

Departmental Assessment Reports: Connie L. Lurie College of Education

Prepared for Jackie Snell, Director of Assessment

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January 12, 2009

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**Department of Child & Adolescent Development
College of Education**

Fall 2008

ChAD Assessment Plan Overview*

BA program

The assessment for the BA program is based on nine student learning outcomes (SLO). Each SLO is assessed in all sections of a specific course required for the major. Each SLO assessment is completed using a common tool, rubric, and point-assignment convention. Assessments are varied and include essay questions, term papers, presentations, instructor observations, and the like.

ChAD has a biennial plan for collecting data on all SLOs. AY 08/09 is the data collection year. Data from approximately half of the SLOs were collected in the fall of 08 and will be discussed in spring of 09 when the remaining assessments are carried out. The data assembled for any particular semester are discussed at the beginning of the following semester. In addition, a detailed survey is distributed in the senior seminar each semester and discussed at the beginning of the following semester.

MA program

The assessment for the MA program is based on nine student learning outcomes (SLO). Each SLO is assessed in sections of specific ChAD courses required for the masters degree. Assessments are varied and include essay questions, term papers, presentations, and the like. Because not all ChAD MA courses are offered each year, the assessment plan for the MA SLOs is continuous. The data assembled for any particular semester are discussed at the beginning of the following semester.

ChAD Assessment Findings and Activities

BA assessment:

We discussed the assessment completed in the spring for BA SLO 5 carried out in ChAD 170 in spring 2008. We found that there are a number of students who did not well address scholarly sources. We are now exploring ways to help students address the critique of scholarly sources.

We discussed a complete course review work plan for fall 2008.

1. We clarified the role of the coordinator as the person who oversees each course, orders texts, selects graded activities, and guides the SLO assessment associated with that course.
2. Decision – coordinators will spend the fall meeting collaboratively with all instructors of particular courses to determine what changes need to be made to content, activities, readings, and the like. In the spring, we will review each of the courses.

Spring 2008 graduation survey findings:

We need greater participation of the ChAD 195 students in the completion of the survey so that the data more fully reflect the views of the graduating class. We discussed ways to motivate students to complete the survey. We decided that it might be helpful to conduct the survey earlier, and we will do that in the fall 2008 semester. Surveys will be released by the end of October.

- Many students report an interest in our MA program. We will institute a plan to provide the seniors with more information about the program in ChAD 195.
- Advising is working well for most students. About one third indicate that there is some aspect of advising that could be improved. The department chair, the primary academic advisor, and office staff will review procedures and materials throughout the fall to determine where adjustments are possible.
- Florida State University has career information in child development. This is the primary issue that students raise about advisement. This link will be added to the department website resources. <http://www.career.fsu.edu/occupations/matchmajor/child-related.html>

MA assessment:

Over the summer each of the tenure track faculty reviewed all of the spring 2008 MA projects. These reviews were discussed at the August 2008 faculty retreat. We agreed that overall process is working well and the academic rigor of the projects meets our standard.

Department of Child and Adolescent Development

Two minor adjustments were put in place for the spring 2009 projects: faculty other than the ChAD 298 instructor will provide specific topical support when requested, and students will be required to meet an earlier deadline for their projects so that reviews of their projects can be more meticulously completed.

In addition, we created a new rubric for reading MA projects and we wrote process notes that should be helpful in advisor meetings with the MA students. This MA Advising Guide was distributed in fall 2008. In advisor meetings with MA students, they often ask about the selection of electives. The advisor's goal is to support the selection of electives that will enhance the student's ability to create a quality ChAD 298 project or will support career development. Much of this info is in the MA section of the ChAD website, however, advisor one-on-one contact may be more helpful. MA students will now be told to contact their advisor by Oct 1 for a meeting.

* ChAD is the only department in the COE that is not accredited by the CCTC, NCATE, and/or ASHA. Thus, this report will look different than others of those from the college.

Department of Communicative Disorders and Sciences

**Commission on Teacher Credentialing
Biennial Report
Academic Year 2007-08**

Institution ___ San José State University_____

Date report is submitted _December 15, 2008_ **Date of last Site Visit** _March 2003_

Program documented in this report: DEPARTMENT OF COMMUNICATIVE
DISORDERS AND SCIENCES (CDS)

Name of Program __Speech-Language Pathologist Service Credential_____

Credential awarded __SLP Service Credential_____

Is this program offered at more than one site? Yes No

If yes, list all sites at which the program is offered:

Program Contact: __Michael L. Kimbarow_____

Phone # ___(408) 924-3688_____

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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

Table 1: Number of Program Candidates Enrolled

Program Option	Fall 2006	Spring 2007	Fall 2007	Spring 2008
M.A.	36	36	40	40

Table 2: Number of Program Completers

Program Option	Fall 2006	Spring 2007	Fall 2007	Spring 2008
M.A.		8	19	11

The M.A. program in Communicative Disorders and Sciences is designed to fulfill the academic and clinical practicum requirements necessary for candidates to obtain: a) The SLP Services credential issued by the CCTC; b) the Certificate of Clinical Competence issued by the American Speech-Language and Hearing Association (required for a Clear Credential SLP Services issued by the CTC; and c) a California License to practice as a speech-language pathologist.

The program is a CCTC approved program and is also approved by the California Audiology and Speech-Language Pathology and Audiology License Board. The program is nationally accredited by the Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Association.

The M.A. program is designed to be completed in two years of full-time study provided students have completed all necessary undergraduate pre-requisite coursework. Candidates entering the program with undergraduate degrees in other majors typically will complete the program in three years if they attend full-time.

Candidates who opt to attend part-time for personal or financial reasons may take up to six years to complete coursework and academic requirements.

M.A. candidates obtain a varied clinical experience during the course of their program. All candidates obtain a minimum of 400 hours of supervised clinical practicum in a) the on-campus speech and hearing center; b) one semester in a school setting; and c) one semester in an external site other than a school such as a hospital, community agency, or private practice. Program graduates typically serve urban clients in the on-campus clinic and, depending on placement site, either urban or suburban clients in their school or extern placements. Clients served represent a range of speech and language disorders across the life-span.

Since the last program document was approved there has been a leadership change in the Department. Dr. Michael Kimbarow, was elected Chair of the Department following the retirement of former interim chair, Dr. Gloria Weddington.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

II. Candidate Assessment/Performance and Program Effectiveness Information

a) Primary Candidate Assessments

This report will focus on three key assessment identified by the program to serve as an indicator of candidate competence prior to being recommended for a credential. These include:

1. A signature assignment from EDSP 254 Aphasia. The assignment requires candidates to develop a patient diagnostic profile and treatment plan consistent with the deficits identified in the profile. This requires candidates to demonstrate their knowledge of the deficits associated with aphasia; knowledge of how these deficits would present on formal diagnostic tests for aphasia; and how to apply principles of treatment to remediate these deficits.
2. Summative evaluation of final campus practicum experience related to assessment.
3. Summative evaluation of final campus practicum experience related to treatment.
4. Performance on the Dept. comprehensive examination administered at the end of the candidates academic program.

Table 3: Overview of Key Assessment

Assessment Tool	Type of Assessment	When Administered	Details about Administration	CCTC Standards
Signature Assignment . This is the final project described above.	Summative	End of course required during first semester	Project is evaluated on 5 categories using a 4-point rubric completed by the faculty member with total possible points =100	Category II. Standards 22.1 23.1 24.1
Clinical Practicum Performance Evaluation Profile Assessment	Summative	End of the last semester of campus clinic assignment	Candidates are rated on a 5-point scale (1 representing the highest level of performance on skills related to evaluation	Category II. Standard 23.1
Clinical Practicum Performance Evaluation Profile Assessment	Summative	End of the last semester of campus clinic assignment	Candidates are rated on a 5-point scale (1 representing the highest level of performance on skills related to intervention	Category II. Standard 24.1
Comprehensive Exam scores on questions related to knowledge of assessment and treatment	Summative	Typically taken at the end of the last semester in the program	Multiple choice questions on assessment and treatments embedded in the 120 item exam	Category II Standards 23.1 24.1

As summarized in Table Two, our program had 19 Program Completers in Fall 2007 and 11 Program Completers in Spring 2008. In Table Four below, we summarize the data related to completer performance as measured by the four key assessments detailed in Table Three.

Table 4. Aggregate Data on Completer Performance

Assessment Tool	Fall 2006	Spring 2007	Fall 2007	Spring 2008
#1 Signature Assignment (% passed) N= (# of Program Completers for each term)	100% N=	100% N=6	100% N=19	100% N=11
Range	25-100	25-100	25-100	25-100
Mean/Median	1	1	179/180	1 1/225
#2 Clinical Practicum Performance Profile Evaluation	100% (Scoring 2 or better) N=	100% (Scoring 2 or better) N=6	94% (Scoring 2 or better) N=19	82% (Scoring 2 or better) N=11
Range	1-5	1-5	1-5	1-5
Mean/Median	1.9	1 1/34	1 1/17	1 1/17
#3 Clinical Practicum Performance Profile Treatment	100% (Scoring 2 or better) N=	100% (Scoring 2 or better) N=6	85% (Scoring 2 or better) N=19	91% (Scoring 2 or better) N=11
#4 Comprehensive Exam Scores		83% (passing score) N=6	80% (passing score) N=19	82% (passing score) N=11
Range	0-10	0-10	0-10	0-10
Mean/Median		1	39/40	77/80

b) Additional information about candidate and program completer performance

In addition to the key assessments used to evaluate completer performance already reported above we use the following assessment to help inform decisions made about our courses in our programs. These additional assessments include: 1) a candidate exit survey; and, (2) performance on the National Praxis Examination in Speech-Language Pathology. The Praxis exam is comprehensive, covering material learned throughout both undergraduate and graduate courses. Performance on the Praxis exam addresses many of the Category II Program Standard e.g. Stds. 19, 20, 22, 23 and 24. Consequently, test-takers need to synthesize information they have learned from many sources and understand the subject as a whole. Since this is a required component of candidates obtaining a Clear Credential SLP Services, performance reports are a valid indicator of the program’s success in preparing speech-language pathologists for careers in the schools.

Candidate Exit Survey: We distribute a candidate exit survey to all candidates at the point they leave the program. Since we require all candidates to complete this, we have a 100% response rate. There are a

total of 32 questions on the survey addressing clinical preparation, academic experience and curriculum content. Average responses across all questions ranged between 2 (disagree) – 5 Strongly Agree. Overall candidates rated their clinical experiences in the program toward the higher end of the scale and expressed some concerns with elements of the program related to obtaining information and assistance in negotiating University requirements.

Table 5. Average rating by all completers on exit survey categories

Survey Category	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Clinical Experience	4.3	4.4	4.4	4.1
Academics/Advising	3.2	3.6	3.3	3.8
Curriculum Content	4.4	4.2	4.2	4.1

National Praxis Exam in Speech-Language Pathology results are obtained as an aggregate report from the Educational Testing Service. The latest report covers the period from 9/1/07-8/31/08 and summarized the results of 58 individuals who indicated they received training at San José State University. The number of test takers during this period exceeds the number of program completers. Candidate often take the exam before graduating from the program or may take it any time after graduation. There is no way to disaggregate the data to align it with the numbers of completers reported in Table Two. Nonetheless, results are an important indicator of the program’s ability to provide the necessary academic and clinical preparation for completers to move forward toward a clear credential. Of the 58 scores reported, 82% achieved a passing score on the exam. In addition, to aggregate scores, the ETS reports performance by test category.

Table 6. ETS Scores by Test Category for all SJSU Test Takers from 9/1/07-8/31/08

Test Category	Points Available Range	SJSU Average Correct
Basic Human Communication	20-12	57%
Phonological and Language Dis.	18-23	74%
Speech Disorders	14-15	69%
Neurogenic Disorders	20-22	65%
Audiology/Hearing	6-7	73%
Clinical Management	22-23	61%
Professional Issues	9-12	73%

III. Analysis of Candidate Assessment Data

Strengths:

- a) Candidate performance: The assessment tools indicate that candidates are able to synthesize critical information regarding assessment and treatment of individuals with acquired brain-damage. Performance on the signature assignment (Assessment #1) requires a thorough theoretical understanding of the patterns of language and cognitive deficits associated with stroke and traumatic brain-injury. The ability to correctly interpret diagnostic scores and how to use information from

assessments is at the core of the scope of practice of a speech-language pathologist across all settings.

The data is particularly encouraging in demonstrating that candidates have a thorough understanding of how to utilize test information to develop appropriate and effective treatment plans. Candidates demonstrated through their performance on the signature assignment how to establish a long-term treatment goal consistent with a specific communicative disorder; b) how to implement the goal; c) how to select appropriate materials; d) how to implement appropriate facilitative prompts and cues for their clients; and, e) how to use the literature in support of evidence-based practice. This last item is of critical importance as the speech-language pathology profession is evolving into an evidence-based field in which speech-language pathologists engage in informed clinical decision making.

Results of the Clinical Practicum performance rating in the areas of assessment and treatment (Assessments # 2 and 3) also suggest that candidates are prepared to move forward to their student teaching or externship experience at the completion of their on-campus practicum experiences. Candidates routinely are rated as meeting or exceeding expectations on these critical aspects of clinical management.

Results of the analysis of the assessment and treatment questions (Assessment #4) embedded in the comprehensive exam suggest that candidates have fully synthesized and integrated their knowledge of testing and treating planning with their clients.

