

# **CSU East Bay Campus Committee on Professional PreK-12 Education (CCPK-12 E)**

**Wednesday, May 27, 2015  
10:00-12:00 - AE 143**



**CALIFORNIA STATE  
UNIVERSITY**  
**E A S T B A Y**

# Welcome!

- Welcome
- Introductions
- Purpose of the CCPK-12E



# New Intern Requirements

- District and University share responsibility for providing 189 hours of support. (144 hours of general education and 45 hours of EL specific support)
  - A minimum of two hours of support every five instructional days.
- CSUEB Response
  - Met with District Partners to review and solicit feedback on newly developed MOU.
  - Signed MOUs with **22 Districts**.
  - Wrote new Intern Handbook to meet requirements of MOU.
  - Developed new Intern documents, trained supervisors, and implemented intern plan



# CSUEB Interns 2014-2015

Subject	Number of Interns
<b>All Interns</b>	57
Single Subject	35
Multiple Subject	8
SPED	14
Science	10
Math	8
English	8
Spanish	3
PE	3
History	2
Music	1

District	# Interns
1) Oakland	13
1) Hayward, New Haven, Castro Valley	6 each
1) West Contra Costa	4
1) Alameda, Clayton Valley Charter, San Ramon	2 each
1) Acalanes, Bay Tech Charter, Edison Charter, Emery USD, FAME Charter, Liberty Union, Livermore Joint, Newark, Oakland Charter, Pittsburg, Pleasanton, San Leandro, San Lorenzo, San Francisco	1 each



# Increased Interest in Multiple and Single Subject Credential Programs

- Multiple and Single Subject Credential Programs Applicants
  - 2014-2015 - 230 Applicants
  - 2015-2016 - 453 Applicants
- 2015-2016 Additional Multiple Subject Cohort



# External Accreditation

- Accrediting Organizations
  - Commission on Teacher Credentialing (CTC)
  - Council for the Accreditation of Educator Preparation (CAEP)
- Title II Regulations



# PROPOSED TITLE II REGULATIONS

- States would use a minimum of four performance levels for programs: **exceptional, effective, at-risk or low-performing.**
- Requiring states to **report on rewards or consequences** associated with each performance level and provide technical assistance to low-performing programs
- **Refocusing TEACH Grant eligibility** on programs identified as effective or higher

Acad. Year 2015-2016	States consult and design systems
AY 2016-2017	States and providers begin data collection
Oct. 2017	Providers report AY 2016-17 data to states
April 2018	Pilot year: <ul style="list-style-type: none"><li>•States submit first/pilot reports with data on new indicators</li><li>•Identify low-performing/at-risk programs</li><li>•Option to identify effective/exceptional programs</li></ul>
April 2019	States submit first report with full ratings: <ul style="list-style-type: none"><li>•“Official” reports with data on new indicators</li><li>•Required to identify 4+ performance categories for all programs</li></ul>
April 2020	States submit second reports

# Exit Survey Data

- Exit Surveys are administered to all candidates completing programs in our unit
- Six common questions
  - 1. How well prepared are you to: Provide services that help English Learners succeed?
  - 2. How well prepared are you to: Provide services that help children who receive special education services succeed?
  - 3. How well prepared are you to: Create a school environment in which all individuals are treated with respect, dignity, trust, and fairness?
  - 4. How well prepared are you to: Work collaboratively with children, parents, staff, administrators, and teachers to achieve equitable learning outcomes and equitable environments?
  - 5. In regards to the professional knowledge and skills you need to be successful, how well prepared are you?
  - 6. Think back to all of your experiences in your Credential/Masters program. How would you rate the program?





