April 14, 2010

To       Dr. Beverly Young, Assistant Vice Chancellor, Academic Affairs
          California State University, Office of the Chancellor

Via      Dr. Mohammad Qayoumi, President
          California State University, East Bay

Via      Dr. James Houpis, Provost and Vice President, Academic Affairs
          California State University, East Bay

From     Dr. Carolyn Nelson, Interim Dean
          California State University, East Bay, College of Education and Allied Studies

CSU East Bay Improvement and Accountability Plan (IAP) for the Multiple Subject and Single Subject Teaching Credential Programs, April 2010 Update

Attached is the April 2010 update of the Improvement and Accountability Plan (IAP) for the Multiple Subject and Single Subject Teaching Credential Programs at CSU East Bay.
IMPROVEMENT AND ACCOUNTABILITY PLAN (IAP)

Multiple Subject and Single Subject Teaching Credential Programs

California State University, East Bay

April 14, 2010 Update

Overview

Program Area: Department of Teacher Education (TED)

Target Programs: Multiple Subject Teaching Credential Program; Single Subject Teaching Credential Program

Person Responsible: Dr. Jeanette Bicais, TED Chair

Introductory Comments

At CSU East Bay we have long used assessment data as a basis for program improvement. The Improvement and Accountability Plan (IAP) is a part of this process, which is primarily driven by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE) accreditation systems. In our 2009 IAP, we identified six goals for the Multiple Subject and Single Subject Credential Programs. Four of the goals were related to the four CSU common focus areas: Working with English language learners; working with special needs students; working with at-risk populations; and content area literacy in the Single Subject Program. In this update, the goals have been re-stated for clarity and the data sources refined. This report provides an update on the IAP process at CSU East Bay.

GOAL 1: Improve the ability of our Multiple Subject Credential and Single Subject Credential candidates to improve student achievement with English Learners (CSU systemwide goal)

Desired Teacher Candidate Outcomes/Target Dates

1.1: More than 85% of all candidates exiting in June of 2010 will report they are well or adequately prepared to teach English Learners. Target Date: June of 2010

1.2: Candidates will achieve a 90% passage rate on their first submission of Teaching Performance Assessment Designing Instruction Task (II). Target Date: June of 2010
1.3: Candidates will achieve a 90% passage rate on their first submission of TPA Assessing Learning Task (III). Target Date: June of 2010

Data Updates

For Outcome 1.1:

The results for our candidates exiting in June 2009 are mixed. On the CSU Systemwide Exit evaluation, 90% of the Multiple Subject Credential Program completers reported that they are either well prepared or adequately prepared to teach English Learners. This exceeds our target. The results for the Single Subject Credential Program were less encouraging, only 75% reported that they are either well prepared or adequately prepared to teach English Learners.

For Outcome 1.2:

For Summer 2008-entry candidates, we did not achieve this goal. The passage rate on Task II for Multiple Subject and Single Subject candidates was 83%.

For Summer 2009-entry candidates, our scores improved to a passage rate on Task II of 88% - reasonably close to our goal.

For Outcome 1.3:

For Summer 2008-entry candidates, we did not achieve this goal. The passage rate for Task III was 87%.

For Summer 2009-entry candidates, our scores regressed to an 84% passage rate. We expected better results.

Ongoing Action Updates

ACTION 1A:

In 2008-2009, Multiple Subject course offerings on social and cultural diversity, previously TED 5355, and methodology for English Learners, previously TED 5366, were redesigned into two courses with content from each area. One course, the revised TED 5355, will be taught in every candidate’s first quarter of enrollment. The second course, the revised TED 5366, will be taught as synthesis class in each candidate’s final quarter of enrollment. Master course outlines were completed in 2008-2009. The new course TED 5355 was taught for the first time in the Summer of 2009 to our Summer 2009-entry cohorts. The new TED 5366 is being taught for the first time in the Spring of 2010. The Spring Quarter is now in its second week.

The corresponding Single Subject course offerings are TED 5305 (Social/Cultural Context) and TED 5326 (ESL Methods). TED 5326 is offered in the Summer and TED
5305 is taught in the Winter. As yet, the two courses do not have the same level of articulation as the Multiple Subject courses. However, given the results of the data for Single Subject candidates, discussions are scheduled to explore alternatives to address the unsatisfactory outcomes.

