



ANNUAL PROGRAM REPORT

College	CEAS	
Department	Teacher Education	
Program	Multiple and Single Subject Teaching Credential Programs	
Reporting for Academic Year	2016-2017	
Last 5-Year Review		
Next 5-Year Review	Credential programs have not been included in the CAPR calendar	
Department Chair	Eric Engdahl	
Date Submitted	10/20/17	

I. SELF-STUDY

A. Five-Year Review Planning Goals

Credential programs have not been included in the CAPR calendar of five year reviews. Consequently we are using the review cycle of our accrediting agency.

The accrediting agency for teacher education, the California Commission on Teacher Credentialing (CTC), requires programs to work on a 3 year cycle of goal setting, implementation, and analysis. In 2016-2017, we were analyzing our data to determine our next goal. We determined it to be:
Strengthen candidates' field placements and intern experiences.

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

The Unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program

Explanation/rationale:

Candidate experiences in the field have a powerful impact on their preparation to become professional educators. Our goal is to engage our P-12 partners in the selection of the best possible school sites for our student teachers.

Data sources:

- a) Advisory Board Minutes
We will begin the conversation with our P-12 partners at Advisory Meetings to solicit their help in identifying excellent fieldwork sites.

- b) Fieldwork Surveys
Supervisors and candidates will be asked to complete surveys, evaluating the effectiveness of student teaching field placements.
- c) CTC Surveys of Graduates and Employers
- d) Exit Surveys of Credential Program Graduates

Evidence to be collected that will demonstrate that objective has been met:

- a) Summary of Minutes
- b) Survey Monkey evaluations completed by supervisors, student teachers, and interns
- c) Data from CTC surveys
- d) Data from exit surveys

To be completed by: September, 2018

B. Progress Toward Five-Year Review Planning Goals

As part of the Supervisor evaluation candidates report on the number of observations made. For candidates who are working under Intern Credentials, the department uses an app called MyInternship Journal to record the number of visits.

The supervisors are being supported through quarterly supervisor meetings and regular contact with the multiple and single subject program coordinators.

Supervisors are being trained in calibration methods to ensure equitable scoring.

Supervisor visits are being tracked.

C. Program Changes and Needs

Overview: Teacher Education is in a dynamic period currently. There is a statewide teacher shortage which is especially acute in the East Bay. In addition, the CTC has revised the program standards and the TPEs, so that this is the last year under the PLOs cited elsewhere in this report. The changes in the program standards also mean that our TPA will change. We will switch from the PACT to the edTPA. This is due to the change in curriculum that is occurring in California schools with the adoption of the Common Core and related standards, the changing technology and design of standardized testing, and the demographic changes in the student population. Legislative changes will impact the program in the next few years. A CSET waiver program for Liberal Studies will go into effect within the next year or two, increasing the number of undergraduate students from this campus who will be ready to enter the multiple subject teaching credential program. The Chancellor's Office is supporting integrated undergraduate credential programs (ITEP). We are actively working with the Math and Kinesiology departments to develop single

subject ITEPs and will then move to create a multiple subject ITEP with Liberal Studies. These changes should increase the number of candidates in the credential programs.

Curriculum: With the adoption by the CTC of new program standards and TPEs all teacher education in the state have had to redesign their curriculum, Fortunately for CSUEB, this change coincided with the semester conversion. Beginning in summer 2018, all of our courses will align with the new standards.

Students: The number of initial applicants for the credential program has been growing steadily, from approximately 500 in 2015, to 600 in 2016, to 700 in 2017. Unfortunately, there has been no increase in the number of qualified applicants.

The completion rate for candidates in the program was 94% in 16/17, 87% in 15/16 and 90% in 14/15.

Faculty: Teacher Education faculty currently has 11 full time faculty, 7 of which are tenured. One of those has been bought out entirely. This year we had one faculty resign, one take medical leave with the intention of beginning FERP in 18-19, one ending FERP this year, and two more in FERP status who are bought out entirely by the Dean's office.

In addition, the department has on average has 50 adjunct faculty each quarter as instructors and field work supervisors.

The department has two adjunct faculty who serve vital roles as coordinators of the credential programs as well as coordinators of the PACT.

We currently are in the process of a TT search.

Staff: Currently Teacher Education, Educational Leadership, and Educational Psychology is served by the Arts Ed Administrative Coop. It would be useful to have all staff hired permanently. The department also works closely with the Credential Students Service Center (CSSC) which also needs permanent staff.

Resources: Faculty and staff offices seem adequate for now. They are all in the Art and Education Building and Robinson Hall.

Assessment: The programs will change TPA. The new TPA, edTPA, will be scored by Pearson and candidates will have to pay for their scoring.

Other: The program will have an accreditation visit by the CTC in April, 2018.