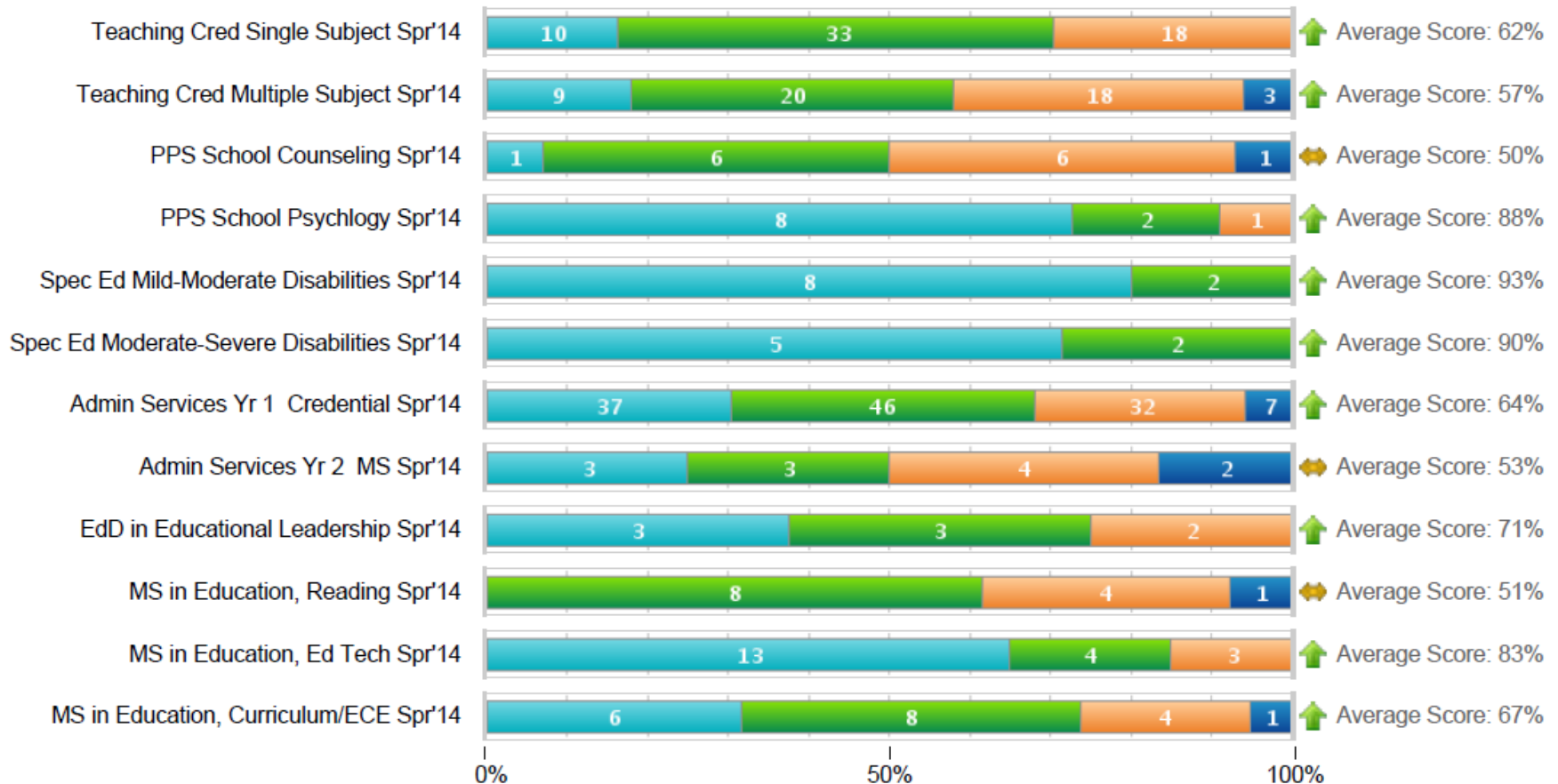
# Focus of Unit Improvement: Special Needs

