



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** *(suggested length of 1-3 pages)*

Five-Year Review Planning Goals

*Present your planning goals from your last 5-year plan.*

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:** In 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 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 master's who began the program in the past two years.

In the 2018-2019 and 2019-2020, all SPED programs will be revised according to new 2018 CTC standards. In addition, a performance assessment based on the Teaching Performance Expectations for Multiple Subjects and Education Specialists will be required. The Commission on Teacher Credentialing 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 with the incorporation of additional content from the multiple subject credential program in the department of Teacher Education.

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 the 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.

**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 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 master's program 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 Education Specialist Programs were reviewed by the Commission on Teacher Credentialing in May 2018. The reviewers found that all standards were met. The programs received full accreditation. The next review will be in 7 years, the longest timeframe available. With the move to semesters, and the transformation of the SPED programs, the content that would be placed in sections B-F would have no relationship to the program that will be in place fall 2018.

## B. Program Learning Outcomes (PLO)

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)."

## C. Program Learning Outcome(S) Assessed

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.)

## D. Summary of Assessment Process

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:**

## E. Summary of Assessment Results

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:**

## F. Assessment Plans for Next Year

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** *(suggested length of 1 page)*

#### **1. Request for Tenure-Track Hires**

A tenure-track faculty member in special education 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 stateside). The Early Childhood Special Education Added Authorization (offered though self-support) that has been approved for enrollment is not currently not being offered because of the lack of faculty to carry out recruitment and teaching responsibilities.

In the past 10 years, the SPED faculty has decreased from 5 full-time tenure-track faculty to 2 tenure-track positions. One faculty member 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. Two supervisors who supervised a significant number of students have retired. The adjunct faculty and supervisors have not been replaced. An additional supervisor has announced their retirement at the end of the spring 2019 semester. In short, the loss of key support faculty has negatively impacted the program.

For example, the Masters in Special Education and Education Specialist credential programs contain 24 units of supervised fieldwork. Candidates are employed throughout Alameda and Contra Costa counties; because they are in their places of employment, they are not clustered for easy supervision.

In 2014, the California Commission on Teacher Credentialing (CTC) significantly increased the requirements for supervision and support of all Intern teacher 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 assignment of employed-teacher intern supervisors, documentation of intern activities to meet intern-teacher requirements, and the development, implementation and evaluation of intern seminars, intern mentors and 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. School districts pay the College of Education and Allied Studies to hire intern-teachers , and they must be provided with the required supervision.

In 2018, the Master's in Special Education and Education Specialist credential programs did not have enough faculty to complete the supervision requirements. Thus, in Fall 2018, Dr. Smetana supervised employed teacher intern credential candidates in southern Alameda County. In Spring 2019 semester, she will not be able to teach a master's class as she will be over the 12 units required for faculty load. The other full time faculty also has a full load for the year. Spring 2019 there will be 15 candidates, including 4 interns, without supervisors to carry out the mandated 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. 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 candidates' performance standards. Candidate assessments and program policies and procedures will 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.

