NOTE: The Multiple Subject and Single Subject Teaching Credential programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC).

(A) Summary of Program Changes

In 2008 TED made significant changes to program. The Single Subject (SS) and the Multiple Subject (MS) programs changed from 75 units to 64 units. Faculty met and combined courses, reduced the number of units, and the total number of hours for the field practicum.

In 2008, both MS and SS the programs were modified to address the changes in California Commission on Teacher Credentialing (CTC) Standards 7A, 7B, and 8B(d): for SS, TED 5320, 5390, 5391, 5392, and 5393; for MS, TED 5352, 5356, and 5360. The Standards address content area literacy for SS and reading methods in MS.

Many changes took place since 2008 in implementing the Teacher Performance Assessments (TPAs). In 2008, the candidates took a total of four courses for the four assessments. In 2009, the course sequence changed to include four TPA orientation courses and four courses for TPA submissions. The candidates do have multiple opportunities to pass the TPAs with four more courses in DCIE (TED 7651, 7652, 7653, 7654). Additionally, the candidates entering in 2010-11 need to score a 3 or 4 on each task to pass the TPAs. Previously a combined score of 12 on all 4 tasks was passing.

For the 2009-2010 program candidates are required to pass CSET and CBEST before entering the program. Previously candidates had the summer to complete this requirement.

(B) Curriculum and Student Learning

Candidates pass the CSET and CBEST before entering the program thereby demonstrating subject matter competency. Candidates also receive an ID Clearance through the CTC, volunteer 45 hours in classrooms, have two letters of recommendations, have a minimum GPA of 3.67, and interview to enter the program.

The Teaching Performance Expectations (TPEs) for candidates’ field practicum and California State University System-wide Evaluation of Teacher Preparation for program
evaluated have been used consistently during the 2005-2010 time period for assessing candidates’ knowledge, skills and dispositions.

Key assessments for candidates’ academic performance from 2006 to 2008 were Signature Assignments. Faculty wrote rubrics (1-4 scoring) and protocols for coursework in teaching English Learners (TED 5326 for SS, 5355 and 5366 for MS), teaching children with special needs (TED 5314 for SS, 5378 for MS) and literacy (TED 5320 for SS, 5356 for MS).

In 2008 the key assessments for candidates’ academic performance were replaced by the Teacher Performance Assessments (TPAs) when the State of California mandated their implementation.

Since 2006 all data have been collected electronically on a computer program, TaskStream.

**Teaching Performance Expectations (TPEs):** Candidates pass their field practicum by demonstrating mastery on the TPEs. Candidates need to earn a score of 3 or 4 (1-4 scale) from their University Supervisor or Master Teacher (candidates who are student teachers) or Site Provider (candidates who are interns) on 12 of the 13 TPEs. They need to earn a score of 3 or 4 from both University Supervisor and Master Teacher/Site Provider on one TPE, 7. Candidates may earn the passing scores over their two field placements. Multiple subject candidates have one placement in a primary grade (K-2) and the other in an intermediate grade (3-6). Single subject candidates have one placement in a high school (9-12) and the other in a middle school (6-8).

The TPE average scores in 2008-2009 for the first placement was 3.35 and for the second placement was 3.83, thereby showing a healthy growth in the student teachers’ development. The TPE average scores in 2009-2010 for the first placement was 3.33 and for the second placement was 3.69. The increase from the first to the second placement was smaller in 2009-2010.

TPE 1 measures the candidates’ knowledge and skills relating to the academic content areas of language arts, math, science, and social studies. The following charts summarize the candidates’ mean scores for placements in K-12 sites in 2008-09 and 2009-10:

<table>
<thead>
<tr>
<th></th>
<th>Mean 2008-09 1st placement</th>
<th>Mean 2008-09 2nd placement</th>
<th>Mean 2009-10 1st placement</th>
<th>Mean 2009-10 2nd placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>All TPEs</td>
<td>3.35</td>
<td>3.83</td>
<td>3.33</td>
<td>3.69</td>
</tr>
<tr>
<td>MS Language Arts</td>
<td>3.48</td>
<td>3.91</td>
<td>3.33</td>
<td>3.8</td>
</tr>
<tr>
<td>MS Math</td>
<td>3.36</td>
<td>3.86</td>
<td>3.29</td>
<td>3.82</td>
</tr>
<tr>
<td>MS Science</td>
<td>3.44</td>
<td>3.84</td>
<td>3.35</td>
<td>3.73</td>
</tr>
<tr>
<td>MS Social Science</td>
<td>3.45</td>
<td>3.87</td>
<td>3.28</td>
<td>3.73</td>
</tr>
<tr>
<td>SS</td>
<td>3.51</td>
<td>3.95</td>
<td>3.51</td>
<td>3.79</td>
</tr>
</tbody>
</table>

TPEs 6, 9, & 11 measure candidates’ progress in working collaboratively with K-12 classroom teachers and administers. Compared with the total mean (for TPEs 1-13), the scores are acceptable for these TPEs across both programs.
California State University System-wide Evaluation of Teacher Preparation: One year after they finish the credential program, the Chancellor’s Office surveys the candidates. Candidates from CSU EB report the following: Teaching Language arts: 75% of MS candidates feel they are well prepared; 23% adequately prepared; 2% somewhat; 0% not at all prepared. Math: 70% are well prepared; 25% adequately prepared; 4% somewhat. Science: 58% are well prepared; 34% adequately prepared; 7% somewhat. Social Studies: 60% are well prepared; 32% adequately prepared; 7% somewhat. Troubling data from the 2009 CSU Survey of program graduates after one-year of employment: Only 56% of Multiple Subject grads and only 55% of Single Subject grads reported they were well or adequately prepared to teach students with special needs.

Teacher Performance Assessments (TPAs): In 2008-2009 and 2009-2010 candidates passed all four TPAs with a combined score of 12. TED faculty voted to change the policy in 2009-2010 that candidates must pass all four TPAs with a score of 3 or 4 on each task. The averages for 2008-2009 were: task 1: 3.21, task 2: 3.28, task 3: 3.16, task 4: 3.20. The averages were slightly higher in 2009-2010: task 1: 3.23, task 2: 3.28, task 3: 3.17, task 4: 3.22. Analysis by the TPA Coordinator has determined that 2009-2010 candidates had difficulty with designing and implementing instruction and assessment of English Learners and students with special needs. Interestingly the candidates are achieving slightly higher on the TPAs, a written assessment, over the two years that they have been administered. However, they are slightly lower on the field base assessments.

Recruitment: The Credential Student Service Center (CSSC) conducts information sessions on the Hayward and Concord campus monthly from November to January. In February and March they conduct bimonthly sessions on the Hayward campus, keeping one on the Concord campus. The information sessions’ PowerPoint is also on the CSSC website. Candidates may view the information at their leisure and submit the university and department application totally through the web. Other recruitment methods are answering phone calls, walk-ins, and emails.

Advisement: TED advisement structure, until this year, was each cohort had a team leader. In 2010-11 the team leaders were eliminated due to budget constraints and replaced with a credential coordinator. In 2005-07, the candidates enrolled in a team seminar with their team leader. This was the venue for course work, as well as the team leader communicating the courses to enroll in and answered any questions. In 2008 the seminar was redesigned to address
the TPAs. The credential coordinator communicates to all candidates via email and cohort-wide meetings.

The CSSC maintains the candidates’ files on a database that is available to the coordinators, chair, and CSSC staff. The database has the following candidate information: preadmission requirements, course requirements, TPA tasks passed, field practicum details. The CSSC credential analysts email candidates about any missing requirements with links to CSSC home page and the exact forms a candidate will need. The database provides an extra layer of digitally responding to candidates and thereby reducing the number of staff in the CSSC. After the candidates complete the program, the CSSC applies to the CTC for the candidates’ credential.

**Growth Potential:** TED is uniquely positioned to grow back to our former enrollment and then to exceed it because of the database and CSU East Bay’s growing position as the STEM campus and TED’s new partnering with school districts.