Our analysis of performance on the Praxis Exam (additional program information) also suggests that our program completers have the required breadth and depth of knowledge necessary for successful practice. The exam is more than just a test of facts; it also evaluates how candidates apply their knowledge to clinical problems. Because it is a national examination, it is subject to periodic review and validation by the Educational Testing Service and has been deemed a valid indicator of professional knowledge obtained through graduate study. All graduate programs are required to report this data in support of CAA accreditation.

- b) Program effectiveness: The graduate program in Communicative Disorders at San José State University is meeting its mission in preparing candidates for their careers as speech-language pathologists in the schools and elsewhere. The program is particularly effective in working closely with candidates as they proceed through our on-campus practicum experience. Supervisors work closely with our candidates and provide the necessary support to facilitate their acquisition of the skill set needed for effective case managements. Candidates come to the program with little or no clinical experience, and after a year they are able to meet or exceed expectations in assessing clients and developing appropriate treatment plans. The successful completion of on-campus clinic is an absolute pre-requisite to student teaching or externship experiences.

One of the hallmarks of the program is an emphasis on classroom to clinic alignment. The signature assignment assessment offers evidence that candidates are able to synthesize theoretical information and translate that information into clinical knowledge. This is consistent with our program model in which all faculty engage in some manner of clinical activity as part of their academic assignment in the program. This ensures that course content is aligned with current practice trends in the

profession and we believe contributes to the practicum and field experience success of our candidates.

Areas for Improvement:

Results of assessment items 1-3 are consistent with expectations and do not require any systematic change in our clinical preparation model at this time. We will continue to collect data on clinical performance to ensure we maintain our success in this area. Results of assessment #4 are also within expected performance parameters; however, in evaluating the nature of the questions used to measure clinical knowledge, we have determined a need to revise elements of the comprehensive exam so that it more effectively represents clinical problem solving skills.

The evaluation of Praxis exam score reports suggest that many candidates fell slightly below national norms in responding to questions consistent with courses taken during their undergraduate preparation. Consequently, we are identifying ways to infuse material related to basic human communication processes into the graduate course work to emphasize the connection between foundational knowledge and advanced study in the discipline. We will also review performance on the test category related to clinical management. SJSU candidates scored slightly below the national average, and we are committed to improving performance in this area. Our concern is not the score itself but what the score represents in terms of clinical knowledge. We also are aware that historically because of our rich and diverse student body, many of whom are ELLs, standardized test performance may be an issue apart from competence in the areas assessed on the exam.

III. Use of Assessment Results to Improve Candidate and Program Performance

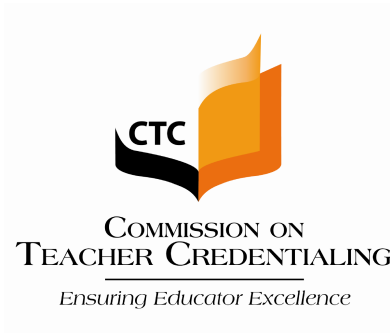
As we reviewed the results of Assessments #2 and 3, it became apparent to the faculty that the clinical rating instrument we were using was not sufficiently detailed or discriminative to assist us with making decision regarding formative and summative clinical skill development. Therefore, we have adopted a new clinical skill rating inventory which we believe will provide more sensitive data regarding candidate performance related to Category II Standards 23 and 24. We are specifically interested in ensuring that our candidates demonstrate growth in assessment and treatment skills as they proceed through the program and the new skills inventory should provide data to support this goal. We piloted the new form during the Spring 2008 semester and have fully implemented the new procedure for on-campus practicum during the Fall 2008 semester. The next step is to work with our external supervisors to support them in their transition to the new rating system and we expect to have this in place starting in the 2009/2010 academic year.

Results of our analysis of comprehensive exam performance (Assessment #4) also spurred the faculty to make changes in our exam format. We are developing (and piloting in Fall 2008) a series of questions designed to evaluate clinical problem-solving skills through presentation of a clinical profile or situation followed by a series of questions which will probe candidates' ability to analyze and solve a clinically challenging scenario. We believe this will more closely align with the knowledge assessed on the Praxis Examination and should contribute to success of our candidates fulfilling this requirement to obtain their Clear Credential SLP Services.

Finally, results of our candidate exit survey suggest the need for improvement in communication to and with candidates about program, university, and professional issues. To this end we have implemented the following :

1. A new candidate orientation to review program expectations and Department and University policies.
2. Convene an all clinic meeting every semester to review clinic policies and procedures with students and supervisors.
3. A revised and improved Department website with clear navigation to CCTC, ASHA (American Speech-Language Hearing Association) and the CA Licensing Board sites to assist candidates in obtaining necessary information about credentialing, certification and licensure.

Department of Counselor Education



Commission on Teacher Credentialing

Biennial Report

Academic Year 2007-08

Institution _____ **San José State University** _____

Date report is submitted December 15, 2008 **Date of last Site Visit** March 2003

Program documented in this report:

Department of Counselor Education

Credential awarded PPSC – School Counseling, Child Welfare Attendance, PPS Intern

Is this program offered at more than one site? Yes No

If yes, list all sites at which the program is offered:

_____ **Eastside San Jose High School District** _____

Program Contact: Xiaolu Hu _____

Phone # (408) 924-3668 _____

E-Mail xiaoluhu@email.sjsu.edu _____

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

Programs

The Department of Counselor Education at San Jose State University offers the following:

- **M.A. in Counseling and Student Personnel** – This degree provides professional training in the area of counseling and student service. The degree program prepares candidates to work as counselors and consultants in human development services for schools, community colleges, universities, business, community, and other organizations.
- **Pupil Personnel Services Credential –School Counseling Specialization**
- **PPSC Internship Credential**
- **PPSC Child Welfare & Attendance Services Specialization**

The Department of Counselor Education opens its admission in Fall and Spring semesters for full-time and part-time students. It is an SJSU campus-based program. To provide learning access to an off-campus population and to accommodate regional students, the program delivers instruction to four TV sites (see Figure 1). To meet K-12 district needs, the department also offers special cohorts. One cohort was from 2001-2004 and another cohort from 2007-2010 at Eastside Union High School District.

Figure 1: Program Delivery

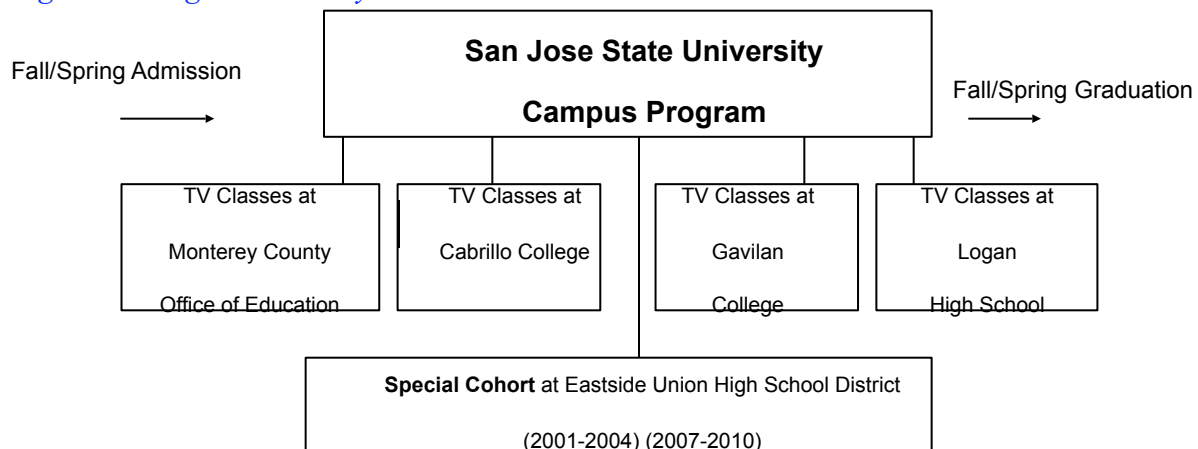


Figure 2: Candidates Information

Program Specific Candidate Information		
<u>Site (If multiple sites)</u>	<u>Number of Candidates</u> 07-08	<u>Number of</u> <u>Completers/Graduates 06-07</u>
San Jose State University	309	116
Eastside Union HSD	35	

Figure 3: Credential Data (2001-2007)

	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>
PPS School Counseling	70	63	42	80	49	116
PPS CWA	0	2	17	11	4	13

Program Features

- Diverse Student Population – 75% of candidates are from ethnic minority backgrounds
- Committed to serving low-income, under-represented student populations:
 - Completion of two Gaining Awareness and Readiness for Undergraduate Program grants (99-05, 00-06)
 - New GEAR UP grant (08-14)
 - Faculty leadership in CommUniverCity project – working with the community and city
 - Faculty leadership in serving English Learner Project
 - Faculty leadership in Zambia project – serving students with poverty and AIDS
 - Faculty leadership in Study Abroad - China

Changes Since Commission Approval of Current Program Document.

No major program change was made since the last approval. Program expansion and improvement includes:

- Two Eastside Union High School District Cohort Groups coordinated in 2001-2004 and 2007-2010
- Systematic development since 2006 of assessment rubric and data collection systems

With data collected through instructional rubrics and feedback from community partners, the faculty sought to concentrate on

- Selecting didactic, practicum, and field supervision in school-community partnerships with a focus on strategic interventions with children, youth, and families, particularly those from the low socioeconomic community
- Increasing interactive television delivery of curriculum to four TV centers and utilizing mainstream internet instruction throughout the San José State University service area, including the Greater Monterey Regions as far south as King City.
- Intensifying school-community relations and organizational development strategies for improved effectiveness with at-risk and delinquent youths and underrepresented children and families.
- Having an active *Internship Credential Program*, allowing K-12 school districts to diversify existing counseling staff with bilingual and other personnel who meet the needs of diverse and special needs children and youth.
- Better coordination of field supervised experience and more organized data

II. Candidate Assessment/Performance and Program Effectiveness Information

a) Primary Candidate Assessments

Assessment Design and Rational

The Department of Counselor Education actively involves all stakeholders in continuous, ongoing data collection regarding candidate competence and program effectiveness. Candidates, faculty, field supervisors, alumni, members of the professional community (through various partnerships) and other advisory consulting members provide constant and continuous input to evaluate and improve the department and its programs. A full assessment system with multiple components has been used to collect data. Figure 4 below shows the evaluation components of the department assessment system.

Figure 4: Department Assessment Components

Student Competency	Program
Knowledge	Curriculum
Skills	Coordination
Attitude	Management

The evaluation procedure involves gathering, analyzing, interpreting, evaluating, and decision making among students, faculty, and field supervisors. Assessment data are collected from the following sources:

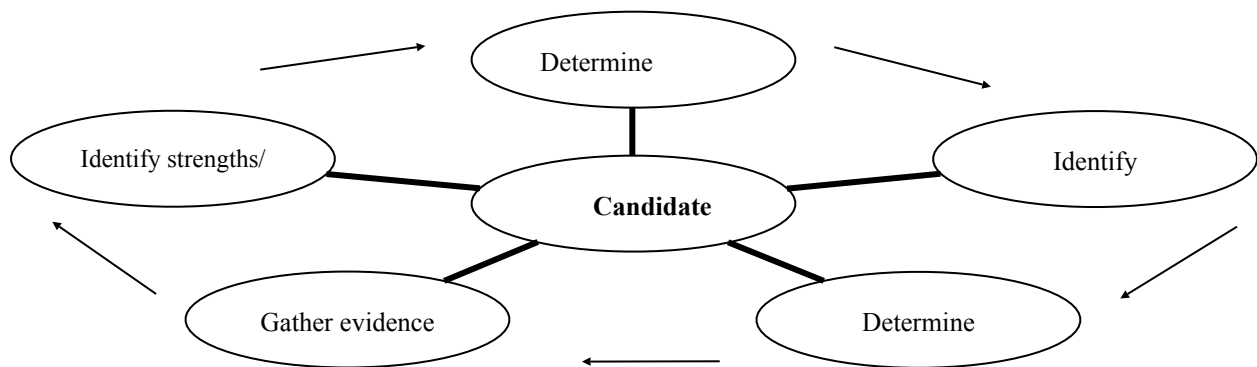
- Candidate performance rubrics
- Annual surveys of program graduates as follow up studies (See Appendix B)
- Institutional program review

Department of Counselor Education

- Faculty review of courses and the PPS credential program
- Community and district partner review and input through survey and advisory committee feedback

The Figure 5, below, provides the department's assessment process plan used to collect ongoing information. It illustrates how the process fosters program and instructional improvement.

Figure 5: Assessment Process



The department's assessment process includes five steps:

- 1) Identification of the program goals and learning outcomes;
- 2) Identification of curriculum, learning activities, and experiences that allow students to meet the outcomes;
- 3) Selection of assessment methods by instructors and identification of expected levels of performance;
- 4) Piloting of the assessment method to collect, analyze, and interpret information;
- 5) Review of data by the program faculty and make plans for program instruction improvement.

The department's assessment process is an ongoing process that is closely aligned with the department's Student Learning Outcomes (see Figure 6).