**ACTION 1B:**

For both the Multiple Subject and Single Subject Programs, a new one-unit course, TED 5212, was designed in the Summer of 2009 to orient all candidates to TPA Task II (Designing Instruction), with the focus of providing a forum for applying candidate knowledge about effective instruction of English Learners. The course was taught in the Fall 2009 quarter for the first time. A new course, TED 5213, was designed in the Summer of 2009 to orient all candidates to TPA Task III (Assessing Learning). The course was taught in the Winter 2010 quarter for the first time.

Despite a common master course outline, student course evaluations revealed an unacceptable level of variation among course sections of TED 5212 and TED 5213. Beginning with the 2010 Summer entry cohorts, the classes will be taught in large enrollment formats, reducing the number of instructors involved – with the intent of increasing the quality and coherence of the orientation for each candidate.

**ACTION 1C:**

A micro-analysis of the performance of Summer 2009-entry candidates on TPA Task II completed by the TPA Coordinator revealed that Multiple Subject and Single Subject credential candidates need to learn more about specific instructional strategies for English Learners. This topic was addressed at the March 3 and April 7 department faculty meetings and will continue to be revisited as needed.

**ACTION 1D:**

The TPA Coordinator has developed a research proposal to disaggregate TPA data and field supervisor evaluations to examine candidate proficiencies with English Learners and Special Needs Students in greater depth. The goal is to brings findings to the faculty that will lead to program improvement.

**Highlights of Past Evaluation Results**

Going back two years to the CSU Systemwide Survey of candidates completing programs in 2007, the results were as follows: Multiple Subject, 83% reported that they were well prepared or adequately prepared (90% in 2009). The results for Single Subject graduates were 74% (75% in 2009).
Conclusion

Program faculty and administrators will have to determine why the results are different between the Multiple Subject and Single Subject Credential Programs. The efficacy of the new courses and some new instructors will need to be considered. The Single Subject Credential Program courses related to teaching English Learners may need to be redesigned.

GOAL 2: Improve the ability of our Multiple Subject Credential and Single Subject candidates to improve student achievement with Special Needs Students (CSU systemwide goal)

Desired Teacher Candidate Outcomes/Target Dates

2.1: More than 85% of all candidates exiting in June of 2010 will report that they are well or adequately prepared to teach special needs students. Target date: June 2010

2.2: Candidates will achieve a 90% passage rate on their first submission of Teaching Performance Assessment Designing Instruction Task (II). Target date: June 2010

2.3: Candidates will achieve a 90% passage rate on their first submission of TPA Assessing Learning Task (III). Target date: June 2010

Data Updates

For Outcome 2.1:

The results for our graduates exiting in June 2009 are, again, mixed. On the CSU Systemwide Exit evaluation, 88% of the Multiple Subject Credential Program completers reported that they are either well prepared or adequately prepared to teach special needs students. This exceeds our target. The results for the Single Subject Credential Program were less encouraging, only 77% of 2009 Program completers reported that they are either well prepared or adequately prepared to teach English Learners.

For Outcome 2.2:

For Summer 2008-entry candidates, we did not achieve this goal. The passage rate on Task II for Multiple Subject and Single Subject candidates was 83%.

For Summer 2009-entry candidates, our scores improved to a passage rate on Task II of 88% - reasonably close to our goal.

For Outcome2.3:

For Summer 2008-entry candidates, we did not achieve this goal. The passage rate for Task III was 87%. 
For Summer 2009-entry candidates, our scores regressed to an 84% passage rate.

**Ongoing Action Updates**

**ACTION 2A:**

For Summer 2009-entry candidates, all sections of our methodology classes for Students with Special Needs, TED 5378 (Multiple Subject) and TED 5314 (Single Subject), were taught in every candidate’s first quarter of enrollment.

