



**ANNUAL PROGRAM REPORT**

College	College of Education and Allied Studies
Department	Educational Psychology
Program	M.S. in Special Education; Education Specialist Credentials in Mild/Moderate and Moderate/Severe Disabilities
Reporting for Academic Year	2017-18
Last 5-Year Review	2010-11
Next 5-Year Review	2019-20
Department Chair	Dr. Jack Davis
Date Submitted	October 15, 2018

**I. SELF-STUDY**

Five-Year Review Planning Goals

Special Education (SPED) is located in the Department of Educational Psychology. It consists of an M.S. in Special Education with two quarter-based options in 2017-18; Mild/Moderate or Moderate/Severe Disabilities. Content for the master’s program is almost the same as the content for the Education Specialist Credentials in mild/moderate or moderate/severe disabilities. The master’s degree enables candidates to move into special education leadership or positions such as program specialists or mentors within their school district or agency. Since a master’s degree in special education denotes expertise and additional knowledge and skills, candidates complete most of the courses also found in the Education Specialist credential programs; at the end of the two-year program, master’s candidates must complete a research course and a department thesis/action research project.

Master’s and Education Specialist credential candidates complete the same fieldwork experiences as student teachers or intern teachers (i.e., teachers of record hired by a public school district while they earn a credential) or as employees of an organization providing services to individuals with disabilities.

Planning goals from the last 5 year review included content-planning goals:

**M.S. in Special Education** program completion goals:

- Increase the percentage of M.S. program completers to 80%.

**Credential Programs:**

- **Mild/Moderate Disabilities:** Increased emphasis on systems of service delivery, use of data to create IEP's, case management, and collaboration with service providers during the fieldwork and student teaching/intern experiences.
- **Moderate/Severe Disabilities:** Increased focus on management and logistical/ organizational/ resource competencies through additions to EPSY 6207 course and corollary assignments paired with full time student teaching in the final quarter (EPSY 6880) will lead to evidence of candidates' improved skills in this area and to Exit Survey outcomes that mirror that improvement.

### **Progress Toward Five-Year Review Planning Goals**

The M.S. in Special Education and the Education Specialist credentials in Mild/Moderate and Moderate/Severe disabilities both met their five-year goals. Research language and action-research content were incorporated into program coursework that takes place before the final research and thesis/project course. These changes made the transition into the third year of study easier for candidates and resulted in a higher completion rate. Permanent faculty, lectures and adjunct faculty identified the salient elements of each goal and instituted a process to make revisions in course syllabi. Course faculty and fieldwork supervisors monitored candidate performance.

#### **A. Program Changes and Needs**

**Curriculum:** During the move to semesters in fall 2018, the program faculty chose the transformation pathway for curriculum design. The content for the master's degree and the credential were merged. This process enabled faculty to fully integrate the content of the M.S. in Special Education into the Special Education post-baccalaureate program, eliminate redundancies, increase collaboration and provide new content to the candidates. All candidates will now leave the two-year program with an M.S. in Special Education and an Education Specialist Credential.

In 2017-18, curricula of the master's degree and the credential programs was revised for semester delivery: Courses changed numbers, were retitled, were approved in Curriculog and then in CSU East Bay's campus approval process (i.e., CIC and the Academic Senate). Roadmaps were then developed and are attached. The "SPED" prefix was also approved for special education courses. Candidates now complete the credential and the master's degree simultaneously.

A major change in the program has been the elimination of a requirement for a general education credential prior to entering the special education program. This requirement forced mandatory completion of the dual credential Teacher Education/Special Education (TED/SPED) program in which students earned both a multiple subject credential and an education specialist credential. This change has enabled the M.S. degree in Special Education and both Education Specialist Credentials to be more accessible to prospective educators. The change has resulted in a significant enrollment increase. The enrollment of the M.S. in SPED is currently 35 with an additional 20 completing the M.S. in SPED who began the program in the past two years.

The new semester-based program enables candidates to complete the credential and master's coursework at the same time. Thus, at the end of the two-year program, candidates can be recommended for an education specialist credential and will earn the master's degree at the same time. It is anticipated that the two-year credential and master's program will make CSUEB's program competitive with other special education programs in the Bay Area. In addition, the TED/SPED program will continue as a dual credential program, but a prior credential will not be required to earn a special education credential.