Figure 6: Alignment of the Department Student Learning Outcomes and PPSC Standards

Student Learning Outcomes	PPSC Standards
A. Leadership	Standard 1, 12, 13, 22, 28
A1 Advocate skills and attitude for student to support equity and social justice	Standard 1, 27
A2 Skills and knowledge to support collaboration with teachers, parents, and administrators	Standard 10, 27
A3 Skills to develop intervention and prevention counseling programs	Standard 2, 9, 23, 29
A4 Knowledge of ethical practices	Standard 6, 18
B. Effective Assessment & Counseling Skills	
B1 Individual assessment & counseling	Standard 4, 20, 25
B2 Group assessment and counseling	Standard 4, 20, 26
B3 Family assessment and counseling	Standard 7, 27, 29
B4 Counseling with communities and community agencies	Standard 10,13
B5 Knowledge and skills for education planning and counseling	Standard 20,25
C. Intercultural Effectiveness	
C1 Knowledge and skills of communication in multilingual multicultural community	Standard 3, 14
D. Reflective Thinker	
D1 Recognize social, cultural, biological and educational environment effects on student growth & academic performance	Standard 2, 5, 8, 10, 19, 21, 23
D2 Critical evaluation of psychological and counseling theories	Standard 11, 31
D3 Critical evaluation of current counseling practices	Standard 17, 28
D4 Critical approach to scientific inquiry	Standard 24, 30
E. Lifelong Learning	
E1 Participate in professional organizations	Standard 15
E2 Ongoing professional development	Standard 16, 30

Department of Counselor Education

The five areas of learning outcomes have been identified as assets to foster since they reflect the professional knowledge and skills necessary to effectively educate and support all students in meeting appropriate credential program standards. An assessment instrument has been developed for each Student Learning Outcome to continuously assess the competence of candidates and program effectiveness through on-going data collection. Gathered data is analyzed, reviewed, and discussed at faculty meetings so that improvements can be made in future coursework and curriculum. In addition, programmatic improvements can be made based upon the data. Overall, gathered data can be used to ensure that candidates are learning the requisite competencies and that the program is effectively meeting candidate academic and professional growth needs.

The systematic assessment plan (see Figure 7) indicates that the department seeks constant and continual review and modification of the program in order to build an excellent learning environment. The evaluation is used to make decisions about the learning of individual students and to make programmatic improvements such as improved instruction, curriculum, and overall program coordination.

Figure 7: Department of Counselor Education Program Assessment System

Who	What	Criteria		Assessment	When	By Whom
Student Competency (including Internship PPSC student)	Performance: Knowledge, skills & attitude	Determining Professional Readiness	Academic Performance	Transcript GPA Core Requirements Fieldwork Quality EDCO 227	During 1 st sem.	Chair, Grad Coordinators, Instructors
			Personal Professional Quality	Recommendation Letters	Prior to Admission	Chair and Graduate Coordinator
				Prof. Goal Statement	Prior to Admission	Chair and Graduate Coordinator
		Midpoint	Candidate Performance	Instructional Rubrics EDCO 287	Selected Class Spring/ Summer	Instructors
			Course Completion	Interview	After 1 st or 2 ^{ed} Sem.	Advisor
		Exit Review	Comprehensive Knowledge	Comprehensive Exam (Rubrics)	End of Program	Advisors
			Overall Performance	Field Experience	End of Field Experience	Field Supervisors and University Supervisors
			Program Completion	Transcript and PPSC Worksheet	End of Program	Advisors and Dept. Chair
			CBEST	Test Report	Beginning & End of Program	Advisor and Dept. Chair
		Program Improvements	Curriculum	Overall Quality and Areas for Improvement		Student Feedback Rubric data
Program Coordination	Alumni Survey		Follow up			Dept.
	Partners Feedback Survey Data		Continuous			Partnership Project Directors & Chair

Key Candidate Performance Assessments

Key assessments (Figure 8) used by the program to evaluate candidate performance include:

- Instructional Rubrics (Appendix A, B, C, D)
- Field Supervisor Evaluations on candidate field experience performance (Appendix A)
- Comprehensive Exam Rubric (Figure 9)
- Exit Review by faculty advisor (using the program worksheet)

Figure 8 Overview of Key Assessments

Assessment Tool	Type of Assessment	When administered	Details about administration	CCTC Standards
Assessment 1 EDCO 227	Formative	End of course required each semester	4-point rubric on student portfolio	PPSCGS 5,7,10, 13, 14 PPSCSC 19,23, 27,29
Assessment 2 EDCO 287	Formative	End of course required each semester	4-point rubric on program portfolio	PPSCGS 5,15 PPSCSC 17, 23, 24, 28,30
Assessment 3 EDCO 292 Field work exp.	Summative	End of final semester of field experience	Evaluation by field supervisor	All PPSC standards
Assessment 4 Comp Exam	Formative	End of the Program, required of all students	4-point rubric	All PPSC standards
Assessment 5 Student Evaluation	Formative	End of the Program, required of all students	Student survey on all classes and program coordination	All PPSC standards
Assessment 6 EDCO 280	Formative	Under development	4-point rubric	PPSCGS 2, 3, 8
Assessment 7 EDCO 232	Formative	Mid term required of all students	Multiple choice test	PPSCGS 6 PPSCSC 18

As summarized in Tables 1 and 2, data collected by the key multiple assessment indicates that a majority of candidate perform at the Excellent level. These data are provided at faculty meetings for discussion each semester.

Table 1 Aggregate Data on Candidate Performance

Assessment Tool	Fall 07	Spring 08
Assessment 1 EDCO 227 Portfolio Rubric	4 Excellent=95% 3 Acceptable=5% N=33	4 Excellent=86% 3 Acceptable=10% N=23
Assessment 2 EDCO 287	4 Excellent=93% 3 Acceptable=6% N=20	4 Excellent=95% 3 Acceptable=3% N=30
Assessment 3 EDCO 292 Field work exp.	Above Standards =80% Standards=17% N=41	Above Standards =76% Standards=16% N=55
Assessment 4 Comp Exam		4 Excellent=63% 3 Acceptable=23% N=56
Assessment 5 Student Evaluation Overall program	4 Excellent=35% 3 Good= 39% N=34	4 Excellent=42% 3 Good=40% N=45

Table 2 Multiple Key Assessment Data

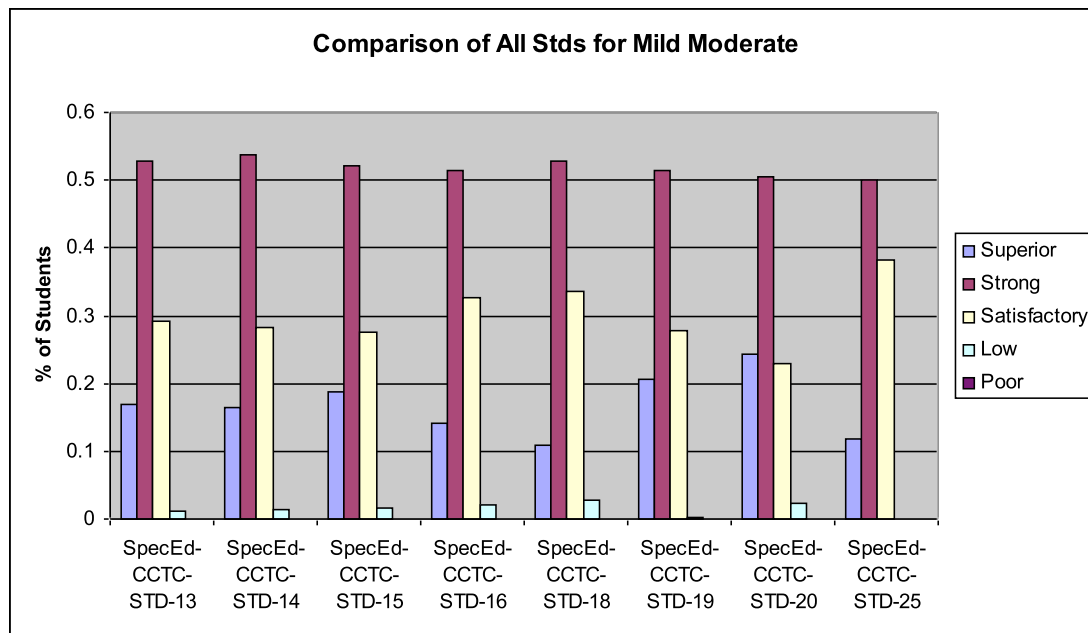


Figure 9 EDCO Comprehensive Exam Evaluation Rubric

Student Name: _____

		4	3	2	1
Comp. Questions		Excellent	Competent	Emerging	Not Acceptable
Background Writing	1. Establish a setting and position with which you are working (intend to work) as a professional	Writing and description is very clear and professional	Writing and description is relevant and professional	Writing & description is not all relevant, lack of information and not clear	Writing and description is not relevant nor professional
	2. Need and problem description for counseling	Needs and problems are clearly identified and reflect population	Needs and problems are relevantly identified and reflect population	Needs & problems are not clearly identified or nor reflect population	Needs and problems are not identified or nor reflect population
	3. Overall Theories and Strategies	Strong evidence of connection to theoretical foundation and effective/innovative strategies	Clear evidence of connection to theoretical foundation and effective/innovative strategies	Little evidence of connection to theoretical foundation and effective/innovative strategies	No evidence of connection to theoretical foundation
Professional Development Areas	A. Individual counseling	Ideas are relevant, clear and interesting	Ideas are relevant and appropriate	Ideas need to be further elaborated upon and connected to theories	Subject knowledge is not evident, writing is confusing
	B. Group Counseling	Ideas are relevant, clear and interesting	Ideas are relevant and appropriate	Ideas need to be further elaborated upon and connected to theories	Subject knowledge is not evident, writing is confusing
	C. Assessment	Ideas are relevant, clear and interesting	Ideas are relevant and appropriate	Ideas need to be further elaborated upon and connected to theories	Subject knowledge is not evident, writing is confusing
	D. Multicultural and Special Population Strategies	Ideas are relevant, clear and interesting	Ideas are relevant and appropriate	Ideas need to be further elaborated upon and connected to theories	Subject knowledge is not evident, writing is confusing
	E. Counseling Service as related to community development	Ideas are relevant, clear and interesting	Ideas are relevant and appropriate	Ideas need to be further elaborated upon and connected to theories	Subject knowledge is not evident, writing is confusing
Subtotal					

b) Additional information about candidate and program completion performance or program effectiveness

To collect on-going and comprehensive data to determine the program effectiveness and the candidate competence, the program also uses the following assessment tools:

- Graduate Student Survey data (Table 3) are administered each semester at the student comprehensive exam to collect student feedback regarding the program and its classes. The survey is a multiple choice 4-point scale (excellent, good, fair and needs improvement. Student comment and self-reflection are also collected to see their improvement and the program impact. Students indicate feedback such as:
 - “I became less biased and more open to others”
 - “I had developed much more enriched multicultural approach to counseling”
 - “I am more aware of options available to counselors”
 - “I feel that I have grown a lot through taking classes”
- College Student Survey data was administered college-wide to collect student feedback in 2007
- Employer Survey (Appendix F) was developed and distributed to 40 schools and districts. However, insufficient surveys were returned to be validate any meaningful result.

Table 3 Graduate Students' Evaluation
Graduate Student Survey Data Spring 2007

Follow Up Survey N=34	Excellent	Good	Fair	N/I	N/A	N
Edco 215 Intro to Counseling & Guidance	7 30%	10 43%	0 0%	0 0%	6 26%	23
Edco 218 Practicum in Guidance I	5 16%	11 35%	5 16%	1 3%	9 29%	31
Edco 219 Practicum in Guidance II	10 32%	7 23%	2 6%	2 6%	10 32%	31
Edco 221 Research in Seminar Education	12 43%	10 36%	5 18%	0 0%	1 4%	28
Edco 227 Dynamics of Com. - Sch. Rltns.	5 17%	18 60%	3 10%	0 0%	4 13%	30
Edco 232 Laws and Ethics for Counselors	25 78%	3 9%	0 0%	0 0%	4 13%	32
Edco 244G Sem. in Cultural Perspective	8 28%	7 24%	2 7%	0 0%	12 41%	29
Edco 248 Dynmc. of Behavior. and Development.	11 38%	12 41%	1 3%	0 0%	5 17%	29
Edco 266 Education and Career Planning	8 24%	13 39%	10 30%	2 6%	0 0%	33
Edco 267 Practicum in Life-Span Career Dev.	11 37%	12 40%	2 7%	1 3%	4 13%	30
Edco 268 Life-Span Development	8 29%	7 25%	0 0%	1 4%	12 43%	28
Edco 279 Adv. Group Process Theory	7 27%	9 35%	2 8%	0 0%	8 31%	26
Edco 282 Educ. Assessment. for Counselors	15 45%	13 39%	3 9%	0 0%	2 6%	33
Edco 283 Advanced Ed. Assessment	14 41%	11 32%	1 3%	0 0%	8 24%	34
Edco 286 Theory of Organization Change	4 13%	14 45%	5 16%	0 0%	8 26%	31
Edco 287 Sem. in Guidance Sys. Analysis	8 27%	8 27%	1 3%	0 0%	13 43%	30
Edco 288 Sem. in Counseling Theory Practice	8 27%	14 47%	3 10%	3 10%	2 7%	30
Edco 289 Seminar in Prof. Counseling	8 27%	13 43%	4 13%	1 3%	4 13%	30
Edco 293 Prac in Child & Substance Abuse	8 29%	8 29%	1 4%	1 4%	10 36%	28
Edco 292 Supervised Exp. in Counseling	12 50%	10 42%	1 4%	0 0%	1 4%	24
Overall quality of info from dept	5 16%	14 44%	10 31%	2 6%	1 3%	32
Overall quality of advisement	14 41%	14 41%	6 18%	0 0%	0 0%	34
Overall quality of instructors	14 41%	18 53%	2 6%	0 0%	0 0%	34
Overall quality of filed exp. (EDCO 292)	12 39%	12 39%	4 13%	2 6%	1 3%	31
Overall quality of preparation for a job	4 13%	17 55%	8 26%	1 3%	1 3%	31
Overall quality of the program	11 35%	12 39%	6 19%	1 3%	1 3%	31

III. Analysis of Candidate Assessment Data

Since the program does not use a cohort approach, performance data is analyzed every semester. The department utilized its annual retreat and first (Fall) meeting of the year to review the assessment process and discuss the data. Faculty is increasingly aware of the needs to analyze assessment data at each transition point by using multiple performance and other assessment measures. While the amount of data has increased each semester, data collection is time consuming and requires more resources to coordinate efforts. The analysis of candidate assessment data is summarized below based on transition point. Program strengths and areas for improvement regarding candidate competence and program efficiency/effectiveness are discussed.