**ACTION 2B:**

A new one-unit course, TED 5212, was designed in the Summer of 2009 to orient all candidates to TPA Task II (Designing Instruction), with the focus of providing a forum for applying candidate knowledge about effective instruction of students with special needs. The course was taught in the Fall 2009 quarter for the first time. A new course, TED 5213, was designed in the Summer of 2009 to orient all candidates to TPA Task III (Assessing Learning). The course was taught in the Winter 2010 quarter for the first time.

Despite a common master course outline, student course evaluations revealed an unacceptable level of variation among course sections of TED 5212 and TED 5213. Beginning with the 2010 Summer entry cohorts, the classes will be taught in large enrollment formats, reducing the number of instructors involved.

**Action 2C:**

A micro-analysis of the performance of Summer 2009-entry candidates on TPA Task II completed by the TPA Coordinator revealed that Multiple Subject and Single Subject credential candidates need to learn more about specific instructional strategies for special needs students. This topic will be addressed at the May 5 department faculty meeting.

**Highlights of Past Evaluation Results**

Going back two years to the CSU Systemwide Survey of candidates completing programs in 2007, the results were as follows: Multiple Subject, 66% reported that they were well prepared or adequately prepared (88% in 2009). The results for Single Subject graduates were 69% (77% in 2009).

**Conclusion**

Significant progress has been made in preparing our candidates to be effective with Special Needs Students. The 22-point jump from 2007 to 2009 for Multiple Subject candidates is significant. It is too early to tell what the impact has been of “front-loading” the Special Needs classes into the Programs’ first quarter.
GOAL 3: Improve the ability of our Multiple Subject Credential and Single Subject Credential candidates to improve student achievement with At-Risk Students (CSU systemwide goal)

Desired Teacher Candidate Outcomes/Target Dates

3.1: More than 85% of all candidates exiting in June of 2010 will report that they are well or adequately prepared to teach at-risk students.

Data Updates

On the CSU Systemwide Survey of Multiple Subject and Single Subject Program completers in 2009, the following items are relevant (comparisons are provided to the results for Program completers in 2007):

(a) Ability to meets the needs of students from diverse cultural backgrounds

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<thead>
<tr>
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<th>Adequately or Well Prepared</th>
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<tbody>
<tr>
<td>Multiple 2009</td>
<td>90%</td>
</tr>
<tr>
<td>Multiple 2007</td>
<td>87%</td>
</tr>
<tr>
<td>Single 2009</td>
<td>80%</td>
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<td>Single 2007</td>
<td>80%</td>
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(b) Ability to adjust teaching strategies so all pupils have a chance to learn

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<tbody>
<tr>
<td>Multiple 2009</td>
<td>93%</td>
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<tr>
<td>Multiple 2007</td>
<td>91%</td>
</tr>
<tr>
<td>Single 2009</td>
<td>81%</td>
</tr>
<tr>
<td>Single 2007</td>
<td>86%</td>
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(c) Ability to anticipate and address the needs of students who are at risk to dropping out (Single Subject only)

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<tbody>
<tr>
<td>Single 2009</td>
<td>77%</td>
</tr>
<tr>
<td>Single 2007</td>
<td>78%</td>
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Ongoing Action Updates

ACTION 3A:

Policy makers at all levels struggle with effective interventions for secondary students who are likely to drop out of school. The approach at CSU East Bay has been to stress culturally responsive pedagogy, differentiated instruction, and effectiveness with English
Learners and Special Needs Students, who tend to drop out in disproportionate numbers (see Goals 1 and 2).

**Highlights of Past Evaluation Results**

See data above.

**Conclusion**

Improving the achievement of at-risk students is a particular challenge for our Single Subject Credential Program. It is interesting how the numbers have remained consistent. After the survey results for our 2010 Program completers are available, Single Subject Program faculty will reconsider our approach to preparing our candidates to be successful with at-risk students.

**GOAL 4: Improve our Multiple Subject and Single Subject Credential Candidates overall perception of the program**

**Desired Teacher Candidate Outcomes/Target Dates**

4.1: In the Exit Evaluation, the number of candidates who respond that they “learned a lot” or “learned quite a bit that was important” from the Multiple Subject and Single Subject Credential Program will be above 85%. Target date: June 2010.

