California State University, East Bay
College of Education and Allied Studies
Department of Teacher Education

Masters of Science (MS) in Education, Option in Reading Instruction
Reading/Language Arts Certificate
Reading/Language Arts Specialist Credential

Committee on Academic Planning and Review (CAPR) Five-Year Report
November 2010

NOTE: The MS in Education, Option in Reading Instruction is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Reading/Language Arts Certificate and the Reading/Language Arts Specialist Credential are accredited by NCATE and the California Commission on Teacher Credentialing (CTC).

(A) Summary of Program Changes

Significant curricular changes since 2005:

- Alternative sites for the Reading Clinic (previously only held on the CSU East Bay campus) have been utilized including a year-round and summer school as well as alternative hours while maintaining the standard course requirements
- More middle and high school students have been served and the course contents reflect a stronger emphasis in this area
- TED 6254 has been increased from 3 to 4 units and now covers the preschool arena
- TED 6230 has a broader-based definition of fluency and contains a signature assignment and field experience
- TED 6251 (Field Experience) now contains an observation component
- TaskStream has been implemented to increase efficacy of instruction
- As of Fall 2009, (due to low enrollments because most school districts have eliminated Reading Specialists) the MS in Education, Option in Reading Instruction with the Reading Certificate and Reading Credential, offers only the Reading Certificate
- The Reading Credential classes are on hiatus for 2009-2011
- Beginning Fall 2009, students receive the MS in Education, Option in Curriculum with the Reading Certificate as the area of specialization and are clustered by cohorts
- Students may use 10 units from a credential program towards the 45 unit degree, pending the units are no older than 7 years when the candidate graduates
- Reading Certificate courses are now open to other graduate students to satisfy elective requirements for the Curriculum Option
- Beginning Fall 2009, the goals, objectives, and products found in the core courses have been redistributed for the Reading Certificate cohort so that the professor can focus more closely on Reading/Language Arts content
  - TED 6300: APA, basic bibliographic instruction now contained in TED 6230
o TED 6700 & TED 6020: Review of the Literature now contained in TED 6250 and a 1 unit seminar in TED 6999
o TED 6901: remains the same

- Candidates are given assignments during breaks between quarters for core courses
- The same professor teaches the classes leading to the final research project to allow for continuity of material and program and depth and breadth
- All classes are expected to use APA formatting and bibliographic resources
- Candidates need permission numbers to enroll for all courses to track numbers
- Class size caps have been adjusted to 25 for core courses and 35 for elective courses
- End of quarter student advising meetings were instituted for program updates, distribution of registration codes for the upcoming quarter and as forum for discussion among students
- E-mail has become the primary method for communication with students in the program
- Classes, when appropriate, utilize a hybrid format of 70% face-to-face and 30% online

**B) Curriculum and Student Learning**

The MS in Education has an assessment system in place throughout the program. For entry and continuation in the program, students must meet and maintain a gpa of 3.0 throughout and earn a grade of B- or better in all classes taken in the program. Students must successfully pass the WST, and may take a core course no more than 2 times if a grade of C or lower is earned.

The Department of Teacher Education agreed on 3 professional dispositions which graduates are expected to demonstrate upon completion of the program. Candidates are:

1. Committed to the belief that research informs instructional decisions.
2. Believe that curriculum must be designed for universal accessibility.
3. Committed to collaboration and advocacy for social justice and democracy.

In order to achieve these goals, all MS in Education graduate students in the Department of Teacher Education are required to take a series of classes that lead to their final “action research” or Synthesis class. For this particular program, we have infused the core content and research skills from TED 6300 into TED 6230. The remaining 3 common core courses for the MS program include TED 6700 Advanced Educational Psychology, TED 6020, Advanced Research, and TED 6020 Synthesis. These classes are designed to promote the dispositions which drive instruction and assessment. Carefully designed signature assignments and rubrics were created for each core class. These assignments include writing a research proposal including a statement of the problem with a full review of the literature, and writing the results of a fully implemented research project including limitations and implications for future research.

We currently use TaskStream to obtain data on student performance of these signature assignments. The data has been used to monitor student achievement and program improvement. Although the initial (2007-08) data indicated that students were doing very well (averaging 89% or a rubric score better than or equal to 3.56/4) we continue to look at areas for improvement in instruction and modify course delivery for students. Some areas and solutions are as follows:
1. **APA formatting** We now require students to purchase an APA reference guide in TED 6230. Additionally, the students are given a library visit and other classes now require APA formatting.