Strengths

a. Candidate Performance:

The data on candidate performance in two of the key assessments (the EDCO 227 Portfolio and the EDCO 287 Portfolio) show that the majority of the candidates meet the standards for Excellence. Only a small number of candidates, typically 10% or less, score at the Acceptable level. Key competencies assessed by these two performances include the candidates' ability to reflect on the social, cultural, biological, and educational environmental factors that affect student achievement, their knowledge and ability to critically evaluate theories of learning, current counseling practices and use a critical approach to scientific inquiry, and their ability to work effectively with families.

Comments from the Graduate Student Survey triangulate with findings from the various Portfolio assessments in demonstrating the candidates' emerging competencies in serving a diverse student population.

Collected data indicates consistent quality of candidate in professional readiness at the beginning of the program.

Data on performance measures (fieldwork, portfolio, disposition evaluations) indicate consistent quality of candidate at midpoint of program.

Findings from the fieldwork experience indicate over 95% of the candidates meet state standards consistent across domains.

Findings from the comprehensive exam indicate a consistent passing rate over time.¹

¹ Data from previous year's exams, including those for AY 2006-07, and 2007-08 were analyzed and discussed at previous faculty meeting. However, these data were no longer available for inclusion in this report.

b. Program Effectiveness:

Evidence from candidate performances on the key assessments reveals the program's effectiveness in creating thoughtful practitioners who are attuned to the needs of the clients and environments where they will work upon graduation. The program's engagement with local partners, especially its development of program options at local schools such as Eastside Unified School District support the development of the candidates' understanding of and ability to serve the needs of diverse student populations.

In addition, the award of the Gear-Up Federal Grant to San José State's Counselor Education program provides many opportunities for candidates to create a college-going culture for those students served by the Gear-Up Project. This is the second Gear-Up grant awarded to San José State University's Counselor Education program. This second award was due to the success the Counselor Education program had in helping K-12 students become the first in their families to attend college.

Multiple measures are used to assess knowledge (e.g. class test scores, minimum grade and GPA), skills (first fieldwork), and dispositions (portfolio evaluation) of credential candidates prior to approval for continued field internship.

Two portfolio rubric assessments are used to assess candidate dispositions toward working in schools as individual counselors and towards the program mission.

Fieldwork assessment measures are organized by PPSC standards.

Findings from the graduate surveys indicate student satisfaction with program quality (35% excellent, 39% good and 19% fair).

Based on graduate surveys, students are satisfied with the overall quality of program faculty (41% excellent, 53% good).

Areas for Improvement

a. Candidate Performance:

The performance data for candidates is not fine-grained enough at this time to identify specific areas for improvement in terms of Candidate Performance.

b. Program Effectiveness:

Rubrics have been are or being developed to collect data from all transition point courses. Rubric measure needs to be revised to match standards.

The program needs to develop routines to guarantee that data is collected from all transition point courses.

Data collected from rubrics needs to be further discussed among faculty to determine meaning and indicators.

Data collected from rubrics needs to be further discussed amongst faculty to determine meanings and indicators. With little data variation, it is difficult to interpret findings.

As with fieldwork data, some contracts and evaluations are missing or incomplete.

Field supervisor evaluations tend to be above standards, therefore it is difficult to determine individual improvement. Data needs to be interpreted with caution given the lack of comparison data.

Due to a history of not hiring counselors in the past, employer survey response rate is very low and not sufficiently statistically significant to provide meaningful feedback.

IV. Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Field supervisor survey	<ul style="list-style-type: none"> • Fieldwork data organization and collection • Increase university supervisors • Reinforce student participation of supervision meetings • Strengthen internship credential candidate supervision 	<i>All</i>
Comprehensive Exam	<ul style="list-style-type: none"> • Rubric assessment will be utilized by all faculty advisors • Data will be collected and reported to the first fall semester faculty meeting 	<i>All</i>
Employer Survey	<ul style="list-style-type: none"> • Utilize advisor committee for feedbacks • Collect information through field supervisors 	<i>All</i>
Instructional Rubric	<ul style="list-style-type: none"> • Rubric assessment will be utilized by more faculty • Faculty will participate in Waypoint for more systematic data collection and analysis • Data will be collected and reported to the first fall semester faculty meeting 	<i>All</i>

Department of Counselor Education

Rubric for EDCO 287 Portfolio

	4 Excellent	3 Acceptable	2 Needs Improvement	1 Needs Serious Work
1. Personal Information				
Resume 3%	well organized and relevant to position 19	well organized, needs minor change 11	organized, needs major change	irrelevant to position
Theoretical foundations 4%	Explicit, relevant and discussed with example 26	Relevant could be further developed 4	reflection needs major change	irrelevant to assignment
Plans for Professional Development 3%	Prof. develop plans are clear, well thought out 27	thoughtful plans need minor change 2	only some plans presented 1	irrelevant to assignment
2. School Information (double weighting)				
Demographic information	sufficient information with clear description 30	sufficient information but needs more organization	sufficient information but lacks organization	insufficient information
Student Performance	sufficient information with clear description 30	sufficient information but needs more organization	sufficient information but lacks organization	insufficient information
School Description	sufficient information with clear description 30	sufficient information but needs more organization	sufficient information but lacks organization	insufficient information
3. Program Design (double weighting)				
Mission Statement	thoughtful statement 30	relevant statement	relevant statement needs improvement	statement not relevant
Program	well developed activities 30	relevant activities need minor change	relevant design needs improvement	activities not relevant
Accountability and Evaluation	well designed plan 30	relevant activities need minor change	relevant but needs improvement	evaluation not relevant
4. References				
National and State Standards	complete well org info 30	sufficient info	adequate information	little information provided
Counseling Resources	well organized sufficient info 29	sufficient info	adequate information	little information provided 1
Professional Ethics	complete info 30	sufficient info	adequate information	little information provided
5. Organization/ presentation (double weighting)				
Organization Presentation	Information logically and artistically presented 30	information logically organized	Information organized but vague or confusing	little organization
Total Score				

Appendix B EDCO 227 Rubric Data – Class Presentation

EDCO 227 Group Presentation Rubric FALL 2007

The group presentation is worth 40 points (20% of your total class grade). Each group member will receive the same grade because this is a collaborative project.

Class enrollment = 33 students; groups ranged from 3-5 students 4=Excellent, 1=Poor

	Group Presentation Rubrics	4	3	2	1	
1	A detailed outline <u>with references</u> was submitted to the instructor one week prior to the group’s presentation date.	33 (100%)				
2	The target population/audience was clearly identified at the beginning of the presentation and the presentation approach was appropriate for the intended target population.	33 (100%)				
3	<u>Innovative (new)</u> counseling approaches for working with the target population were presented.	33 (100%)				
4	Research was used to support the presentation and sources (e.g., research articles and books) were cited in the presentation.	28 (85%)	5 (15%)			
5	It was made clear how incorporating the group’s ideas within the school, home, and/or community setting(s) can make an impact on the intended target population and it was made clear how the group’s ideas can be incorporated into a school’s comprehensive counseling program. At least <u>two PPS standards</u> were addressed in the presentation.	28 (85%)	5 (15%)			
6	Subject knowledge was evident throughout the presentation, appropriate conclusions and recommendations were provided, and all information presented was clear, appropriate, and accurate.	33 (100%)				
7	Audience member questions/comments were addressed appropriately by multiple group members.	33 (100%)				
8	Presentation was well organized and information was presented in a logical sequence; style of delivery and materials used were appropriate; visual aids and/or handouts were clear and useful; presentation was appropriate length (30 minutes maximum, not including Q&A).	25 (76%)	8 (24%)			
9	All group members participated, participation was well-balanced among all group members, and it was evident that the group members worked as a “team.”	33 (100%)				

Department of Counselor Education

10	A resource handout, which <u>included community resources</u> relevant to the presentation topic and/or the target population, was provided to the class on the day of the presentation.	33 (100%)				
TOTAL POINTS = 40/40 (20 students - 61%); 39/40 (8 students - 24%); 38/40 (5 students -15%)						

Appendix C Rubric for EDCO 227 Portfolio - N= 23 Spring 2008

	4 Excellent	3 Acceptable	2 Needs Improvement	1 Needs Serious Wk
A. Personal Statement (10)				
Content (8 pts)	Statement clearly describes the reasons why you have chosen counseling as a profession and the population you are interested in working with; detailed and relevant evidence supporting your reasoning is provided. - 23	Statement describes the reasons why you have chosen counseling as a profession and the population you are interested in working with, but examples are not fully supportive of your reasons or may not be fully developed.	Statement provides reasons chosen counseling as a profession, but little evidence accompanies your reason, or examples provided may be inappropriate.	Statement does not address why you have chosen counseling as a profession nor does it give any insight into your commitment or abilities to work as a counselor.
Present Mechanic (2 pts)	Is error-free which reflects thorough proofreading and high standards of professionalism. - 23	Contains minor errors that do not detract from the presentation.	Errors in grammar, punctuation, and/or spelling detract from the presentation.	Contains frequent errors in grammar, punctuation, and spelling.
B. Counseling Vision & Philosophy Statement (10)				
Content (8 pts)	Statement clearly describes the type of counselor you envision yourself being, the population you would like to work with, and provides <u>concrete examples</u> of theories, relationships, and experiences that have shaped your counseling vision/philosophy. - 14	Statement describes the type of counselor you envision yourself being, the population you would like to work with, and provides some examples of theories, relationships, and/or experiences that have shaped your counseling vision/philosophy. - 7	Counseling vision and philosophy statement is vague and/or examples provided are not supportive or are inappropriate. - 1	Statement does not describe your counseling vision and philosophy; statement does not address the assignment.
Present/Mechanic(2 pts)	Is error-free which reflects thorough proofreading and high standards of professionalism. - 22	Contains minor errors that do not detract from the presentation. - 1	Errors in grammar, punctuation, and/or spelling detract from the presentation. - 1	Contains frequent errors in grammar, punctuation, and spelling.
C. Resume (6)				
Content (6 pts)	Resume includes <u>all</u> essential elements is <u>clearly</u> relevant to a counseling position, well-organized professionally formatted. - 17	Resume includes essential elements is relevant to a counseling position, and is well-organized and formatted. - 6	Resume lacks some essential elements is not relevant to a counseling position, or is not well-organized and formatted.	Resume lacks essential elements is not relevant to a counseling position, and is unorganized.
D. Professional Work Samples (4)				
Content (4 pts)	Two professional work samples that are clearly related to counseling and are clearly referenced are provided. 23	Two professional work samples that are related to counseling and are referenced are provided.	Only one professional work sample is provided or the work samples are not referenced.	Work samples are not relevant to counseling.
E. Community Resource Guide (20)				
Content (20 pts)	Information is complete and well-organized. 22	Information is sufficient but lacks some organization. - 1	Information is insufficient.	Little or no information is provided.
F. Portfolio Organization/ Presentation (10)				
Content (10 pts)	Portfolio information is proflly and logically organized/presented 19	Portfolio information is logically organized/presented - 4	Portfolio information is vaguely organized/presented	Portfolio has little or no organization

Appendix D EDCO 267 Rubric
EDCO 267 Grading Rubric

Expectation 1: Completion of SDS, 2004 Strong Interest Inventory, and MBTI. (10%)

	Exemplary	Commendable	Adequate	Needs Work
<p>Organization</p> <p>And</p> <p>Content</p>	<ul style="list-style-type: none"> Cover page with name and course number; Clear, type-written description of the assessment taker's emotional and mental state at the time of administration; Description of the setting where administration was conducted; General summary of the assessment taker's impression of taking the assessment; and Clear copies of the assessment results are attached in a single packet. 	<ul style="list-style-type: none"> Cover page with name and course number; Clear, type-written with description of the assessment taker's emotional and mental state at the time of administration; Description of the setting where administration was conducted; and Clear copies of the assessment results are attached in a single packet. 	<ul style="list-style-type: none"> Cover page with name; Description of the setting; and Description of assessment taker's emotional and mental state at the time of administration. 	<ul style="list-style-type: none"> Clear copies of the assessment instruments with the student's name
Punctuality	<ul style="list-style-type: none"> Assignment completed and submitted by or prior the due date 	<ul style="list-style-type: none"> Complete assignment turned in within a week of the due date 	<ul style="list-style-type: none"> Complete assignment turned in by the first counseling appointment 	<ul style="list-style-type: none"> Assignment turned in by the end of the semester
Accountability	<ul style="list-style-type: none"> Student keeps a copy of the assignment and has it in his/her possession each class 	<ul style="list-style-type: none"> Student keeps a copy of the assignment and brings it on occasion 	<ul style="list-style-type: none"> Student keeps a copy of the assignment 	<ul style="list-style-type: none"> Student knows the results but does not have the full results