**Data Updates**

For Outcome 4.1:

For candidates completing programs in 2009, the results on the CSU Systemwide Evaluation revealed that 96% of the Multiple Subject program completers concluded that they either learned a lot or learned quite a bit that was important. Again, differences existed with the Single Subject program completers – only 76% felt that they had either learned a lot or learned quite a bit that was important.

Faculty considered the results of the April 2009 CTC/NCATE accreditation visit to see what insight that process provides on this issue. For the Multiple Subject and Single Subject Credential Programs, the reviewers found that the Programs met every element for every standard. The CTC and NCATE reports provided no guidance on what areas of the Programs needed improvement. The only concerns the reviewers raised were related to Unit-level, not Program-level issues.

**Ongoing Action Updates**

4.1 The Multiple Subject and Single Subject Credential Programs at CSU East Bay follow a cohort, or team, model. Each cohort has a “faculty team leader.” For the 2008-2009 academic year, there were changes in the Multiple Subject team leaders- which
could be one factor in the highly favorable results for that Program. For the 2009-2010 academic year, there were changes in the Single Subject team leaders – which Program administrators think will improve candidate perceptions of that Program.

**Highlights of Past Evaluation Results**

For this goal, there has been little change. The 2007 Multiple Subject Program completers were very positive about their experience – 95% felt that they had either learned a lot or learned quite a bit that was important (96% in 2009). The 2007 Single Subject Program completers were less positive – 79% felt that they had either learned a lot or learned quite a bit that was important (76% in 2009).

**Conclusion**

It will be interesting to see if changes in faculty team leaders produced the desired result with the 2010 Single Subject Program completers.

**GOAL 5: Improve the ability of our Single Subject candidates to develop students’ literacy skills (CSU systemwide goal)**

**Desired Teacher Candidate Outcomes/Target Dates**

5.1: More than 85% of all Single Subject candidates exiting in June of 2010 will report that they are well or adequately prepared to teach secondary literacy.

**Data Updates**

For Outcome 5.1:

For Single Subject candidates completing the Program in 2009, 86% felt that they were well or adequately prepared to contribute to students’ reading skills, including comprehension in their subject area. The goal was met.

**Ongoing Action Updates**

**ACTION 5A:**

In response to revised CTC Standards 7B, our secondary literacy course, TED 5320, was revised. The revised master course outline was completed in May of 2009. The revised course was taught for the first time with Single Subject cohorts beginning in the Summer of 2009.
Highlights of Past Evaluation Results

For Single Subject candidates completing the Program in 2007, 86% felt that they were well or adequately prepared to contribute to students’ reading skills, including comprehension in their subject area. This is same result as in 2009.

Conclusion

We are meeting this goal. It is interesting to compare the positive results of Single Subject Program completers for this goal with the less positive results for other goals.

GOAL 6: Maintain a high Reading Instruction Competence Assessment (RICA) passing rate among our Multiple Subject Candidates

Desired Teacher Candidate Outcomes/Target Dates

6.1: Restore the passing rate on the RICA to over 94% by June of 2010.

Data Updates

Outcome 6.1:

The results for Summer-entry 2009 Multiple Subject candidates taking the RICA in February were encouraging – the passage rate was 90.5%, moving toward our target.

Ongoing Action Updates

ACTION 6A:

We revised our three-course Multiple Subject reading/language arts course sequence (TED 5352, TED 5356, TED 5360) to meet both CTC Standard 7A and the revised RICA Content Specifications. The revised course descriptions and objectives were completed in January of 2009. The master course outlines were completed in June of 2009. The new courses were implemented in the Summer, Fall, and Winter quarter for our Summer 2009 entry Multiple Subject candidates.

Highlights of Past Evaluation Results

Until 2008, CSU East Bay had consistently had RICA passing rates of over 90%. The last two sets of scores are odd. 2006-2007 exiting Multiple Subject candidates passed at 99% - suspiciously high. 2007-2008 exiting candidates passed at 85% - unusually low.

Conclusion

Faculty will watch closely the results from the April 2010 and June 2010 RICA tests – the remaining Summer-entry 2009 candidates will take the RICA then. We will then have
complete data on the performance of our Multiple Subject Credential Program completers on the revised RICA.

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