In 2018-2019 and 2019-2020, all SPED programs will necessarily be revised again because the Commission on Teacher Credentialing (CTC) published new standards in 2018 that must be implemented by 2021. In addition, although it is not yet part of the standards, a performance assessment will be required based on the Teaching Performance Expectations for a Multiple Subject and Education Specialist credentials. The CTC is in the process of creating the specific content and processes to be demonstrated in the performance assessment. The program revision will include all courses and incorporate additional content from the multiple subject credential program in the Department of Teacher Education.

**Students:** Candidates for all SPED programs enroll with a variety of experiences. Many are instructional support staff for teachers in local school districts, including several from Oakland and West Contra Costa school districts. Both Oakland Unified and West Contra Costa Unified school districts are developing a "grow your own" program that supports individuals currently employed as classified, non-credentialed instructional support staff through the credential process. Districts have found that their classified, non-credentialed instructional support staff remain in district employment, often at the same school for many years, whereas the credentialed personnel often move to other schools and districts.

Other candidates have experiences as volunteers working with programs for individuals with disabilities. The last group of candidates with a variety of experiences are those who already hold single or multiple subject credentials and seek to extend their skills.

**Faculty:** In the past six months the M.S. in Special Education has had major faculty changes. Two supervisors and an adjunct faculty member have retired. A second adjunct faculty member resigned her position. This change in faculty leaves the credential and master's programs with one tenured professor who is eligible for retirement and an assistant professor in her second year.

#### SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

The information contained in this section pertains to program that is no longer in place. Moving to semesters brought about major changes in the organization of the program as well as the presentation of the learning outcomes. With the move to semesters, new program learning outcomes will be developed. The data to measure these learning outcomes will take place over the course of the 2018-2019 and 2019-2020 years. The semester based two year program leads to the Education Specialist Credential and the Master's in Special Education degree. The cohorts

are located in Hayward. Candidates complete face-face classes on campus and complete fieldwork and student teaching in partner districts throughout Alameda and Contra Costa Counties.

SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

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

A. Program Student Learning Outcomes

The Special Education Programs have two sets of Program Student Learning Outcomes:

(1) Four Program Student Learning Outcomes adopted by Program faculty for the Master of Science in Special Education Degree. The core of the Master's of Science Degree Program in Special Education is the set of courses required for the Education Specialist Mild Moderate or Moderate Severe Disabilities Credentials. These PSLOs are the same as the first four Unit Assessment Outcomes (UAOs) shared by all programs in our PreK-12 Professional Education Unit.

(2) For the credential programs, candidate (University student) performance expectations defined by the CTC Standards for Education Specialist Credentials.

(3) Program Student Learning Outcomes for the Masters of Science in Special Education/ Unit Assessment Outcomes 1-4

Our graduates will:

(1) Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes;

(2) Demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness;

(3) Work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments;

(4) Know and demonstrate the content knowledge, pedagogical content knowledge and skills, and pedagogical and professional knowledge and skills, as defined by the California Commission on Teacher Credentialing [CTC] Standards for the Preliminary Education Specialist Credential; either Mild/Moderate or Moderate/Severe Disabilities.

CTC Standards

There are 16 standards shared by all Education Specialist Credential Programs, 6 specialty standards for the Mild Moderate Disabilities Preliminary Credential Program and 8 specialty standards for the Moderate Severe Disabilities Preliminary Credential Program that structure the programs.

\*\*\* Attached as Appendix A: Correlation (Curriculum) Map: ILOs and UAOs (MS Program PSLOs)

**Alignment with University Learning Outcomes:**

1. Graduates of CSUEB will be able to **think critically and creatively** and apply analytical and quantitative reasoning to address complex challenges and everyday problems.

Assessment on CTC Standards and Unit Assessment Outcomes (UAO) corresponds with ILO: For Moderate Severe Disabilities Candidates: Signature Assignments (SA) in EPSY 5136: Program Evaluation; Student Assessment 6142; Functional Behavioral Analysis and Intervention Plan-6143; Instructional Program Implementation-6137/6860;

For Mild Moderate Disabilities Candidates: Mid Moderate Portfolio Sections: Educating Diverse Learners, Positive Learning Environments, Effective Instruction (planning), Implementing Effective Instruction, Assessing Learning, Professional Practices and Fieldwork. Additional evidence is presented as a part of the fieldwork evaluations forms for all fieldwork experiences. Data is collected and reported for EPSY 6880 (8), the final fieldwork experience.