Appendix E Field Supervisor's Evaluation

Spring 08 EDCO 292 PPS Data

Professional standards Candidate demonstrates:	Above Standard		Standard		Below Standard		No Judgment	
	N	%	N	%	N	%	N	%
	N = 41							
1. Knowledge of normal and abnormal growth and development	27	66%	11	27%	1	2%	2	5%
2. Knowledge about theories of cognitive and affective learning and their applications	27	66%	12	29%	1	2%	1	2%
3. Awareness of roles and functions of pupil personnel specialists	32	78%	8	20%	1	2%	0	
4. Knowledge of differences in gender, race, language, socio-economic status and culture	36	88%	4	10%	1	2%	0	
5. Sensitivity and skill in working effectively with pupils from diverse socio-cultural backgrounds	37	90%	3	7%	1	2%	0	
6. Knowledge of the factors and processes which contribute to student success and failure in school	32	78%	8	20%	0	0%	1	2%
7. Knowledge of the methods and techniques for prevention and intervention	26	63%	13	32%	1	2%	1	2%
8. Knowledge of assessment theories and methods	24	59%	16	39%	0		1	2%
9. Skill in selecting and using unbiased assessment instruments and procedures	23	56%	14	34%	0		2	5%
10. Knowledge of counseling and intervention programs for social and personal development	30	73%	10	24%	0		1	2%
11. Skill in implementing individual and group counseling techniques	31	76%	9	22%	1	2%	0	
12. Knowledge of theories and processes of counseling and intervention programs for academic and career development	28	68%	12	29%	0		1	2%
13. Knowledge and skill in planning, developing, implementing, evaluation and coordinating comprehensive counseling and guidance programs	27	66%	12	29%	1	2%	2	5%
14. Knowledge of theories, models and processes of consultation with pupils, school personnel, parents, agencies and community groups	30	73%	8	20%	0		3	7%
15. Skills in consultation processes and programs in which pupils, school personnel, parents, agencies and community group collaborate with the counselor to address pupil needs	31	76%	8	20%	1	2%	1	2%
16. Knowledge of and skills in interpreting legal enablements and constraints (e.g., laws, regulations) affecting pupil personnel services specialist and pupils in California schools	27	66%	10	24%	0		4	10%
17. Knowledge of and skills in applying the ethical standards and practices of the school counseling profession	34	83%	6	15%	1	2%	0	
18. Overall Assessment of this candidate:	33	80%	7	17%	1	2%	0	

Appendix F Employer Survey
Master of Arts/Pupil Personnel Services Credential
Employer Survey

Please rate your level of agreement with each of the following statements by circling the number of the appropriate response. My assessment is based upon my observation of _____(number) recent MA/PPSC graduates.

The Department of Counselor Education graduates that I have observed are well prepared to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
Leadership						
■ Advocate skills to support equity and social justice for students	5	4	3	2	1	N/A
■ Skills and knowledge to support collaboration with teachers, parents, and administrators	5	4	3	2	1	N/A
■ Skills to develop intervention and prevention counseling programs	5	4	3	2	1	N/A
■ Knowledge of ethical practices	5	4	3	2	1	N/A
Effective Counseling and Assessment Skills						
■ Individual assessment and counseling skills	5	4	3	2	1	N/A
■ Group counseling skills	5	4	3	2	1	N/A
■ Family assessment and counseling skills	5	4	3	2	1	N/A
■ Counseling with communities and community agencies	5	4	3	2	1	N/A
■ Knowledge and skills for education planning and career counseling	5	4	3	2	1	N/A
Intercultural Effectiveness						
■ Knowledge and skills to communicate in diverse communities	5	4	3	2	1	N/A
Reflective Thinker						
■ Knowledge and skills in implementing research-based best practices	5	4	3	2	1	N/A
■ Critical approach to scientific inquiry	5	4	3	2	1	N/A
Lifelong Learning						
■ Participate in professional organizations	5	4	3	2	1	N/A
■ Maintain ongoing professional development	5	4	3	2	1	N/A
Overall						
■ The graduate was prepared for current position	5	4	3	2	1	N/A
■ The graduate contributes to work environment	5	4	3	2	1	N/A

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Please make your comments on:

1.	What are some of the strengths of the graduate?
2.	What are some areas in need of improvement?
3.	Do you have any suggestions or recommendations to the Department?

Department of Educational Leadership
Commission on Teacher Credentialing
Biennial Report
Academic Year 2007-08

Institution _____ **San José State University** _____

Date report is submitted _ **December 15, 2008**_ **Date of last Site Visit** _ **March 2003**_

Program documented in this report:

Department of Educational Leadership

Credential awarded **Preliminary Administrative Services Credential**
Professional Administrative Services Credential

Is this program offered at more than one site? **Yes** **No**

If yes, list all sites at which the program is offered:

Santa Clara County Office of Education, Santa Cruz County Office of Education, Monterey County Office of Education, Sunnyvale District Office, Baldwin Elementary (Oak Grove School District), Mulberry Elementary (Union School District)

Program Contact: ___ **Dr. Noni M. Reis** _____

Phone # ___ **(408) 924-3622** _____

E-Mail ___ nreis@sjsu.edu _____

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name: ___ **Pat Stelwagon** _____

Phone # ___ **(408) 259.2320** _____

E-mail ___ pfstelwagon@earthlink.net _____

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

Table 1: Number of Program Candidates Enrolled

Program Option	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Preliminary and Professional Services Credentials	324	340	275	398	322
M.A.	324	340	275	398	322

Table 2: Number of Program Completers²

Program Option	Spring 2006	Spring 2007	Spring 2008
Preliminary Services Credential - Traditional	262	180	234
Professional Services Credential - Traditional	2	0	0
M.A.	279	178	239

Program Options/Types of Environments for Fieldwork Placement

Program Options	Types of Schools/Clients Served
Traditional = candidates enroll as individuals	Urban, suburban and rural districts, and private schools, in the local county areas (Santa Clara, San Benito, Santa Cruz, and Monterey); low income; Program Improvement Schools
Cohort Model = candidates enroll as members of school teams	Urban, suburban and rural districts, and private schools, in the local county areas (Santa Clara, San Benito, Santa Cruz, and Monterey); low income; Program Improvement Schools
Urban High School Cohort	Specialized cohort at the secondary level that addresses issues for urban high schools

The M.A. and credential program is designed to be completed in two years/four semesters. The program is conceptualized around five educational leadership themes. These themes have as a unifying feature of preparing school leaders to lead through the lens of equity and social justice.

This lens is addressed at three levels: institutional discrimination, cultural proficiency, and personal bias. The program themes are as follows:

1. Leadership Concepts and Management Strategies
 2. Role of School in a Democratic Society
 3. Building Equity in Diverse Communities
 4. Facilitating Collaborative Change
 5. Inquiry, Research, Learning, and Reflective Practices.
- **Significant changes, deletions or innovations in the program since the last program document was approved.**

There are no significant changes since the last program document was approved in February 2007. However, the sequence of course offerings was changed as a result of feedback received from the program evaluation essays that are a part of the Tier 1 portfolio. At the end of the 2005-2006 Academic Year, 239 candidates consistently spoke of the many assignments that were a part of EdAd 205/206. They reported they would be better prepared for this class if it were offered in the fall semester (semester 3) rather than the spring semester (semester 4). In 2006-2007, the department faculty changed the sequence so that students could take EdAd 205/206 in semester 3 instead of semester 4 to improve candidates' performance on the assignments.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

II. Candidate Assessment/Performance and Program Effectiveness Information

a. Primary Candidate Assessments

This report will focus on six (6) key assessments that are used to make critical decisions about candidates' knowledge and skills gained during each course. They assess candidates' performance on all three categories (15 standards) of the California Commission on Teacher Credentialing: Standards of Quality and Effectiveness for the Preliminary Administrative Service Credential.

Table 3: Overview of key assessments

Assessment	Type of Assessment	When Administered	Details about Administration	CCTC Standards
------------	--------------------	-------------------	------------------------------	----------------

Department of Educational Leadership

<p>Assessment 1 - EdAd 200-201: Responses to the Essential Questions</p>	<p>Summative</p>	<p>End of semester one</p>	<p>Candidates respond to 5 Essential Questions. A 3-point rubric with four elements is completed by the professor</p>	<p>Category 1; Standards 1, 2, 3, 4, 5, 6</p>
<p>Assessment 2 - EdAd 202: Completion of the first three chapters of the Action Research Project</p>	<p>Formative</p>	<p>End of semester two</p>	<p>Candidates submit (a) three draft chapters of their Action research Project and (b) file Human Subjects Protocol with IRB. Chapter One: Introduction (background, setting, statement of the problem; statement of the purpose, research questions) Chapter Two: Review of the Literature (annotated bibliography and review of the literature, literature review matrix), Chapter Three: Methodology (population and sample, instruments/ instrument alignment table, data collection procedures, data analysis procedures) Chapters are evaluated using a 4-point rubric with 6 elements.</p>	<p>Category 3; Standards 9, 10, 12</p>
<p>Assessment 3 - EdAd 203-204: Professional Development Plan</p>	<p>Summative</p>	<p>End of semester four</p>	<p>As a prospective school administrator, candidates develop a comprehensive, multi-year, needs-based professional development plan that focuses on candidate learning and achievement of high standards. Evaluation is based on a 3-point rubric with 6 elements</p>	<p>Category 3; Standards 11, 14</p>

Department of Educational Leadership

<p>Assessment 4 - EdAd 205-206 Candidates identify and evaluate activities at the school and the alignment of these activities with their school's goals.</p>	<p>Summative</p>	<p>End of semester three</p>	<p>Candidates gather data around the relationship between community involvement and the school's focus. They present their information and respond to a set of six questions. Evaluation is based on a scoring guide completed by the professor.</p>	<p>Category III; Standards 9, 11, 12, 13, 14, 15</p>
<p>Assessment 5 - EdAd 242 The candidates' portfolios contain reflections of the department's themes and evidence of their competencies in addressing Educational Leadership's five themes. Candidates also evaluate their experiences during the two years and specifically address the process to complete the Action Research Project.</p>	<p>Summative</p>	<p>Candidates present their portfolio at the end of semester four</p>	<p>The Tier 1 Portfolio is the demonstration of competency for the Master's degree and Preliminary Administrative Services Credential. The evaluation is a 4-point rubric with six elements</p>	<p>Category II; standards 7, 8</p>
<p>Assessment 6 - EdAd 253: Each candidate completes an Action Research Project that focuses on the five chapters of the Master's thesis for Educational Administration which is an Action Research project to solve a school problem.</p>	<p>Summative</p>	<p>The Action Research Project is submitted at the end of semester four</p>	<p>The Action Research Project is evaluated using a 3-point rubric with six elements.</p>	<p>Category II; Standard 8 Category 1; Standards 4, 5, 6</p>

Data Collection

In the past, although rubrics were used to score assessments, data were collected that only showed the number of candidates passing the assessment on the first or second attempt. (Previously, students may have needed additional attempts; however, for the 2007-2008 Academic Year, all candidates met the standard on the first or second attempt.) At this point, our data are reported based on the number of candidates meeting the standard on the first or second attempt. Passing rubric scores are shown in Table 4.

Transition Points

Also in the past, the decision as to whether or not candidates continued in the program was based on their successful completion of each course as evidenced by a satisfactory grade. Starting in the 2008-2009 Academic Year, the key assessments will be used to determine candidates' progress.

Table 4: Aggregated Data on Candidate Performance for 2006-2007 Academic Year

Assessment 1 – Responses to Essential Questions	
Number of scores reported	159
Range Using the 3-point rubric with four elements: An average of 2 or 3 is passing	Number of candidates who met standard on first attempt: 149 Number of candidates who met standard on second attempt: 10
Overall success rate on first attempt	93.7%

Assessment 2 – First 3 Chapters of Action Research Project	
Number of scores reported	258
Range Using the 4-point rubric with six elements; An average of 3 or 4 is passing	Number of candidates who met standard on first attempt: 195 Number of candidates who met standard on second attempt: 63
Overall success rate on first attempt	75.6%

Assessment 3 – Professional Development Plan	
Number of scores reported	99

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Range Using the 3-point rubric with six elements: An average of 2 or 3 is passing	Number of candidates who met standard on first attempt: 99 Number of candidates who met standard on second attempt: 0
Overall success rate on first attempt	100%

Assessment 4 – Evaluation of School Activities	
Number of scores reported	140
Range Using the assignment’s scoring guide: Response to all six questions is required to pass	Number of candidates who met standard on first attempt: 140 Number of candidates who met standard on second attempt: 0
Overall success rate on first attempt	100%

Assessment 5 - Portfolio	
Number of scores reported	239
Range Using the 4-point rubric with six elements: Candidates must have a 3 or 4 for each of six elements to pass	Number of candidates who met standard on first attempt: 239 Number of candidates who met standard on second attempt: 0
Overall success rate on first attempt	100%

Assessment 6 – Final Action Research Project	
Number of scores reported	239
Range Using the 3-point rubric with six elements: Candidates must have a 2 or 3 for each of six elements to pass	Number of candidates who met standard on first attempt: 230 Number of candidates who met standard on second attempt: 9
Overall success rate on first attempt	96.2%

b) Additional Information About Candidate and Program Completer Performance

In addition to the six (6) key assessments used to evaluate completer performance already reported above, the Educational Leadership faculty members meet twice a year with the Educational Leadership Advisory Board in the northern region, and twice a year in the southern region, to help inform decisions about our courses and program. The Advisory Board members (see partial list below) make suggestions such as how professors might inform candidates about Charter School regulations and emphasis on Response to Intervention (RtI).

In 2008-2009, faculty in Educational Leadership will conduct (1) an employer survey and (2) an exit survey for candidates.

