

**Cal State East Bay
Commission on Teacher Credentialing (CTC)
Professional Education Unit**

Description of Positive Program Impact

We look forward to demonstrating that our completers have the knowledge and skills to support all students in meeting state-adopted academic standards. As with other California Professional Education Units, we are just starting this process. This document summarizes our status in gathering and analyzing the data that will be required to meet that challenge – and discusses where we might go in the future.

Program Impact Data We Have Now

(1) Surveys

This [link](#) will connect you to our survey data.

(a) California State University (CSU) Center for Teacher Quality (CTQ)

CSU CTQ surveys provide data on the Multiple Subject Teaching, Single Subject Teaching, Ed Specialist – Mild to Moderate Disabilities and the Ed Specialist – Moderate to Severe Disabilities Credential Programs. These surveys have been administered continuously, in various forms, since 2004.

The following data is gathered:

- (1) Exit Survey – Data is gathered from program completers upon credential application.
- (2) One Year Out- Data is gathered from program completers employed in public schools at the end of their first year of teaching.
- (3) Employment Supervisors – Data is gathered from the site administrators of program completers employed in public schools at the end of their first year of teaching.

In regards to program impact, it is the third set of surveys – those completed by the site administrators of our program completers that are of the most interest.

(b) Commission on Teacher Credentialing (CTC)

(1) Exit Surveys

Beginning in the Summer of 2015, the CTC began to administer surveys to some program completers (14-15 enrollment). In the Summer of 2016, the CTC expanded their scope to include candidates who completed the following programs between 01/01 /16 and 08/15/16:

* Preliminary Multiple Subject

- * Preliminary Single Subject
- * Preliminary Ed Specialist (Cal State East Bay had no results, fewer than 10 completers responded)
- * Preliminary Administrative Services

(2) Surveys of Master Teachers

In the Summer of 2016, the CTC surveyed the master teachers of our Multiple Subject and Single Subject program completers (those who completed their program between 01/01/16 and 08/5/16).

(3) Employers

The CTC is developing a survey of employers of program completers.

(c) Cal State East Bay

We needed surveys that generate higher response rates than those administered by the CSU CTQ and the CTC. Thus, we have developed and implemented two internal surveys:

(1) Exit Survey of Program Completers

Candidates in all programs, in their last quarter of enrollment, complete this survey during class time on mobile devices. The response rate has consistently been above 80%. This survey was administered in the Spring of 2014, 2015, and 2016. Completers from all programs respond to a common set of items related to our Mission/Vision/Values and additional program-specific items.

(2) Survey of Completers – First Year of Employment and Beyond

Beginning with candidates who completed our programs in the Spring of 2015, we administered a follow up survey in the Winter of 2016 asking the same questions as in the Exit Survey. We also gathered data on their employment status. In late October of 2016, we again surveyed the Spring 2015 completers, now in their second year of employment.

We will begin the process with Spring 2016 completers, now in their first year of employment, with surveys administered in April of 2017.

(2) Anecdotal Evidence of Program Impact

This [link](#) will connect you to anecdotal evidence of program impact.

Beginning in 2015, we began to collect anecdotal evidence of the success of our program completers. This includes awards, other forms of recognition, and newsworthy accomplishments. Notice of these achievements has appeared in local media and in Cal State East Bay sources. Taken as a collective whole, these individual achievements provide strong evidence that our completers are having a positive impact on the K-12 schools.

Possible Other Program Impact Data Sources

(1) Assessment of Teacher Performance/K-12 Student Learning Outcomes

Any discussion of measuring program impact by linking K-12 standardized test scores to individual teachers must begin by acknowledging the limitations of this “value added” data. Nonetheless, when combined with other sources, such data would be useful. There are two possible sources of this category of program impact data:

(a) California State University (CSU) Center for Teacher Quality (CTQ)

In 2010, 2011, and 2012 the CSU CTQ compared the effectiveness of CSU-trained teachers and non-CSU Teachers on student learning. This data linked K-12 standardized test scores to specific teachers. The student K-12 data was gathered from four large school districts in California. Unfortunately, the CSU data was not disaggregated by campus. Thus, we do not know how many, if any, Cal State East Bay completers were involved. Funding problems have frustrated efforts to continue, much less expand, the gathering of this data.

However, if the CSU CTQ expanded the number of school districts involved and disaggregated the data by campus, then we would have data to measure the program impact of our completers.

(b) Data Gathered by Cal State East Bay

For the past two years, we have discussed the possibility of gathering K-12 student learning outcome data ourselves. This will not be easy. Our completers work in districts all over California. There are confidentiality and collective bargaining issues in linking K-12 student data to individual teachers. Currently, we are considering two local districts to engage in a dialogue about this challenge.

(2) Employer Satisfaction

We will have data on employer satisfaction from the CSU CTQ and the CTC. The CSU CTQ data is limited to the Multiple Subject, Single Subject, and Ed Specialist Programs. It is our understanding that, eventually, the CTC will survey employers of all program completers. This will be an important addition to our Program Impact efforts.

(3) Program Completer Employment Status

We are gathering this data with our internal, Cal State East Bay Exit Survey of Completers – First Year and Beyond. It would be a huge help if the California Department of Education and the CTC could develop a database providing this data.

Process to Analyze and Use Data on Program Impact

A priority for the Unit in 2017-2018 will be to move forward the process of gathering program impact data. Next year, we will consider what additional data sources we can develop. Program impact data

will then be analyzed along with all other data as part of our ongoing, three-year cycle of Unit Assessment.

Survey data already has played a role in defining Unit Improvement Objectives and improving Unit operations:

* Results from the 2014 Cal State East Bay Exit Survey of Program Completers led us to define a Unit Improvement Objective on enhancing the ability of our completers to work with special needs students:

Develop program-specific plans to increase the number of Unit exiting candidates who consider themselves to be “well” or “adequately” prepared to provide services that help children who receive special education services.

For all programs, only 65% of 2014 program completers considered themselves to be “well” or “adequately” prepared to provide services that help children who receive special education services. The 2015 and 2016 Exit Survey of Program Completers showed improved scores. In both years, 75% of all exiting candidates responded in the “well” or “adequately” prepared categories (a 10% improvement over the 2014 results).

* The results of the 2016 CTC Exit Surveys of Program Completers were used to define a 2016-2017 Unit Improvement Objective in regards to the level of support provided by University-employed field supervisors:

All University supervisors will observe and/or support candidates at a level consistent with program policy.

Results of the 2016 CTC Exit Surveys of our Program Completers revealed a lack of consistency in the number of times our supervisors observed or supported our candidates. Each program will establish a minimum number of times each candidate will be observed or supported and take steps to ensure our supervisors meet that expectation. We have some baseline data for the Multiple Subject Teaching, Single Subject Teaching, and Administrative Services Preliminary programs from the 2016 CTC surveys. Our internal, Cal State East Bay 2017 Exit Survey of Program Completers will ask completers from all programs how often their University supervisors observed and/or supported them. With a projected response rate of over 80%, this will provide complete baseline data. The 2018 and 2019 CTC and Cal State East Bay Exit Surveys of Program Completers will determine if we meet this objective.

Descriptionppi20170214