Special Education Master's candidates complete a Department or University Thesis. These culminating activities are designed, conducted and written over the course of the year and evaluate using Master's of Science Thesis rubric.

2. Graduates of CSUEB will be able to **communicate** ideas, perspectives, and values clearly and persuasively while listening openly to others

UAOS 3, 4,6; CTC standards correspond: Graduates successfully complete six quarters student teaching - two years, collaborate with General and Special Education Teachers and other professionals in a range of elementary/secondary schools in diverse districts across Bay Area (SA 6860/6880 above); Group collaborative projects occur in multiple courses i.e. SA -EPSY 6129 for professional development; 6137; Assessment (6142) and the evidence needed to meet the requirements for the EPSY 6670 portfolio require collaboration/ communication skills.

3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote **equity and social justice in our communities**

UAOs 1, 2, 3, 6-7 and CTC standards as noted-All graduates complete PACT for California Teachers demonstrating CTC standards and CEAS/EPSY social justice mission with English Learners and across diverse populations including those with disabilities; must demonstrate ILO in context of >1000 hours student teaching/internships in special/general education.

4. Graduates of CSUEB will be able to **work collaboratively** and respectfully as members and leaders of diverse teams and communities.

See above re ILO 2 and 3: UAO 3/CTC Collaboration standards are assessed through, for example, SA 6129; comprehensive student teaching CSUEB supervisor evaluations for 6860/6862/6880 and in Internships 6770, Team assignments e.g. SA 6137 Behavior Analysis and Plan; all SA Student Assessments 6142; 6206/07 Case Management /Professional Practice team assignments and in ongoing course groupwork in person and virtually, and the selection of specific evidence needed to meet the requirements for the EPSY 6670

5. Graduates of CSUEB will be able to **act responsibly and sustainably** at local, national, and global levels

UAO 1-4.7, CTC standards correspond: Graduates complete Special Education Law-Program Design 5126 with analysis of individual student programs (IEP) and design IEPs to ensure alignment with law and equity as well as evidence-based practices use; work as change agents within schools, demonstrated by graduate data; fulfill hundreds of unpaid service hours as student teachers and service providers.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a **specialized discipline of study**.

UAOs 4,6 and all CTC standards correspond: Credential Graduates demonstrate through PACT and SPED

Signature Assignments above, (majority of which Masters-only students complete along with their Thesis); all course assignments and exams, RICA statewide Reading Instruction assessment; Mastery score on final student teaching evaluations (6880); Masters-only candidates (not completing credentials) successfully complete at least one quarter of fieldwork or student teaching at the K-16 levels

**B. Program Student Learning Outcomes Assessed**

**As listed under 1.B, the 2014-15, Goal for the CIP for candidates in Moderate-Severe Disabilities was:**

Increased focus on management and logistical/organizational/resource competencies through addition of EPSY 6207 course (previously part of former Level II credential) and corollary assignments paired with full time student teaching in the final quarter.

**Fieldwork Evaluation (MS) 2017-18**

Cohort Location	Delivery Model (n=8)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 3)	3	0	0	0	3.85
Hayward	Intern Teaching (n = 1)	1	0	0	0	3.78

**Fieldwork Evaluation (MS) 2016-17**

Location	Delivery Model (n=8)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 5)	5	0	0	0	3.74
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.80

**Fieldwork Evaluation (MS) 2014-15**

Location	Delivery Model (n=5)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 5)	5	0	0	0	3.69

**Final Student Teaching (MS) 2017-18**

Location	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward Delivery Model (n=10)					
Student Teaching (n = 3)	3	0	0	0	3.71
Intern Teaching (n = 7)	7	0	0	0	3.92

Final Student Teaching (MS) 2015-16

Location	Delivery Model (n=5)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 3)	3	0	0	0	3.68
Hayward	Intern Teaching (n = 2)	2	0	0	0	3.92

Final Student Teaching (MS) 2014-15

Location	Delivery Model (n=5)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 5)	5	0	0	0	3.77

Final Student Teaching (MS) 2013-14

Location	Delivery Model (n=11)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 6)	6	0	0	0	3.94
Hayward	Intern Teaching (n = 5)	5	0	0	0	3.86

As listed above under 1.B the 2014-15, Goal for the CIP in Mild-Moderate disabilities was: Increased emphasis on systems of service delivery, use of data to create IEP's, case management, and collaboration with service providers during the fieldwork and student teaching experiences.