2. **Synthesizing Research** Students write more short synthesis papers in TED 6700 to demonstrate their ability to think on a higher level and the instructor models an example of how to go through the process with the total class.

3. **Using Research to Support Practice** We have adjusted the assignments in TED 6250 and TED 6220 so that students now site research relevant to a practice they do in the classroom in an assignment. These 2 classes are also part of the signature assignments for the Reading program and we collect the data on TaskStream as well for the purposes of analyzing our teaching and student progress.

In the TaskStream data most recently run (2007-2008 & 2008-2009) and after the changes were implemented, we noted an improvement in the scores for the 3 areas listed above. For example the average score for the APA formatting was 3.174 and most recently is 3.5. The others rose as well. The overall rating for the course went from 3.56/4 (89%) to 3.75/4 or 95%. In the signature assignments for Reading, we noted that in TED 6220 the scores for 2008 rose from 3.41 (85.31%) to 3.52 (87.92%) for 2009. We noted small increases in the already excellent scores. When we looked at the data for TED 6253, a class more heavily populated by students outside of the Reading specialization, we noted a decline between the two years. In 2008, the average rubric score was 3.71 (92.78%) and then in 2009 students scored 3.52 (87.92%) on the signature assignment. Again, the data indicated that students who were not part of the Reading cohort did not score as high as their counterparts. However, the scores are still within the range of acceptance. We have decided that the instructor could possibly pair students (Reading and Non-Reading cohort) for a peer edit prior to submission. We will continue to use our TaskStream data to monitor student achievement and know that it has potential for instructor improvement in delivery.

During the last quarter of the program, the student is asked to formally evaluate their experience through a series of open-ended questions. This is done during the last quarter of TED 6901 which is the synthesis class. This evaluation is one more method for gathering data for program modification. This data has had the most influence in terms of students relating to us that they prefer face-to-face sessions, continuity of instructors, more field experience related assignments, and a stronger inclusion of students in upper grades in the fluency and clinic offerings. All of the suggestions were seriously considered and implemented.

Candidates are recruited most heavily from our existing credential programs. Because students can use 10 of their units from the credential program towards the 45 unit degree, they report that they prefer to continue in a system where they have an existing relationship. Candidates also report that they like the idea of getting specialized training in Reading and Language Arts. While the market remains hard for teachers in general, most of our students state that they are now considering working for a tutoring center or as an independent contractor. Our retention rate or rate of students graduating from this program is better than 95%.

We believe that there is potential for continuing the Reading Credential and Certificate program to remain in place. While the Reading Credential will be on hiatus, it also gives us an
opportunity to advertise through local County offices, Reading Associations, and through our current Credential Students. We can no longer afford to have class sizes under 25, so we would rather be cautious and conservative and have assurances from students prior to offering the program. Literacy remains an issue—not only locally, but nationally as well. We believe that our program contributes greatly to the mission of the department, college, and university.

(C) Faculty

Literacy faculty member Dana Grisham changed to FERP status and then resigned the following quarter in 2009-2010.

2010-2011  None
2011-2012  None
2012-2013  Assistant/Associate Professor
Language & Literacy

We have not replaced the recently retired Language and Literacy professor and one former Language and Literacy professor moved to another department. Additionally, the Language and Literacy classes are very popular with our MS degree students. We currently have only one tenured professor teaching the electives in the graduate program.

2013-2014  None
2014-2015  None
2015-2016  None

(D) Resources

Unique resource needs of the reading programs include: Costs of field supervision, costs of travel reimbursement for field supervisors, staff costs for administration of TaskStream, acquisition of reading evaluation instruments for K-12 students, examples of K-12 instructional materials in the area of reading. 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 “Education”

(F) Additional, Internal CEAS Data

<table>
<thead>
<tr>
<th>Table F-1</th>
<th>Department of Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment, Student Credit Units (SCU), Fall 2009 and Fall 2010</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Sections</td>
<td>98</td>
</tr>
<tr>
<td>SCU</td>
<td>6760</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table F-2</th>
<th>Department of Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track, Full-Time Faculty and Lecturer, Part-Time Faculty</td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td></td>
</tr>
</tbody>
</table>

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%
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