTC Multiple Subject and Single Subject Program Standard 14: Learning to Teach through Supervised Field Work)

Objective TCC/PSG 1.1: Evaluate efficacy of Field Experience Residency model at Roosevelt School in San Leandro.

Objective Met

Evaluation consisted of interviews with candidates, principal, master teachers, support staff, and University supervisors. The responses were uniformly positive, with suggestions for improvement included in the policy stated below.

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Objective TCC/PSG 1.2: Develop a set of policies and candidate expectations for the Field Experience Residency model.

Objective Met

Policy Recommendations:

(1) Need strong relationship with district office/ district liaison - individual Point of Contact (such the current model at NHUSD, Antioch USD, and the past model at WCCUSD)

(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.

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