**Final Fieldwork Evaluation (MM) 2017-18**

Location	Delivery Model (n=19)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 4)	3	1	0	0	3.67
Hayward	Intern Teaching (n = 15)	11	0	0	0	4.00

**Final Fieldwork Evaluation (MM) 2016-17**

Location	Delivery Model (n=20)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 8)	5	1	2	0	3.43
Hayward	Intern Teaching (n = 11)	11	0	0	0	4.00

**Final Fieldwork Evaluation (MM) 2015-16**

Location	Delivery Model (n=16)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	6	0	1	0	3.67
Hayward	Intern Teaching (n = 9)	9	0	0	0	3.96

**Final Fieldwork Evaluation (MM) 2014-15**

Location	Delivery Model (n=12)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 9)	9	0	0	0	3.73
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.99

**Professional Portfolio (MM) 2017-18**

Location	Delivery Model (n=19)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 4)	3	1		0	3.88
Hayward	Intern Teaching (n = 15)	15	0	0	0	4.00

**Professional Portfolio (MM) 2016-17**

Location	Delivery Model (n=20)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	5	1	1	0	3.59
Hayward	Intern Teaching (n = 13)	13	0	0	0	4.00

**Professional Portfolio (MM) 2015-16**

Location	Delivery Model (n=17)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	6	1	0	0	3.80
Hayward	Intern Teaching (n = 10)	10	0	0	0	4.00

**Professional Portfolio (MM) 2014-15**

Location	Delivery Model (n=12)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 9)	9	0	0	0	3.91
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.99

**B. OTHER ASSESSMENT RESULTS**

**A. Summary of Assessment Process**

Additional assessments were completed by **both** the Education Specialist Mild Moderate and Moderate Severe Disabilities and Mild Moderate Disabilities Candidates as **Signature Assignments** in both courses.

**B. Summary of Assessment Results**

**Positive Behavior Support Plan is a signature Assignment for EPSY 6143 Schoolwide and Individual Positive Behavior Support.**

**Pos Behavior Support (MM/MS) 2017-2018**

Location	Delivery Model (n=22)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	7	0	0	0	3.94
Hayward	Intern Teaching (n = 15)	15	0	0	0	3.92

**Pos Behavior Support (MM/MS) 2016-17**

Location	Delivery Model (n=21)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	7	0	0	0	3.90
Hayward	Intern Teaching (n = 14)	14	0	0	0	3.89

**Pos Behavior Support (MM/MS) 2015-16**

Location	Delivery Model (n=23)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 10)	9	1	0	0	3.73
Hayward	Intern Teaching (n = 12)	12	0	0	0	3.70
Hayward	(n = 1)	1	0	0	0	4.00

Pos Behavior Support (MM/MS) 2014-15

Location	Delivery Model (n=19)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 13)	13	0	0	0	3.75
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.76
Hayward	(n = 3)	3	0	0	0	3.87

Pos Behavior Support (MM/MS) 2013-14

Location	Delivery Model (n=26)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 16)	16	0	0	0	3.87
Hayward	Intern Teaching (n = 9)	9	0	0	0	3.87
	(n = 1)	1	0	0	0	4.00

Pos Behavior Support (MM/MS) 2012-13

Location	Delivery Model (n=33)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 15)	13	2	0	0	3.78
Hayward	Intern Teaching (n = 15)	14	1	0	0	3.74
Hayward	(n = 2)	2	0	0	0	3.64
	(n = 1)	1	0	0	0	4.00

**The Paraprofessional Development Signature assignment is completed in EPSY 6129 Advanced Collaboration, Transition and Professional Development.**

**Paraprof Development (MM/MS) 2017-18**

Location	Delivery Model (n=22)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	7	0	0	0	3.84
Hayward	Intern Teaching (n = 15)	17	0	0	0	3.79

Paraprof Development (MM/MS) 2016-17

Location	Delivery Model (n=22)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 8)	8	0	0	0	3.82
Hayward	Intern Teaching (n = 14)	14	0	0	0	3.70

Paraprof Development (MM/MS) 2015-16

Location	Delivery Model (n=22)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 9)	6	3	0	0	3.63
Hayward	Intern Teaching (n = 12)	11	1	0	0	3.74
Hayward	(n = 1)	1	0	0	0	3.81