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Partial list of Board members representing districts:

<i>Superintendents</i>	Don Iglesias, John Porter, Steve Fiss, Lane Weiss, Donna Vaughan, Roger Anton; Nancy Kowtowski
<i>Assistant Superintendents</i>	Mary Berkey, Honey Berg, Rudy Herrera, Alejandro Hogan,
<i>Principals</i>	Nancy Cisler, Janice Samuels; Rosie Alvarez, Olga De Santa Ana

Employer survey: In spring 2009 we will meet with district superintendents, ask them to complete an employer survey. Data will be collected from the entire region - Monterey, Santa Cruz, Alameda, and Santa Cruz Counties. (Employer Survey Draft is attached as Appendix A.)

Exit survey: The exit survey is required for all program completers. As a result of learning about the California State University system-wide Evaluation of Teacher Education, the department has developed an exit survey. The exit survey will be given to new administrators identified by district superintendents. (Exit Survey Draft is attached as Appendix B.)

Evaluation Study – Urban High School Program. In May 2007, our department conducted an evaluation study of graduates from the urban high school program. A survey was sent to former graduates from cohorts in 2000, 2002, 2004, and 2006). Of the 216 candidates who were sent surveys, 168 (77.7%) responded. Candidates were asked to rate critical features of our program. (UHSP Survey attached) A copy of the entire evaluation study is in our department. Table 5 displays the most favorable responses regarding program features:

Table 5. Rank order responses (Very Satisfied/Satisfied) critical feature of program

Critical Feature of Program	Percent Very Satisfied/Satisfied
Level of empowerment of candidates as partners in leadership learning	96.3%
Quality of learning environment	94.4%
Preparing high quality educational leaders for our regional high schools who transform schooling and increase student achievement	93.9%
UHSP faculty dealing with SJSU bureaucracy and making SJSU experience user-friendly	92.1%

Department of Educational Leadership

Level of trust, acceptance and value felt as a program participant 93.9%

School teams cohorts 89.6%

n=168

As noted in Table 5, candidates reported that they were very satisfied/satisfied with their preparation for school leadership (93.9%). They appreciated the school team cohort model, a defining feature of our program. Many of the remaining highly rated factors reflect the program's use of principles of adult learning theory in the design of the program. Candidates valued being empowered in their own learning, the learning environment, and being respected as candidates. Most interesting was the candidates' appreciation for faculty's help in navigating through the SJSU bureaucracy.

II. Analysis of Candidate Assessment Data

In this section, we discuss the data displayed in Table 4:

Strengths:

- a. **Candidate performance:** An analysis of candidate performance on Assessments 1 through 6 reveals that our candidates are strongest during the last two semesters of the two-year program. This conclusion is based on the number of candidates successfully competing assessments on the first attempt.
- b. **Program effectiveness:** Candidates' success rates are highest when they have a fieldwork advisor who meets once or twice a month with the individuals or school teams. During fieldwork sessions, candidates clarify the signature assignments and are coached on the rubrics' elements for the portfolio (Assessment 5) and the Action Research Project (Assessment 6).

More candidates required a second attempt during the first year when they do not have a fieldwork advisor.

Areas for Improvement:

- a. **Candidate performance:** Candidates require additional instruction on answering the Essential Questions in EdAd 200-102. Comments made by candidates indicate that they think there is a right answer that must be given. Additional time is provided to talk about the use of Essential Questions as part of Understanding by Design unit development and as a way of determining candidates' understanding. When collecting data by using the assessment rubrics, it will be clearer which knowledge or skills candidates do not know or understand.

- b. **Program effectiveness:** Our analysis of the candidates' performance on the six key assessments suggests that the Educational Leadership program curriculum and fieldwork seem to provide the required knowledge and skills necessary for successful practice as school administrators.

The candidates' success with the signature assignment assessments offer evidence that candidates do synthesize theoretical information and translate that information into practical application at their school sites. This ensures that course content is aligned with effective practices in educational leadership and contributes to the success of the candidates.

IV. Use of Assessment Results to Improve Candidate and Program Performance

As the department receives information from the employers' and graduates' surveys, changes will be identified.

Course Offering Sequence Change

The sequence of course offerings was changed as a result of feedback received from the program evaluation essays that are a part of the Tier 1 portfolio. At the end of the 2005-2006 Academic Year, the 279 candidates consistently spoke of the many assignments that were a part of EdAd 205/206. They reported that they would be better prepared for these classes if it were offered in the fall semester (semester 3) rather than the spring semester (semester 4). In 2006-2007, the department's faculty opted to make the change in course offerings in order to improve candidate performance.

Fieldwork Sequence

Candidates complete at least two semesters of fieldwork; and the fieldwork advisor meets with candidates at their schools. The candidates' experience is reflected in the portfolio.

Changes in Collecting Data

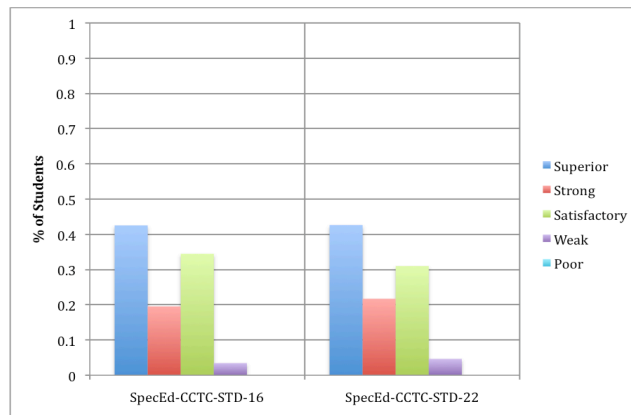
The department needs to collect data based on the candidates' assessment performance based on the assessments' rubrics rather than by the number of attempts candidates needed to pass.

Changes are also needed in the rubrics used to measure candidates' performance. Currently, three of the six assessments use a 3-point rubric which does not provide adequate information as to whether or not the candidate has the knowledge and skills being assessed.

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In 2008-2009, candidates' assessment performance will be recorded on Waypoint; this will allow us to look at individual rubric scores. The Educational Leadership program faculty members meet monthly to discuss curriculum, candidates' performance, and department issues. As we collect data based on candidate's performance for the key assessments using information from Waypoint, we will be able to analyze the knowledge and skills the candidates have and make needed revisions.

Appendix A



December 2008

Dear Superintendent:

We consistently examine our Educational Leadership program and informally receive information from our graduates. In preparation for our next accreditation report, we are required to survey employers of graduates of our Preliminary Administrative Services Credential (Tier 1) and Professional Administrative Services Credential (Tier 2) programs. We are requesting that you complete the enclosed survey. Through your participation, you will have the opportunity to shape the future the Educational Leadership program. Your input will be used to improve the quality of the leadership programs at San José State University's College of Education and the Educational Leadership program.

Completion of this survey should take approximately 20 minutes of your time. Your participation is voluntary. You may elect to participate or to withdraw from the survey at any time.

If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible.

Your responses will be completely confidential. Results will be reported only in summary form in reports, presentations, or publications. If you have any questions concerning this survey, please contact Dr. Noni Mendoza Reis at 408.924.3622 (nreis@sjsu.edu).

Sincerely,

Noni Mendoza Reis, Ed.D.
Department Chair
Educational Leadership

Department of Educational Leadership

Employer Survey

Part I. Background Information

Directions: Please complete this form; the information will be used to help describe the efficacy of our program.

1. Name of School District: _____ County _____

2. Number of graduates from SJSU Ed Leadership who are currently in administrative positions in your district:

- ___ 1-5
- ___ 5-10
- ___ 10+

3. Which positions are held by former San José State University, Educational Leadership graduates?

___ Assistant Principal How many?

___ Principal How many? _____

___ District Coordinator How many? _____

___ Other Administrative or Administrative Intern Positions How many? _____

Part II: Program Characteristics and Quality

1. Column A lists characteristics about the quality of the San José State Educational Leadership program.
2. In Column B, please rate the importance of each program characteristic by placing a “checkmark” under one of the numbers from 1 to 4.

COLUMN A	COLUMN B			
Program Characteristics and Quality	Very Important 1	Important 2	Moderately Important 3	Of Little Importance 4
1. The program’s academic reputation				
1. The reputation of the program’s faculty				
1. The size of the program				

1. The location of the program				
1. The length of the program				
1. The timing of the program's classes (program schedule)				
1. The degree program/majors available				
1. The recruitment efforts of program personnel (e.g. open houses, recruitment fairs)				
9. Other: Write below and rate				

Part III. Educational Leader Expectations

1. Column A lists characteristics about expectations for our students who expect to become school administrators or teacher leaders.
2. In Column B, please rate the importance of each characteristic by placing a “checkmark” under one of the numbers from 1 to 4.

COLUMN A	COLUMN B			
Educational Leader Expectations	Very Important 1	Important 2	Moderately Important 3	Of Little Importance 4
1. explain the political, social, historical, and philosophical structure of the American education system				
1. locate and critically interpret published research				
1. design and execute school-wide research				
1. seek and use feedback to improve leadership				
1. apply recent research in education				
1. make decisions about leading based on observation evidence				
1. make school-wide decisions based on the results of pupil assessments				

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1. lead in a high-stakes testing environment				
1. interpret and use standardized test results				
10. interpret state and federal school laws				
11. build a collaboration with families, community members, business leaders, and government officials				
12. know ways to meet the needs of individual teachers				
13. motivate the staff to participate in tasks				
14. model problem solving, conceptual understanding, and other aspects of higher-order thinking				
15. model educational technology as an instructional tool				
16. lead a staff meeting				
17. implement a school-wide change				
18. know what process to follow if a teacher in their school needs to be released				
19. Other: Write below and rate				

Part IV: Preparation for Administration

1. In Column A, please respond to questions about the Educational Leadership’s program effectiveness in preparing teachers for administrative positions.

IV.1 Promote the success of every student by facilitating a vision.	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Unprepared
	1	2	3	4	5
How prepared were SJSU Educational Leadership graduates prepared to a) collaboratively develop and implement a shared vision and mission					
How prepared were SJSU Educational Leadership graduates prepared to a) collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning					
How prepared were SJSU Educational Leadership graduates prepared to a) create and implement plans to achieve goals					
How prepared were SJSU Educational Leadership graduates prepared to a) promote continuous and sustainable improvement					
How prepared were SJSU Educational Leadership graduates prepared to a) monitor and evaluate progress and revise plans					
9. Other: Write below and rate					

IV. 2. Promote the success of every student by sustaining a conducive school culture.	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Unprepared
	1	2	3	4	5
How prepared were SJSU Educational Leadership graduates prepared to a) nurture and sustain a culture of collaboration, trust, learning, and high expectations					
How prepared were SJSU Educational Leadership graduates prepared to a) create a comprehensive, rigorous, and coherent curricular program					

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How prepared were SJSU Educational Leadership graduates prepared to a) create a personalized and motivating learning environment for students					
How prepared were SJSU Educational Leadership graduates prepared to a) supervise instruction					
How prepared were SJSU Educational Leadership graduates prepared to a) develop assessment and accountability systems to monitor student progress					
How prepared were SJSU Educational Leadership graduates prepared to a) develop the instructional and leadership capacity of staff					
How prepared were SJSU Educational Leadership graduates prepared to a) maximize time spent on quality instruction					
How important is it that our program prepares administrators to.... a) promote the use of the most effective and appropriate technologies to support teaching and learning					
How prepared were SJSU Educational Leadership graduates prepared to a) monitor and evaluate the impact of the instructional program					
IV.3. Promote the success of every student by managing a safe, efficient, and effective learning environment.	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Unprepared
	1	2	3	4	5
How prepared were SJSU Educational Leadership graduates prepared to a) monitor and evaluate the management and operational systems					
How prepared were SJSU Educational Leadership graduates prepared to a) obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources					
How prepared were SJSU Educational Leadership graduates prepared to a) promote and protect the welfare and safety of students and staff					
How prepared were SJSU Educational Leadership graduates prepared to a) develop the capacity for distributed leadership					

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How prepared were SJSU Educational Leadership graduates prepared to a) ensure teacher and organizational time is focused to support quality instruction and student learning					
f) Other: Write below and rate					

IV.4 Promote the success of every student by collaborating.	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Unprepared
	1	2	3	4	5
How prepared were SJSU Educational Leadership graduates prepared to a) collect and analyze data and information pertinent to the educational environment					
How prepared were SJSU Educational Leadership graduates prepared to a) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources					
How prepared were SJSU Educational Leadership graduates prepared to a) build and sustain positive relationships with families and caregivers					
How prepared were SJSU Educational Leadership graduates prepared to a) build and sustain productive relationships with community partners					
e) Other: Write below and rate					
IV.5. Promote the success of every student by acting with integrity.	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Unprepared
	1	2	3	4	5
How prepared were SJSU Educational Leadership graduates prepared to a) ensure a system of accountability for every student's academic and social success					

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How prepared were SJSU Educational Leadership graduates prepared to a) model principles of self-awareness, reflective practice, transparency, and ethical behavior					
How prepared were SJSU Educational Leadership graduates prepared to a) safeguard the values of democracy, equity, and diversity					
How prepared were SJSU Educational Leadership graduates prepared to a) consider and evaluate the potential moral and legal consequences of decision-making					
How prepared were SJSU Educational Leadership graduates prepared to a) promote social justice and ensure that individual student needs inform all aspects of schooling					
f) Other: Write below and rate					
IV.6 . Promote the success of every student by understanding the educational system.	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Unprepared
	1	2	3	4	5
How prepared were SJSU Educational Leadership graduates prepared to a) advocate for children, families, and caregivers					
How prepared were SJSU Educational Leadership graduates prepared to a) act to influence local, district, state, and national decisions affecting student learning					
How prepared were SJSU Educational Leadership graduates prepared to a) assess, analyze, and anticipate emerging trends and initiatives to adapt leadership strategies					
e) Other: Write below and rate					

Part V.: Preparation for Administration

**1. Column A lists characteristics that may influence where administrators decide to serve.
2. In Column B, please rate the importance of each characteristic by placing a “ checkmark “ under one of the numbers from 1 to 5.**

	Very Desirable 1	Desirable 2	No Preference 3	Not Very Desirable 4	Not at all Desirable 5
a) High salary					
a) Good benefits (health, dental, and life insurance)					
a) A school near my home					
a) A school in an urban environment					
a) A school in a suburban environment					
a) A school in a rural area					
a) A private school					
a) A public school					
a) A charter school					
a) A school where students speak many languages					
a) A school where students are racially diverse					
a) A school that serves students from low-income backgrounds					
a) A school that is high achieving					
a) Other (Identify)					

Part VI: General Questions

VI1. Technology: New administrators have the technology skills needed for their leadership roles. (Circle One)

Strong Agree

Agree

Disagree

Strongly Disagree

VI2: Based on your recent experience with the San José State University's Educational Leadership program, what two or three specific changes would you recommend be made to the program?

