

**College of Education and Allied Studies  
Department of Teacher Education  
Multiple Subject and Single Subject Teaching Credentials**

**Committee on Academic Planning and Review (CAPR) Annual Report  
March 2010**

**1.0 Program Status**

Curricular changes: Teacher Education (TED) has revised the course sequence for the Teacher Performance Assessments (TPAs). The TPAs are an unfunded California mandate that is a high stakes assessment for candidates to receive their credential. In the Summer 2008 TED first implemented the TPAs. In Summer 2009, with the new entry teams, TED revised the course sequence from four to eight courses stateside and four more course in DCIE. The candidates enrolled in four courses for the TPA orientation (TED 5372, 5373, 5374, 5375) and four courses for TPA submission (TED 5211, 5212, 5213, 5214). The candidates do have multiple opportunities to pass the TPAs with four more courses in DCIE (TED 7651, 7652, 7653, 7654).

Resource changes: The budget affected TED's recourses in the following ways:

- Reduced number of candidates admitted: 516 candidates in 2008-09 to 344 candidates in 2009-10
- No Multiple or Single Subject winter-entry team on the Hayward campus in winter 2010.
- Courses sections were combined to create Megaclasses

Faculty Retirements: Three tenure-tracked professors will FERP in 2010-2011:

- David Stronck, Professor
- Catherine Reed, Associate Professor
- Craig Wilson, Associate Professor

New Tenure-track hires:

- Dr. Michele Korb, Science Educator

Revision of Program Goals: Alignment of Department goals to the change in Unit Conceptual Framework Outcomes:

- Our candidates will work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments.

Accreditation status:

- California Commission on Teacher Credentialing (CTC) accredited the Multiple and Single Subject Programs.

**2.0 Summary of Assessment Results**

The key assessments used within the program are the Teaching Performance Expectations (TPEs) for candidates' field practicum, the Teacher Performance Assessments (TPAs) for candidates' academic performance, and California State University System-wide Evaluation of Teacher Preparation for program evaluation.

To pass their field practicum, 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. 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 candidates must pass all four TPAs with a total score of 12, with each task having a score of 1-4. In the 2008-2009 academic year, credential candidates TPA scores were:  
The overall passage rate in 2008-2009 was:

TPA Pass Rate for Each Task

Task 2	Task 1	Task 3	Task 4
Candidates Enrolled in TaskStream	312	309	316
Total Who Submitted Tasks	280	286	276
Passing Score 1 <sup>st</sup> Try	217 (78%)	191 (67%)	234 (85%)
Passing Score – 2 <sup>nd</sup> Try	13	48	12
Passing Score – 3 <sup>rd</sup> Try	14	53	9
Total Pass	228 (81%)	243 (84%)	243(88%)

Since 2008-2009 was the first year the TPAs were implemented, the increased percentage of candidates passing each task is very encouraging.

For the 2008-2009 year, the Teacher Education Department identified four goals for the credential programs related to the California State University System-wide Evaluation of Teacher Preparation: Working with English language learners; working with special needs students; working with at-risk populations; and content area literacy in the Single Subject Program.

- Working with English language learners: Multiple Subject (MS), 90% reported that they were well prepared or adequately prepared. The results for Single Subject (SS) graduates were 75%.
- Working with special needs students: MS, 88% reported that they were well prepared or adequately prepared. The results for SS graduates were 77%.
- Adequately or well prepared to work with at-risk populations: (a) Ability to meets the needs of students from diverse cultural backgrounds: MS 90%, SS 80%; (b) Ability to adjust teaching strategies so all pupils have a chance to learn: MS 93%, SS 81%; (c) Ability to anticipate and address the needs of students who are at risk to dropping out: SS only, 77%.
- Content area literacy: SS only, 86%.

The Teacher Education Chair, Graduate Coordinator, and instructors in the program examine and review data in regularly scheduled meetings. Faculty now routinely review TaskStream aggregated rubric scores for each component of key assignments, using analysis of the data to refine instruction to meet candidate needs. The results inform further the articulation on course modifications.

**California State University, East Bay**  
**APR Summary Data**  
**Fall 2004 - 2009**

<b>Teacher Education</b>					
<b>Item</b>	<b>Fall Quarter</b>				
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>A. Students</b>					
1. Undergraduate	0	0	0	0	0
2. Graduate	134	139	211	218	222
3. Total Number of Majors	134	139	211	218	222
4. FTES Generated	560.5	520.8	604.3	600.7	584.7
<b>College Years</b>					
<b>B. Degrees Awarded</b>					
	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>
1. Undergraduate	0	0	0	0	0
2. Graduate	135	95	72	125	120
3. Total	135	95	72	125	120
<b>Fall Quarter</b>					
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	14	18	19	18	20
2. Part-Time	6	4	5	2	1
3. Total Tenure Track	20	22	24	20	21
<b>Lecturer Headcount</b>					
4. Full-Time	2	1	1	1	2
5. Part-Time	82	74	60	82	51
6. Total Non-Tenure Track	84	75	61	83	53
7. Grand Total All Faculty	104	97	85	103	74
<b>Instructional FTE Faculty</b>					
8. Tenured/Track	13.0	23.6	16.8	21.1	11.8
9. Lecturer	21.1	14.8	22.3	47.1	22.0
10. Total Instructional FTEF	34.1	38.4	39.2	68.2	33.8
<b>Lecturer Teaching</b>					
11. % Lecturer/Total Instructional FTE	62.0%	38.5%	57.0%	69.0%	65.0%
12. FTES Taught by Lecturer	362.5	251.9	440.0	408.5	393.8
13. % FTES Lecture/FTES Generated	64.7%	48.4%	72.8%	68.0%	67.3%
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	15.3	11.4	9.8	9.1	16.2
2. Lecturer	17.2	17.0	19.7	8.7	17.9
3. SFR By Level (All Faculty)	16.4	13.6	15.4	8.8	17.3
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	17.2	14.5	19.1	12.4	9.4
6. Graduate	16.4	13.5	15.4	8.7	17.5
7. Number of Sections Offered	176	195	202	134	178
8. Average Section Size	25	23	22	20	19