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

2016-2017 Unit Improvement Objectives
Unit Summary of Implementation
March 6, 2018

Unit Improvement Objectives Adopted by the Accreditation CEAS Team (ACT), 01-11-17

Unit Improvement Objective 16-1

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

UAO-16-6: Course of Study, Fieldwork and Clinical Practice (CTC Common Standard 3)

Data Source:
a. 2016 CTC Survey of Program Completers (Administrative Services Preliminary, Multiple Subject Preliminary, Single Subject Preliminary)

Evidence to be collected that will demonstrate that objective has been met:
a. 2017, 2018, 2019 CTC Survey of Program Completers (Administrative Services Preliminary, Multiple Subject Preliminary, Single Subject Preliminary)
b. 2017, 2018, 2019 Cal State East Bay survey of program completers, specific to program

Summary of Implementation Efforts

More Complete Data

The results of the 2016 CTC Survey of Program Completers were the source that led to this Unit Improvement Objective. This survey provided data on our Administrative Service Preliminary Credential candidates, Multiple Subject Preliminary Credential candidates, and Single Subject Preliminary Credential candidates. We have added two important sources so that our data on candidate supervision is more complete:

(1) Beginning in the Spring of 2017, our annual, internal survey of program completers included questions on the level of supervision for the following programs: Administrative Services Preliminary, Administrative Services Professional, Multiple Subject Preliminary, Single Subject Preliminary, Education Specialist Mild-Moderate Disabilities, and Speech/Language Pathology. These additional items, specific to each program, provided data on all programs except Education Specialist Moderate – Severe (no candidates in the field component) and the PPS

programs (supervision provided through seminars). Results were more positive than the 2016 CTC data, but there is room for improvement. We will continue to gather this more complete data every year.

(2) We aggregated the data from our Intern App, which provides the most complete data on our Multiple Subject, Single Subject, and Special Education Interns. We aggregated data for the 2015-2016 and 2016-2017 academic years. This data is more accurate than that provided in candidate surveys. It showed that while the vast majority of interns receive more supervision than required by CTC policy, there is room for improvement.

Program Level Efforts

Efforts to meet this objective are at the program level:

(1) At Fall 2017 orientation meetings, all program coordinators notified University supervisors of this objective and the need for consistency across all supervisors. Supervisors were made aware of the minimum expectations for supervision.

(2) Program coordinators and department chairs are tracking the level of supervision provided to our candidates by University supervisors. Individual supervisors who are not meeting expectations are counseled.

(3) Supervisors who do not meet program minimum expectations will receive annual performance evaluations that note that deficiency. Such supervisors will be notified that improved supervision frequency will be a condition for continued employment.

Unit Improvement Objective 16-2

Each program will: (a) identify categories of California's population that are currently underrepresented in the program; and (b) develop and implement a plan to recruit and admit candidates from those underrepresented categories.

UAO-16-5: Candidate Recruitment and Support (CTC Common Standard 2)

Data Source:
a. Fall 2016 review revealed that no program had a formal plan to increase candidate diversity
b**.** Ethnicity data on our 2016 entry cohorts of candidates

Evidence to be collected that will demonstrate that objective has been met:
a. Program Candidate Diversity Recruitment Plans
b. Baseline data on our 2017 entry candidates to determine program targets
c. Diversity data on our 2017, 2018, and 2019 entry cohorts of candidates

Summary of Implementation Efforts

Evidence

As we did in 2016, we again collected gender/ethnicity data on all candidates entering our programs in the Summer and Fall of 2017. Our numbers improved. The percentage of Asian, Hispanic, Two or more races, African American, Native Hawaiian/Pacific Islander, and American Indian/native candidates increased to 42.4% (39.8% in 2016). We would like to bring these numbers closer to the overall campus numbers.

In addition, in 2017-2018 some programs are gathering data on the second language status of their candidates (Multiple Subject, Single Subject, School Counseling, School Psychology, Special Education).

Unit Level

(1) The CEAS Dean's message on the CEAS homepage was revised to clearly state our commitment to increasing the diversity of our candidates: "As part of our efforts to fulfill our mission, we are committed to recruiting and admitting a diverse group of students who will be successful professionals in their chosen fields."

(2) The *Unit Candidate Diversity Recruitment Plan* provided programs with a menu of five components for the Program Candidate Diversity Recruitment Plans:

(a) Admission Advisement Sessions – Diversity Component
(b) Case Management of Diverse Applicants
(c) External Funding
(d) Involvement of Diverse Program Completers
(e) Outreach in Selected Communities

(3) At the ACT meeting of February 14, 2018, program coordinators saw examples of how the Administrative Services Preliminary Credential Program is using video testimonials to (d) involve diverse program completers in recruiting diverse candidates.

(4) The March Act meeting will include a discussion of how a Program could use (b) case management strategies for diverse applicants.

Program Level

All credential programs created a *Program Candidate Diversity Recruitment Plans*. Each plan has 2-3 of the components listed above. Some credential programs were clustered; thus we received six *Program Candidate Diversity Recruitment Plans*:

(a) Administrative Services: Preliminary and Professional

(b) Pupil Personnel Services: School Counseling and School Psychology
(c) Basic Teaching: Multiple Subject and Single Subject
(d) Reading and Literacy Added Authorization
(e) Education Specialist: Mild to Moderate and Moderate to Severe Disabilities
(f) Speech Language Pathology

Program coordinators and faculty are working on fulfilling the recruitment strategies listed on their Plans.

The Basic Credential Programs have succeeded in fulfilling one of the components of their Plan: External Funding. The Multiple Subject and Single Subject Credential Programs will benefit from two CTC Classified to Teacher Grants and a Kellogg Foundation grant, The Future Minority Male Teachers of California.

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