## Exit Survey Data 2014

2. How well prepared are you to: Provide services that help children who receive special education services succeed?



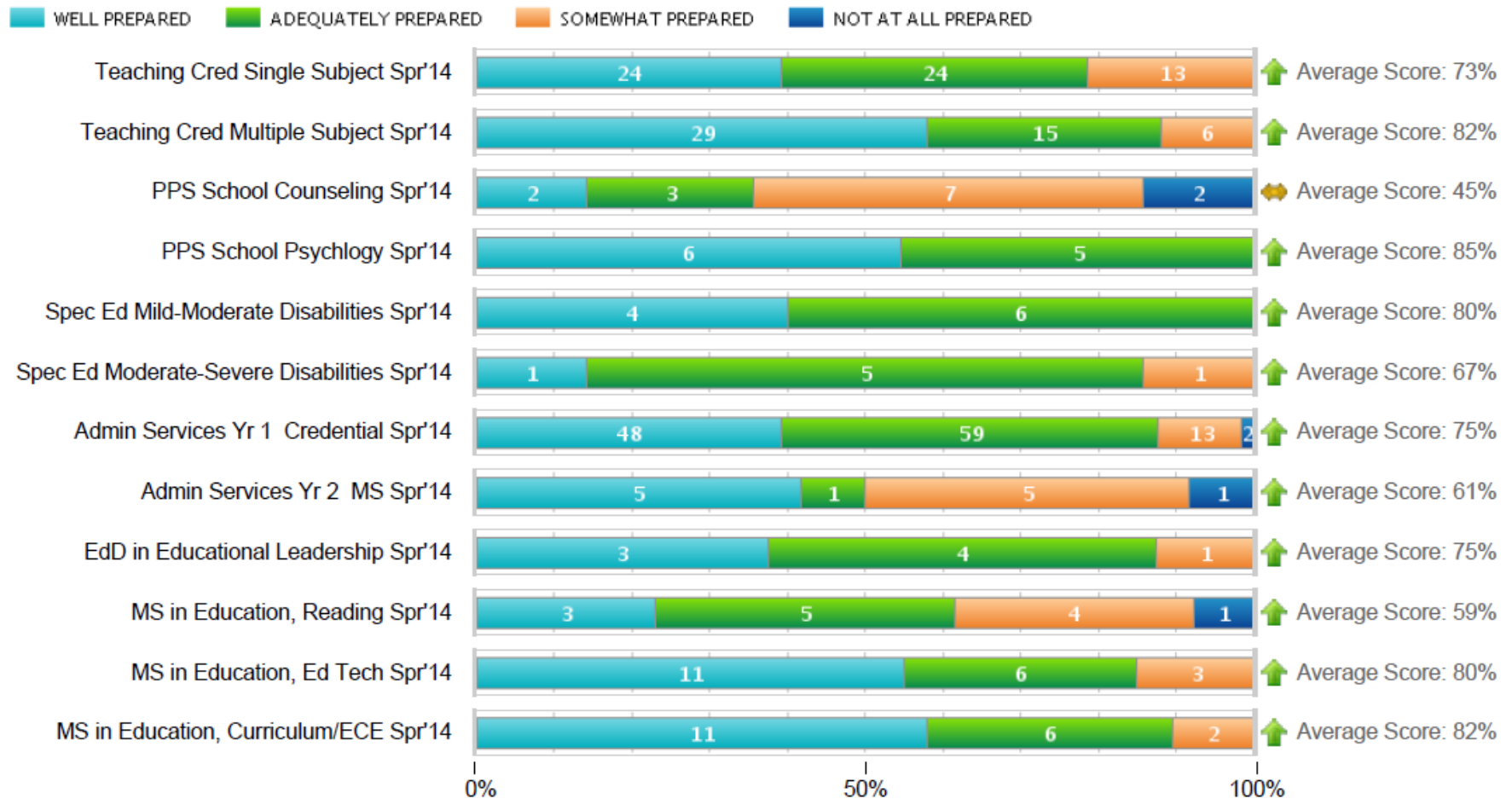
WELL PREPARED   ADEQUATELY PREPARED   SOMEWHAT PREPARED   NOT AT ALL PREPARED



# Focus of Unit Improvement: English Learners Exit Survey Data 2014



1. How well prepared are you to: Provide services that help English Learners succeed?



# Unit Improvement Activities

- Addressing Results of Exit Survey
  - Adding Lesson Modification Requirements to Student Teaching Handbook
  - Special Programs (Willard Middle School Presentation on Special Education)
  - Planning Courses that Can Be Combined Across Departments



# Assessment Cycle

- Assessment Cycle Activities
  - 2014-2015
  - 2015-2016
- CTC Program Documents
- Accreditation Visit: Spring, 2017



# In Conclusion...

- Lessons Learned
- Questions and Comments