Paraprof Development (MM/MS) 2014-15

Location	Delivery Model (n=20)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 15)	15	0	0	0	3.81
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.68
Hayward	(n = 2)	2	0	0	0	3.93

Paraprof Development (MM/MS) 2013-14

Location	Delivery Model (n=25)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 15)	15	0	0	0	3.89
Hayward	Intern Teaching (n = 9)	9	0	0	0	3.81
Hayward	(n = 1)	1	0	0	0	4.00

**C. Main Findings:**

**Recommendations for Program Improvement:** None needed with respect to the objectives measures by the Signature Assignments. The programs will continue to evaluate candidate performance in classwork and in the field. As the programs move to the semester format, the placement of data points and the content collected will change.

**Next Step(s) for Closing the Loop:** None needed. New targets for program improvement will be based this year. In addition, the CEAS unit adopted Unit Improvement Objectives that were linked to UAOs. Unit Improvement Objective 16-1 All University supervisors will observe and/or support their candidates at a level consistent with the relevant program policy. UAO-16-6: Course of Study, Fieldwork and Clinical Practice (CTC Common Standard 3) 2. 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 from surveys completed June 2017 indicated that the supervisors for The Education Specialist Mild Moderate and Moderate Severe Disabilities exceeded the number of required visits to the credential candidates.

**Other Reflections:** The move to semesters will bring major changes to the Special Education Cluster. All candidates will enter as Graduate Students. Thus, there will be no change from credential status to graduate status. Through application of the transformation model of program development, significant changes in the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Programs and the Master's in Special Education program. In the semester program courses are combined to reduce redundancy. Candidates will complete a common trunk of courses and then will have courses in their area of specialization. Since all of the courses except for one will be at the 600 level candidates will complete the credential and the master's coursework and fieldwork at the same time. The master's final project will be completed in conjunction with the research and competency requirement for the credentials.

### C. Assessment Plans for Next Year

The Special Education Cluster plans on continuing the assessments from the prior year. Since the program will appear in a significantly different form under semesters, new assessments will be developed to align with the transformed program. Once the semester program is in place faculty and advisory board members will review the program content and select new goals for the 2018-2019 year. New assessment activities will be incorporated into semester based courses.

### D. Program Learning Outcomes (PLO). *See content above.*

*List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."*

### E. Program Learning Outcome(S) Assessed. *See content above.*

*List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.).*

### F. Summary of Assessment Process *See content above.*

*Summarize your assessment process briefly using the following sub-headings.*

**Instrument(s):** *(include if new or old instrument, how developed, description of content)*

**Sampling Procedure:**

**Sample Characteristics:**

**Data Collection:** *(include when, who, and how collected)*

**Data Analysis:**

### G. Summary of Assessment Results *See content above*

*Summarize your assessment results briefly using the following sub-headings.*

**Main Findings:**

**Recommendations for Program Improvement:** *(changes in course content, course sequence, student advising)*

**Next Step(s) for Closing the Loop:** *(recommendations to address findings, how & when)*

**Other Reflections:**

## H. **Assessment Plans for Next Year** *See content above*

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

## II. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

### A. **Discussion of Trends & Reflections**

**Notable Trends:** The need for special education teachers has been documented recently in an article from EdSource: <https://edsources.org/2018/californias-persistent-teacher-shortage-fueled-by-attribution-high-demand-say-newly-released-studies/602654>. There are not enough special education teachers and leaders and service providers to meet the needs of students in the public schools.

The conversion to semesters provided an opportunity for a revision in the Master's in Special Education and the Education Specialist Credentials Programs. The revisions have resulted in an increase in enrollment. Local school districts are continually seeking teachers and leaders in Special Education to assume responsibilities. In addition, a stand-alone Master's in Special Education was developed. This program incorporates much of the content from the Master's and Education Specialist Credentials. However, participants in this program focus on the fieldwork, research and capstone activities on advocacy, transition, agency, service delivery and support services.

#### **Adjunct Faculty**

Adjunct faculty teach over 70 % of the courses and carry out over 90% of the supervision of candidates. Since adjunct faculty have other employment outside of the university, their availability for teaching and supervising in the program fluctuates. During the past year, two adjunct faculty have left the program or retired and two supervisors who supervised a significant number of students have retired. The adjunct faculty and supervisors who have left CSUEB employment have not yet been replaced. Three current supervisors have announced their retirement at the end of the spring 2019 semester.