(C) **Faculty**

The TED faculty teach in both the credential and the master’s programs and, also, supervise student teachers. Faculty members’ area of specialization is particularly important in the credential program because faculty members teach method courses in their specialization. TED relies on K-12 instructors when there is not a faculty member for a particular area.

Credential programs need a tenure track faculty member focusing on field experience. Credential programs/graduate programs need additional tenure-track faculty – still over 50 lecturers in TED

TED faculty are co principal investigators with the faculty from the College of Science for STEM focused grants. Currently our department is quite short-handed. One science educator and one math educator are FERPing, leaving one member in each department teaching, supervising student teachers, and working on STEM grants.

2010-2011 Assistant/Associate Professor  
Field placement coordinator; teach courses and supervise in Multiple Subject or Single Subject programs; teach courses in Department of Teacher Education Masters degree programs

2011-2012 Assistant/Associate Professor  
Teach math courses and supervise math candidates in the Multiple Subject or Single Subject programs; teach courses in Department of Teacher Education Masters degree programs

Assistant/Associate Professor  
Teach science courses and supervise science candidates in the Multiple Subject or Single Subject programs; teach courses in Department of Teacher Education Masters degree programs
2012-2013  Assistant/Associate Professor
Teach English Learners courses and supervise candidates in the Multiple Subject or Single Subject programs; teach courses in Department of Teacher Education Masters degree programs

2013-2014  Assistant/Associate Professor
Teach Special Education courses and supervise candidates in the Multiple Subject or Single Subject programs; teach courses in Department of Teacher Education Masters degree programs

2014-2015  None

2015-2016  Assistant/Associate Professor
Teach Social Studies courses and supervise candidates in the Multiple Subject or Single Subject programs; teach courses in Department of Teacher Education Masters degree programs

(D) Resources
Unique resource needs of the teaching credential programs include: Costs of field supervision, costs of travel reimbursement for field supervisors, and costs for the administration and assessment of the TPA. There are additional costs in both faculty and staff time to maintain CTC and NCATE accreditation.

(E) CAPR Website Five-Year Data
Please go to the CAPR website and click on “Dept 5 Year Statistics”

(1) CEAS Template
Click on the tab for the Department of Teacher Education, “TED”

(2) University Enrollment and FTES by College and Department
Find CEAS data under “CEA” and look for data for “Teacher Education”

(3) University Enrollment and FTES by College, Dept, and Program Major
Find CEAS data under “CEA” and look for data for “Teacher Education”

(4) University Enrollment and FTES by College
Find CEAS data under “CEA”
(5) Enrollment by Ethnicity

Find “Credential Program”

(F) Additional, Internal CEAS Data

Table F-1
Credential Program Headcount
Fall 2010

Multiple Subject: 172
Single Subject: 149

Table F-2
Department of Teacher Education
Enrollment, Student Credit Units (SCU), Fall 2009 and Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td>98</td>
<td>49</td>
</tr>
<tr>
<td>SCU</td>
<td>6760</td>
<td>5237</td>
</tr>
</tbody>
</table>

Table F-3
Department of Teacher Education
Tenure-Track, Full-Time Faculty and Lecturer, Part-Time Faculty
Fall 2010

Total Headcount of All Faculty: 48
Total Full-Time Equivalent Faculty (FTEF): 24.30
Percent Full-Time, Tenure-Track, in FTEF: 17.0/24.30, 70%
Table F-3  
Department of Teacher Education  
Course Section Profile, Fall 2010

Total Course Sections: 43  
Excludes supervision, Teaching Performance Assessment (TPA) assessment, independent study, project/thesis sections  

Percent taught by tenure-track faculty: 29/43, 67.4%  
Average class size, all sections: 33.71  
Average class size, tenure-track: 24.7  
Average class size, lecturer: 55.8  

Note: two sections of TPA orientation classes each have enrollments of 152  
WTU of supervision covered by lecturers: 53.05  

Capr1010cred