

CAPR Annual Report
February 27, 2009
Special Education Programs
Department of Educational Psychology

This report describes this 2008-09 progress to date as related to our NCATE Accreditation standards.

Standard 1. Candidate Knowledge, Skills, and Dispositions

The Special Education Faculty has participated in the College-wide assessment development over the past several years. The program is using TASK STREAM with multiple signature assignments and their associated evaluation rubrics that occur at key points in each of the credential programs at both Levels 1,2 and Masters. The newly required detailed Biennial Reports for each program (Education Specialists in Mild-Moderate and Moderate-Severe Disabilities) with electronically available data for two years of each signature assignment were developed by faculty for each credential over the summer months in 2008, and provided to CTC, the California Commission on Teacher Credentialing, in September, 2008. These Biennial Reports were found to meet CTC standards, as reported to the program on February 25,2009.

Standard 2. Assessment System and Unit Evaluation

As noted in last year's report, important catalysts prompted changes to the assessment system; these changes have led to improvements in the outcomes for our graduates. The first catalyst was a result of the intensive program review work in preparation for the upcoming (April 2009) site visit by the National Council for Accreditation of Teacher Education (NCATE) and the CTC. As part of NCATE standards we were required to provide evidence of "professional dispositions for all special education teacher candidates." In the process of accumulating evidence to meet the NCATE standards, we concluded that the then-current assessment system did not adequately measure the noted standard for professional dispositions.

In order to address this need, we have developed and implemented an additional aspect to our disposition assessment model since 2008: a rubric for evaluating key dispositions on entry, through application of the rubric to the combination of the personal interview content, applicant's personal statement essay and their recommendations/references. We have added the relevant disposition markers to the reference form in the recently revised SPED application, and will be applying this rubric as well in the upcoming TED SPED candidate interviews this Spring,2009.

Finally, as noted in last year's update, we are requiring university supervisors to evaluate candidates' Professional Behavior during quarterly fieldwork/student teaching in Level 1(Preliminary credential) as well as within Level 2 (Professional Level) Candidate Performance Assessments. Students are introduced to these competency reviews each quarter.. The effectiveness of the performance evaluations, which also serve as Signature

Assignments in Level 1, are increased through use among all critical constituencies: the student teacher, master teacher, and the instructor or university supervisor.

Standard 3. Field Experiences and Clinical Practice.

Special Education programs utilize both faculty and seasoned, highly qualified current and former teachers as our fieldwork and student teaching/Intern supervisors. Students evaluate both supervisors and master teachers quarterly and input is used for appropriate revision. As a part of the student and program assessment development process in Special Education, rubrics have been developed and now are implemented for quarterly field evaluations. This also improves consistency across supervisors. In addition, the Special Education Program completed and obtained CTC approval on its newly required Intern Preservice Requirements document late last Spring, demonstrating the means for completing the 120 hours Preservice requirement for Interns, which was added by CTC in 2008.

Standard 4. Diversity

All TED/SPED students obtain the “CLAD” infused competencies required of general educators under SB 2042 revisions and complete student teaching within the highly diverse Bay Area classrooms. “EL” competencies were added/clarified under the Level 2 credentials in the past year and this addition was approved by CTC. All Special Education only candidates who obtained general education credentials prior to entering Level 1 must document attainment of EL competencies or complete the coursework or assessment prior to Level 1 completion. Materials used for candidate credential applications have been revised to reflect these changes.

Standard 5. Faculty Qualifications, Performance, and Development

A “new” faculty person in Special Education was added in 2008-09 with the transfer of Dr. Linda Smetana, an accomplished and highly talented special educator, Reading Specialist, scholar and Coordinator, from the Teacher Education to the Educational Psychology Department. Previously, Professor Smetana had served as the Team Leader for the TED SPED program, in addition to several other critical roles within the TED Department. Her welcome addition to the Special Education faculty is of tremendous benefit to the students, faculty, and department.