

**College of Education and Allied Studies
Department of Teacher Education
Masters of Science, Education, Option in Reading Instruction and Reading/Language Arts
Specialist Certificate and Credential**

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

1.0 Program Status

Any significant curricular changes since March of 2009:

- Transitioned to cohort system in Fall 2009
- Candidates need permission numbers to enroll
- Designated the courses that would transfer for the 13 units that students could import from a credential program to use towards the MS in Education, Option in Curriculum

Any resource changes since March of 2009:

- The budget affect the number of offered courses:
 - 2008-2009 59 units: 23 summer: 13 fall: 11 winter: 12 spring
 - 2009-2010 29 units: 8 summer: 7 fall: 7 winter: 7 spring

Any faculty retirements or move to FERP since March of 2009:

- June 2009, Dr. Dana Grisham elected to FERP
- June 2010, Dr. Dana Grisham elected to completely retire

Changes in the program:

- The Reading Certificate Program will be suspended in Winter 2011 when the current cohort completes the program

2.0 Summary of Assessment Results

In 2007 the College moved to an electronic platform, TaskStream, to collect quantifiable assessment information on key assignments. Candidates in the Reading Credential Program complete key assignments that require demonstration of assessment knowledge and skills. In the Reading Certificate, Reading Credential and M.S. in Education, option in Reading Programs, candidate content knowledge is evaluated through standards-based Signature Assignments at several transition points across the program. These include the Fluency Lesson Project (TED 6230: Fluency), the Theoretical Foundations Paper (TED 6210: Theoretical Foundations), English Learner Field Experience Written Report (TED 6220: Reading/Language Arts: Meeting the Needs of Diverse Students), Case Studies (TED 6231: Diagnosis and TED 6232: Intervention), and a Mini Lit Review (TED 6250: Intervention).

Candidates must demonstrate in-depth knowledge of early reading acquisition processes by enacting this knowledge during their field experience performance. In 2008, reading certificate candidates received the following scores:

- TED 6230, Fluency Signature Assignment, across the seven rubric criteria candidates' scores were an average of 3.87/4.0 (n = 18)

- TED 6220, Reading/Language Arts: Meeting the Needs of Diverse Students, candidates' scores for 2008 were an average of 3.41/4 (n=16). This indicates that, on average, candidates meet the overall criteria for the assignment at above the minimal level.
- TED 6250, Mini Literature Review candidates' scores were an average of 3.6/4 (n = 15), demonstrating candidates' standards-based content knowledge.
- TED 6042, Reading/Language Arts—Advanced Study of Adolescent Literacy, candidates' results were an average of 3.51/4 (n=15). This indicates that, on average, candidates meet the overall criteria for the assignment at above the minimal level.

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. For example, the disaggregated TaskStream data from the Field Performance Expectation for TED 6220: Diversity revealed overall inadequate progress in candidate ability to use assessment to inform instruction for English Learners. In this case, changes were made at the course level, with instruction focusing more heavily on designing and using assessment to inform EL instruction.

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

Teacher Education					
Item	Fall Quarter				
	2004	2005	2006	2007	2008
A. Students					
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
College Years					
B. Degrees Awarded					
	03-04	04-05	05-06	06-07	07-08
1. Undergraduate	0	0	0	0	0
2. Graduate	135	95	72	125	120
3. Total	135	95	72	125	120
Fall Quarter					
	2004	2005	2006	2007	2008
C. Faculty					
Tenured/Track Headcount					
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
Lecturer Headcount					
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
Instructional FTE Faculty					
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
Lecturer Teaching					
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%
D. Student Faculty Ratios					
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