II. SUMMARY OF ASSESSMENT

A. **Program Learning Outcomes (PLO)**

The Multiple Subject and Single Subject Credential have two sets of Program Student Learning Outcomes: (1) The four Unit Assessment Outcomes (UAOs) shared by all programs in our PreK-12 Professional Education Unit; (unit outcomes are required by the California Commission on Teacher Credentialing (CTC)) and (2) the 13 Teaching Performance Expectations defined by the CTC.

Unit Assessment Outcomes

Our candidates will:

UAO1: Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes.

UAO2: Demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness.

UAO3: Work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments.

UAO4: Know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate candidates meet professional, state, and institutional standards.

CTC Teaching Performance Expectations

- 1 Specific Pedagogical Skills for Subject Matter Instruction
- 2 Monitoring Student Learning During Instruction
- 3 Interpretation and Use of Assessments
- 4 Making Content Accessible
- 5 Student Engagement
- 6 Developmentally Appropriate Teaching Practices
- 7 Teaching English Learners
- 8 Learning About Students
- 9 Instructional Planning
- 10 Instructional Time
- 11 Social Environment
- 12 Professional, Legal, and Ethical Obligations
- 13 Professional Growth

B. Program Learning Outcome(S) Assessed

As required by the CTC, data is gathered annually on the 4 shared UAOs and 13 TPEs.

C. Summary of Assessment Process

Instrument(s): Each year, extensive data is collected on the candidates (post-baccalaureate university students) who complete the Multiple Subject and Single Subject Teaching Credential Programs, including: (1) the results of the CTC-mandated PACT exam; (2) results of field work (student teaching or internship) evaluations completed by University field supervisors and School District master teachers; (3) exit surveys required by CTC of every program completer; and (4) surveys of graduates and their employers two years after program completion.

Sampling Procedure: All candidate scores are collected and analyzed. All candidates submit the exit survey as part of their application for a credential.

Sample Characteristics: All candidate scores are collected and analyzed. All candidates submit the exit survey as part of their application for a credential.

Data Collection: The PACTs are submitted and scored in spring. PACT is submitted and evaluated via Taskstream, an online platform used by PACT. Exit surveys are completed in June.

Data Analysis: There are two coordinators of the PACT. Taskstream collects and organizes the data. The exit surveys are electronic and organized by the Accreditation Steering Committee. The results are reported to the College administration, the CTC, the faculty, and the accreditation council.

D. Summary of Assessment Results

Main Findings:

Below are the some of the data for (1) the results of the CTC-mandated PACT exam. Scores have been consistent over the years.

Multiple Subject Credential Program

Single Subject Credential Program

PACT Exam scores

2016-2017 Cohorts with 2015-2016 and 2014-2015 scores for comparison

There are twelve rubrics for the PACT, three that cover instructional planning, two that cover delivery of instruction (included 20 minute video), three that cover assessment (including student work samples) two that cover reflection, and two that cover the use of academic language.

	2016-2017	2015-2016	2014-2015
R1 (Planning)	2.68	2.8	2.81
R2 (Planning)	2.55	2.6	2.65
R3 (Planning)	2.53	2.7	2.69
R4 (Instruction)	2.31	2.4	2.37
R5 (Instruction)	2.24	2.4	2.33
R6 (Assessment)	2.36	2.5	2.39
R7 (Assessment)	2.23	2.2	2.16
R8 (Assessment)	2.43	2.3	2.53
R9 (Reflection)	2.39	2.4	2.27
R10 (Reflection)	2.34	2.4	2.25
R11 (Academic Language)	2.25	2.2	2.2
R12 (Academic Language)	2.2	2.2	2.18

Recommendations for Program Improvement: As stated, our objective this year is making certain that all candidates receive the correct number of supervisor visits.

Next Step(s) for Closing the Loop: Semester conversion, new standards and a new assessment instrument accompanied with an accreditation visit will provide a whole new data set for program improvement.

Other Reflections:

E. Assessment Plans for Next Year

We will continue to follow the assessment guidelines set forth by our accrediting agency.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

The data supplied by CAPR was useless. The university seems to have no adequate means to report on data by post baccalaureate non-degree conferring programs. I relied on data from the CSSC and our accreditation team.

A. Discussion of Trends & Reflections

Notable Trends:

Undergraduate credential programs will greatly affect the program. There will be a growth in the number of candidates, but no one has predicted how this growth will

occur. As the teacher shortage continues, we need to ready to react to legislative changes that may attempt to remedy the situation.

Reflections on Trends and Program Statistics:

The unknowns about the teacher shortage means that the Department will need to be able to respond nimbly to a changing situation.

B. Request for Resources

1. Request for Tenure-Track Hires – At this point we do not see the need for a TT search in 2018-2019.
2. Request for Other Resources – At this point full permanent staffing in the Credentials Student Service Center is needed.