### B. **Request for Resources**

#### **1. Request for a Tenure-Track Hire**

A tenure-track faculty member is a pressing need for the Master's in Special Education program that includes the preparation for both Education Specialist credentials. The faculty for the M.S. degree also offer the Autism Spectrum Disorders Added Authorization (offered through state support). The Early Childhood Special Education Added Authorization (offered through self-support) that has been approved for enrollment is currently not being offered because of the lack of faculty to carry out recruitment and teaching responsibilities.

The loss of key support faculty has negatively impacted the program. In the past 10 years, the SPED faculty has decreased from 5 full-time, tenure-track faculty to 2 tenure-track positions. One of the two remaining faculty members is eligible for retirement and one new faculty member is an assistant professor in her second year.

In addition, two adjunct faculty have left the program or retired, and two University supervisors who supervised a significant number of students have retired. The adjunct faculty members and University supervisors have not yet been replaced. An additional supervisor has announced their retirement at the end of the spring 2019 semester. University fieldwork supervisors are not easy to replace; the Masters in Special Education and Education Specialist credential programs contain 24 units of supervised fieldwork, and because employed teacher candidates are located throughout Alameda and Contra Costa counties in their places of employment, they are not clustered for easy supervision.

In 2014, the CTC significantly increased the requirements for supervision and support of all employed teacher intern candidates, further stretching the resources of the Special Education Program, Department and College. Due to the unique nature of special education services in the schools, Program Coordinators are now responsible for the assignment of employed teacher intern University fieldwork supervisors; documentation of intern candidate activities to meet intern-teacher requirements; and the development, implementation and evaluation of intern seminars, intern mentors and fieldwork supervisors. At this time, many candidates in the first year (and over 95% of the candidates in the second year of the program) work as employed teacher intern credential candidates. Currently, the program does not have enough supervisors to provide the number of CTC-mandated supervision hours. Since school districts pay the College of Education and Allied Studies to hire interns teachers, employed candidates must be provided with the required fieldwork supervision.

In 2018, the Master's in Special Education and Education Specialist credential programs did not have enough faculty to complete the fieldwork supervision requirements. In fall 2018, the SPED program coordinator had to supervise employed teacher intern credential candidates in southern Alameda County. In spring 2019 semester, however, she will not be allowed to teach a master's class as she will be over the 12 semester units required for faculty workload. The other full time faculty member also has a full workload for the year. Thus, in spring 2019, there will be 15 candidates, including 4 interns, without supervisors to carry out the mandated fieldwork supervision responsibilities.

Currently, lecturers teach over 70% of the courses in the M.S. in Special Education and Education Specialist credential programs. Teaching assignments are dependent on a lecturer's availability as they have other commitments. The lack of full time faculty also impacts the time available for outreach, including the recruitment of new candidates, establishment of partnerships with districts (essential for grant opportunities), collaboration with local districts in program development and candidate advisement.

In September 2018, new CTC program standards and candidate performance expectations for Education Specialist credentials were adopted. These changes will require that the entire program be redesigned, with new content, courses and fieldwork experiences. The program components will need to proceed through the approval process at the department, College and University levels. SPED program faculty will be required to create a lengthy document to be submitted to the

CTC that indicates how the program at CSUEB will prepare candidates to meet the candidate performance standards. Candidate assessments and program policies and procedures will also need to be revised or developed. A high stakes Teaching Performance Assessment for Education Specialists will be developed at the state level and programs will be required to prepare their candidates for the assessment.

Additional tenure-track faculty are needed to carry out the aforementioned tasks and to focus on program assessment and program development in addition to teaching in the program. One faculty member would work with program assessment and documentation; the faculty member would respond to the demands of the CTC accreditation process including data collection and analysis, yearly reports to the CTC, CAPR and COBRA. An additional faculty member is needed to work in program coordination and advising, student teaching placements, supervisor assignments and evaluation and mentor teacher orientation and evaluation. This faculty would also develop relationships with school districts in order to recruit advisory board members, district-employed master teachers and supervisors, students and intern teachers and teach in the program

A new faculty hire could be at the Assistant or Associate Professor level. Since the duties of the new faculty would include program coordination, fieldwork placement, mentoring of supervisors, outreach, document preparation, and development of new programs, a request for faculty at the Associate Level is warranted.