1.

2.

3.

VI 3: Based on your experience, which of the following do you think has the most influence on leadership development?

Please rank in order of importance with a 1, 2, 3 (1 = most important, 2=somewhat important, 3=least important)

___ Leadership Preparation Program coursework

___ Leadership Preparation Fieldwork

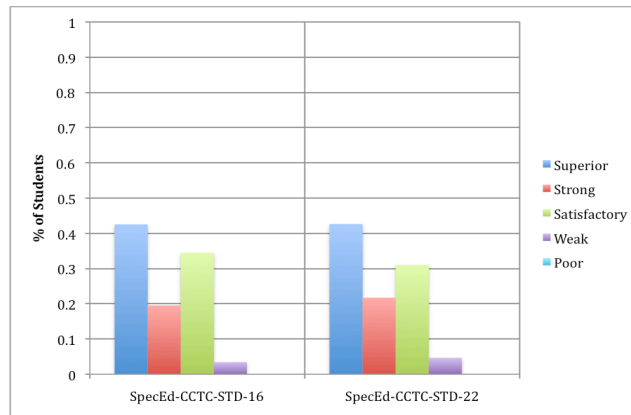
___ Previous experiences with exemplary school leaders

Comments:

Is there anything else you would like to share?

Thank you for your responses. Please used the addressed envelope to return the survey.

Appendix B



December 2008

Dear Educational Leadership Alumni:

We consistently examine our Educational Leadership program and informally receive information from our graduates. In preparation for our next accreditation report, we are required to survey graduates of our Preliminary Administrative Services Credential (Tier 1) and Professional Administrative Services Credential (Tier 2) programs. We are requesting that you complete the enclosed survey. Through your participation, you will have the opportunity to shape the future the Educational Leadership program. Your input will be used to improve the quality of the leadership programs at San José State University’s College of Education and the Educational Leadership program.

Completion of this survey should take approximately 20 minutes of your time. Your participation is voluntary. You may elect to participate or to withdraw from the survey at any time.

If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible.

Your responses will be completely confidential. Results will be reported only in summary form in reports, presentations, or publications. If you have any questions concerning this survey, please contact Dr. Noni Mendoza Reis at 408.924.3622 (nreis@sjsu.edu).

Sincerely,

Noni Mendoza Reis, Ed.D.

Department of Educational Leadership

Employee/Graduate Survey

Part I. Background Information

Directions: Please complete this form; the information will be used to help describe the efficacy of our program.

4. Name of School District: _____ County _____

2. How many years have you been an administrator (include any time as an Administrative Intern)? _____

3. Which position do you currently hold?

___ Assistant Principal

___ Principal

___ District Coordinator

___ Other Administrative or Administrative Intern Positions

4. What other positions have you held in education? (eg. teacher)

Position: _____

School _____ District _____ Grades taught _____ #years _____

Position: _____

School _____ District _____ Grades taught _____ #years _____

Part II: Program Characteristics and Quality

1. Column A lists questions about the general quality of the San José State University Educational Leadership program, in preparing you as a school administrator for your district.
2. **In Column B, please rate the importance of each program characteristic by placing a “checkmark” under one of the numbers from 1 to 5.**

IIa. Program Quality How important were the following in your decision to attend this leadership program?	Column B				
	Very Important	Important	Moderately Important	Of Little Importance	Unimportant
	1	2	3	4	5
a) The program’s academic reputation					
a) The reputation of the program’s faculty					
a) The size of the program					
a) The location of the program					
a) The length of the program					
a) The timing of the program’s classes (program schedule)					
a) The degree program/majors available					
a) The recruitment efforts of program personnel (e.g. open houses, recruitment fairs)					
a) Other					

IIb. Program Faculty How did the program faculty prepare you to be a new administrator?	Column B				
	Very Important	Important	Moderately Important	Of Little Importance	Unimportant
	1	2	3	4	5
a) Availability outside of class for conferences, meetings, and/or advising sessions					
a) Enabled students to evaluate and reflect upon practice to improve instruction					

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a) Assess personal progress in relation to professional standards for specific, well-defined skills, dispositions, and understandings associated with good teaching.					
a) Use “real-life” leadership strategies such as case studies, simulations, and videos					
a) Structure of courses around real problems of leadership and management					
a) Other					

IIc. Education Leader Expectations When you obtained your first administrative position, how confident were you that you could explain the political, social, historical, and philosophical structure of the American education system	Column B				
	Completely Confident 1	Very Confident 2	Somewhat Confident 3	Not at all Confident 4	I do not know what this means 5
a) locate and critically interpret published research					
a) handle uncertainty by posing questions and seeking the best solution to problems based on evidence					
a) design and execute school-wide research					
a) seek and use feedback to improve leadership					
a) apply recent research in education					
a) make decisions about leading based on observation evidence					
a) make school-wide decisions based on the results of pupil assessments					
a) lead in a high-stakes testing environment					
a) interpret and use standardized test results					
a) interpret state and federal school laws					

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a) build a collaboration with families, community members, business leaders, and government officials					
a) know ways to meet the needs of individual teachers					
a) motivate the staff to participate in tasks					
a) model problem solving, conceptual understanding, and other aspects of higher-order thinking					
a) model educational technology as an instructional tool					
a) lead a staff meeting					
a) implement a school-wide change					
a) know what process to follow if I believe a teacher in my school needs to be released					
a) Other					

Part III. Educational Leader Expectations – Preparation for the Profession

3. Column B lists characteristics about expectations for our students who expect to become school administrators and/or teacher leaders.
4. In Column C, please rate the importance of each characteristic by placing a “checkmark” under one of the numbers from 1 to 4.

IIIa. Promote the success of every student by facilitating a vision.	Column C				
	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Not Prepared
	1	2	3	4	5
a) How well did the program prepare you to.... collaboratively develop and implement a shared vision and mission					
a) How well did the program prepare you to.... collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning					
a) How well did the program prepare you to.... create and implement plans to achieve goals					
a) How well did the program prepare you to.... promote continuous and sustainable improvement					

Department of Educational Leadership

a) How well did the program prepare you to.... monitor and evaluate progress and revise plans					
a) Other					

IIIB. Promote the success of every student by sustaining a conducive school culture.	Column C				
	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Not Prepared
	1	2	3	4	5
How well did the program prepare you to....					
a) nurture and sustain a culture of collaboration, trust, learning, and high expectations					
a) create a comprehensive, rigorous, and coherent curricular program					
a) create a personalized and motivating learning environment for students					
a) supervise instruction					
a) develop assessment and accountability systems to monitor student progress					
a) develop the instructional and leadership capacity of staff					
a) promote the use of the most effective and appropriate technologies to support teaching and learning					
a) monitor and evaluate the impact of the instructional program					
a) Other					
IIIc. Promote the success of every student by managing a safe, efficient, and effective learning environment.	Column C				
	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Not Prepared
	1	2	3	4	5

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How prepared were you as a new administrator to ... a) monitor and evaluate the management and operational systems					
How prepared were you as a new administrator to ... b) obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources					
How prepared were you as a new administrator to ... c) promote and protect the welfare and safety of students and staff					
How prepared were you as a new administrator to ... c) develop the capacity for distributed leadership					
How prepared were you as a new administrator to ... c) ensure teacher and organizational time is focused to support quality instruction and student learning					
Other					
IIIId. Promote the success of every student by collaborating.	Column C				
	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Not Prepared
	1	2	3	4	5
How prepared were you as a new administrator to ... a) collect and analyze data and information pertinent to the educational environment					
How prepared were you as a new administrator to ... a) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources					
How prepared were you as a new administrator to ... a) build and sustain positive relationships with families and caregivers					

Department of Educational Leadership

How prepared were you as a new administrator to ... a) build and sustain productive relationships with community partners					
Other					
IIIe. Promote the success of every student by acting with integrity.	Column C				
	Very Well Prepared 1	Well Prepared 2	Adequately Prepared 3	Minimally Prepared 4	Not Prepared 5
How prepared were you as a new administrator to ... a) ensure a system of accountability for every student's academic and social success					
How prepared were you as a new administrator to ... a) model principles of self-awareness, reflective practice, transparency, and ethical behavior					
How prepared were you as a new administrator to ... a) safeguard the values of democracy, equity, and diversity					
How prepared were you as a new administrator to ... a) consider and evaluate the potential moral and legal consequences of decision-making					
How prepared were you as a new administrator to ... a) promote social justice and ensure that individual student needs inform all aspects of schooling					
Other					

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III.f. Promote the success of every student by understanding the educational system.	Column C				
	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Not Prepared
	1	2	3	4	5
How prepared were you as a new administrator to ... a) advocate for children, families, and caregivers					
How prepared were you as a new administrator to ... a) act to influence local, district, state, and national decisions affecting student learning					
How prepared were you as a new administrator to ... a) assess, analyze, and anticipate emerging trends and initiatives to adapt leadership strategies					
Other					

III.f. Lead through a lens of equity and social justice.	Column C				
	Very Well Prepared	Well Prepared	Adequately Prepared	Minimally Prepared	Not Prepared
	1	2	3	4	5
How prepared were you as a new administrator to ... A) recognize and act upon educational inequities at an institutional level? (eg. district, school, classrooms)					
How prepared were you as a new administrator to ... B) recognize and address issues of cultural proficiency both for yourself the teachers on your staff?					
Other comments:					

Part IV: Future Plans

How desirable are the following characteristics when you think about where your administrators decide to serve?

	Very Desirable	Desirable	No Preference	Not Very Desirable	Not at all Desirable
a) High salary					
a) Good benefits (health, dental, and life insurance)					
a) A school near my home					
a) A school in an urban environment					
a) A school in a suburban environment					
a) A school in a rural area					
a) A private school					
a) A public school					
a) A charter school					
a) A school where students speak many languages					
a) A school where students are racially diverse					
a) A school that serves students from low-income backgrounds					
a) A school that is high achieving					
a) Other (Identify)					

Part V : General Questions

V.A. Technology: You were adequately prepared with the technology skills needed for your leadership roles. (Circle One)

Strong Agree

Agree

Disagree

Strongly Disagree

V.B. Based on your recent experience with the San José State University's Educational Leadership program, what two or three specific changes would you recommend be made to the program?

1.

2.

3.

V.C. Which of the following do you think had the most influence on your leadership development?

Please rank in order of importance with a 1, 2, 3 (1 = most important, 2=somewhat important, 3=least important)

___ Leadership Preparation Program coursework

___ Leadership Preparation Fieldwork

___ Previous experiences with exemplary school leaders

Comments:

Is there anything else you would like to share?

Thank you for your participation. Please use the addressed envelop to return the survey.

Attachments

Urban High School Program Evaluation Questionnaire Spring 2007

As you remember, there are **three parts** to the end of semester **assessment of mastery**. Part one is your team’s exhibition. Part two is your response to the essential questions. Both of these are designed to allow you to demonstrate mastery of Program Standards using their rubrics (What would that look like?). While we think we have touched all five Program standards, our focus this semester has been on standards:

- **#5 Inquiry, Research, Learning & Reflective Practice**
- **#2 Building Equity in Diverse Communities**

This is the third part. It is your opportunity to inform us of our mastery in facilitating your growth.

Part I -What has worked for you in facilitating your growth?

Standard #5: Inquiry, Research, Learning & Reflective Practice

The educational leader who promotes the success of all candidates will be well grounded (attitudes, learning, reflection, insight, action, experience, impact) in his/her own knowledge of learning by utilizing cycles of inquiry, research, reflective practice which demonstrate a personal code of ethics, productive habits of mind, understanding the impact of attitudes and perceptions in creating positive learning environments, promoting multiple methods and structures that support knowledge (acquiring, integrating, assessing, supporting, extending and refining), and creating varying approaches to schooling which promotes using knowledge and data meaningfully to improve teaching and learning.

	Low				High
How well did we prepare you to meet this standard? 1	2	3	4	5	
What strategies worked best?					
Direct Instruction (us telling you)	1	2	3	4	5
Readings	1	2	3	4	5
Working with your school team	1	2	3	4	5
Working in other groups (Max-mix, Home Rm)	1	2	3	4	5
Guests (speakers, panels, other)	1	2	3	4	5
Journals and other writing	1	2	3	4	5
Field work and/or interaction back at school	1	2	3	4	5

Standard #2: Building Equity in Diverse Communities

The educational leaders who promote the equity, respect and success for all within a diverse community will possess a deep and growing understanding of all facets and values of the diversity within the school community. The leader will be skilled and knowledgeable in inclusive processes to tear down barriers and take positive action to achieve equity, respect and success for all. The leader will take daily action with an ever growing constituency to create a more equitable, respectful and successful community. The leader will maintain data around the work and use it as part of on-going improvement cycles.

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	Low				High
How well did we prepare you to meet this standard? 1	2	3	4	5	
What strategies worked best?					
Direct Instruction (us telling you)	1	2	3	4	5
Readings	1	2	3	4	5
Working with your school team	1	2	3	4	5
Working in other groups (Max-mix, Home Rm)	1	2	3	4	5
Guests (speakers, panels, other)	1	2	3	4	5
Journals and other writing	1	2	3	4	5
Field work and/or interaction back at school 1	2	3	4	5	

Part II -Longitudinal Evidence of UHSL Program Growth

This is the ninth year of the UHSLP. We have kept longitudinal evidence of success using the following questions for all 9 years.

		Low/Inappropriate				High
1) The worthiness and importance of course content		1	2	3	4	5
2) Overall effectiveness of delivery of instruction	1	2	3	4	5	
3) Timeliness and depth of feedback on student work		1	2	3	4	5
4) Quality of learning environment	1	2	3	4	5	
5) Level of empowerment of candidates as partners in learning	1	2	3	4	5	
6) The value of UHSL Program Standards and assessment and accountability toward them		1	2	3	4	5
7) Level of appropriateness of UHSLP structure (depth, organization, breadth)	1	2	3	4	5	
8) Effectiveness of UHSLP in facilitating growth in transformational leaders	1	2	3	4	5	
9) Effectiveness of UHSLP in providing ‘nuts and bolts’ in managing schools	1	2	3	4	5	
10) Effectiveness of UHSLP in facilitating habits of mind		2	3	4	5	
11) The level of trust, acceptance & value felt as a program participant		1	2	3	4	5

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12) The significance of working in school teams	1	2	3	4	5	
13) Significance of Home Rooms by Professors	1	2	3	4	5	
14) Extent to which you knew what was expected and when and how and your role	1	2	3	4	5	
15) Quality and quantity of speakers	1	2	3	4	5	
16) Level of your commitment to UHSL Program.	1	2	3	4	5	
17) Fieldwork experience and goals	1	2	3	4	5	
18) Level of workload and expectations						
a) Readings		1	2	3	4	5
b) Journal Writing		1	2	3	4	5
c) Max/Mix team work in class		1	2	3	4	5
d) Team work		1	2	3	4	5
e) Field work	1	2	3	4	5	
f) Essential Questions/Enduring Understandings.	1	2	3	4	5	
g) Exhibition of growth		1	2	3	4	5

What instructional strategies and actions enabled you to learn best in understanding leadership?

What specifically made you stretch as a learner and leader?

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What would you offer as suggestions for improvement or enhancement of the program?

If you could change one aspect of the class, what might that be and why?

What overall comments about the UHSLP do you have to offer?

Department of Elementary Education

Institution: San José State University

Date report is submitted December 15, 2008

Date of last Site Visit March 2003

Program documented in this report:

Please complete information below for your program(s)

Department of Elementary Education

Credential awarded Multiple Subject

Is this program offered at more than one site? Yes No

If yes, list all sites at which the program is offered:

Program Contact: Andrea Whittaker

Phone # (408) 924-3751

E-Mail Andrea.Whittaker@sjsu.edu

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name: _____

Phone # _____

E-mail _____

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

Table 1: Number of Program Candidates Enrolled

Program Option	Fall 2006	Spring 2007	Fall 2007	Spring 2008
“Flexible”	273	338	371	377
SUP Internship (fulltime)	59	59	62	62
TE Collaborative (partial intern)	22	22	17	17
Middle Level Emphasis	23	28	32	42
BCLAD	45	24	39	19
Critical Research Academy (MA option post credential completion)	26	24	29	26

Table 2: Number of Program Completers³

Program Option	Fall 2006	Spring 2007	Fall 2007	Spring 2008
“Flexible”	62	105	76	82
SUP Internship (fulltime)	0	28	0	31
TE Collaborative (partial intern)	0	22	0	17
Middle Level Emphasis	0	12	0	20
BCLAD	11	10	12	7
Critical Research Academy (MA option post credential completion)	0	24	0	26
Total	73	201	88	183

³ The Program completers for a given term and year in Table 2 are not necessarily the same individuals as those enrolled in the programs from Fall 2006 to Spring 2008. At this time, we do not yet have a system that tracks candidates from admission through program completion. Tables 1 and 2 display the program’s capacity in serving enrolled students and the number of credential candidates it produces each term regardless of when individual students begin the program. In most program options, some candidates choose to spread their coursework out over 3 or more terms.

- **Provide a brief description of the program options offered and the type of environments in which our candidates tend to do their field work or the students/clients they serve.** See Table 3 below
- **Describe other significant contextual factors (e.g., one year program, cohorted program, all field-based, etc.) that may affect the experience and/or preparation of the candidates and completers.** See Table 3 below

Table 3: Program Option Features

Program Option	Cohort only	S c h o o l University Partnership	Types of Schools/ Clients Served	Special Focus
“Flexible”			Urban and suburban; Low-income schools predominantly	Allows candidates flexibility in timeline. Ideal for working professionals or re-entry students
SUP Internship (fulltime)	X	X	Urban and suburban; Low-income schools predominantly	Two-year internship. Ideal for those with teaching experience
TE Collaborative (partial intern)	X	X	Urban and suburban; Low-income schools predominantly	One-year program. Candidates are paid by district as subs one day each week.
Middle Level Emphasis	X	X	Urban and suburban; Low-income schools predominantly	Focus on young adolescent learners. Most candidates add subject matter authorization or SS to MS credential.
BCLAD			Bilingual classrooms Urban and suburban; Low-income schools predominantly	Requires Spanish language and cultural proficiency. Two courses taught in Spanish
Critical Research Academy (MA option post credential completion)	X	X	Urban; Low-income schools	Emphasis on critical theory applications in high needs schools.

- **Provide background about significant changes, deletions or innovations in the program since the last program document was approved.**

The Middle Level Emphasis program was initiated in the Fall of 2004 with the first “cohort” of eight students completing in Fall 2005. The program has 48 enrolled in Fall 2008. Candidates experience the same required courses as other MSCP students. Special sections of designated courses (EDTE 162 and 246, EDEL 102, 103, 108A, and 143A/B) are taught with attention to the full K-8 spectrum and with the MLE emphasis on young adolescent learners and instructional practices suited to teaching in grades 5-8. Most candidates leave the program with an introductory subject matter authorization (32 units of content), a foundational credential (math or science) or a full single subject credential in addition to a multiple subjects credential so they are NCLB compliant for teaching above grade six. Candidates complete all program assessments as per the multiple subject credential. Student teaching and pre-professional experience represent the full K-8 spectrum and intensive experiences in 5-8 classrooms.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

II. Candidate Assessment/Performance and Program Effectiveness Information

- a. This report will focus on two key assessments that are currently used to make critical decisions about candidate competence prior to being recommended for a credential, including the summative evaluation of student teaching and the PACT Teaching Event. Note that archival data for these assessments does not yet represent the total population of candidates completing the program for the period under review. Nor do these data sources represent the full array of assessment practices currently under development and in use across program options. Additional data sources and a description of their use in the program is found in the table below (transition point assessments) and in the attached Appendix A (embedded signature assessments). By the time of the full program review in 2010, a more complete assessment system will be in place along with candidate data for analysis. Table 4 below provides additional details about the nature of each key assessment.

Table 4: Overview of Key Assessments

Assessment Tool	Type of Assessment (formative/summative)	When administered	Details about Administration	CCTC Standards
Data Available for this Report				
Final field experience evaluation	Summative (same form is used formatively during initial field experience)	End of final semester of clinical/field experience	35 item student teaching evaluation (organized by CSTP domains) with a 4 point rubric completed by supervisor and/or trained collaborating teacher. Some TPEs are assessed with more than one item.	All TPEs
PACT Teaching Event (Literacy)	Summative	End of final semester of clinical/field experience	Supported by field supervisors and scaffolded by methods and foundations classes prior to student teaching. Five interrelated tasks are scored with 12 rubrics = Planning (3), Instruction (2), Assessment (3), Reflection (2) and Academic language (2) aligned with key elements from the TPEs. Each rubric has four levels. Scoring by all program faculty and school partners is proposed.	All TPEs (will limited attention to 11-13)

Transition Point Assessments in Progress – Data to be available at time of Program Review				
Tool	Type	When administered	Details about Administration	CCTC Standards
Language Demands ESA	Formative	Prior to beginning a field placement	Assignment in language acquisition course. Requires candidates to identify language demands in a lesson plan and modify to suit ELLs with varied needs	Focus on TPE 7 with attention to 1, 4, 8 and 9
Coaching Cycle (ESA)	Formative	At transition from first to second semester of student teaching	Candidates plan, teach and evaluate a two-lesson sequence (in the subject area of their choice) using PACT-alike prompts. Supervisors provide feedback using modified PACT rubrics on planning, assessment, and academic language.	TPEs 1-9, emphasis on 2 and 3
Math “mini” PACT (ESA)	Summative (also formative feedback prior to Teaching Event)	Prior to program exit (varies by program option – usually prior to summative PACT Teaching Event)	Embedded in the math methods course (EDEL 108D), candidates plan a mini-unit of instruction emphasizing strategies for supporting students’ mathematics learning and developing academic language. Plans also include attention to formative assessment while teaching (progress monitoring). Instructors score and provide feedback using a combination of PACT and program developed rubrics.	TPEs 1-9 with emphasis on 8, 9 and 7
Science “mini” PACT (ESA)	Summative (also formative feedback prior to Teaching Event)	Prior to program exit (varies by program option – usually prior to summative PACT Teaching Event)	Embedded in the science methods course (EDEL 108B), candidates plan and teach a science lesson and analyze a videotape of the lesson for students’ “intellectual engagement” and “monitoring student learning while teaching”. Instructors score and provide feedback using a combination of PACT and program developed rubrics.	Emphasis on TPEs 1, 2, 4-6, and 8-9

Social Science “mini” PACT (ESA)	Summative (also formative feedback prior to Teaching Event)		Embedded in the social science methods course (EDEL 108C), candidates plan a series of lessons around a “big idea” aligned with grade level content standards. Plans include a rationale addressing how instructional strategies and assessment practices meet the diverse needs of students. Instructors score and provide feedback using a combination of PACT and program developed rubrics.	TPEs 1-9 with emphasis on 8, 9
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Program Completer Performance on Program Standards

As summarized in Table Two, our program had 201 Program Completers in Spring 2007 and 183 Program Completers in Spring 2008. In Table Five below, we summarize the data related to completer performance as measured by the two key assessments detailed in Table Two. In addition, a narrative elaborating results for each is found below. Additional tables and figures depicting these results are found Appendix B.

Table 5: Aggregate Data on Completer Performance

Assessment Tools	Spring 2007	Spring 2008
Summative Evaluation Form		
Percentage of Program Completers at Each Performance Level (across all TPEs)		
Exceeds Standard	16%	14%
Meets Standard	65%	57%
Emerging Competency	19%	28%
Does not meet Standard	<1%	1%
	N=112	N=128
PACT Teaching Event		
(Random Sample)		
Percentage of Candidates at each score level (average score across all tasks and rubrics)		
Exceeds Standard (exceptional = 4)	3% (N=1)	0% (N=0)
Exceeds Standard (strong = 3)	3% (N=1)	32% (N=8)
Meets Standard (adequate = 2)	72% (N=23)	64% (N=16)
Does not meet Standard (1)	22% (N=7)	4% (N=1)
	N=32	N=25

Summative Evaluation Results

A summative evaluation of candidate teaching performance is conducted by university field supervisors, candidates and cooperating teachers at the midpoint and end of the candidates' final field experience rating their level of readiness for teaching using a four-point scale (1= ineffective, 2= progressing, 3= effective, and 4= highly effective). Level 3 (effective) is defined as "ready to teach in one's own classroom within a supportive BTSA program for induction". The 35 items on the evaluation are mapped to the Teaching Performance Expectations; and in the current version many items address more than one TPE. The analysis of ratings aggregated all items by their associated TPEs. Overall results for the final ratings (made by field supervisors only) are depicted in Table 5 above and reveal that 84% of rated candidates met or exceeded the "effective" rating in 2007 and 71% in 2008.

Results by individual TPE are found in Appendix B and described briefly here. Figure 1 displays frequency of ratings (as stacked bar charts) by TPE for 2007 and Figure 2 shows those for 2008. The highest percentages of candidates meeting or exceeding the "effective" rating in both 2007 and 2008 were found for TPE 12 (professional/legal responsibilities; Mean 2007 = 94%, Mean 2008 = 88%), TPE 13 (professional growth; Mean 2007 = 86%, Mean 2008 = 77%), and 11 (social environments; Mean 2007 = 84%, and Mean 2008 = 74%). TPEs 5 (student engagement; Mean 2007 = 83% and Mean 2008 = 72%) and TPE 4 (making content accessible; Mean 2007 = 82% and Mean 2008 = 70%) also had higher ratings both years. The lowest ratings in 2007 and 2008 were for TPE 2 (monitoring student learning; Mean 2007 = 73% and Mean 2008 = 63%) and TPE 7 (instruction of English Learners; Mean 2007 = 74% and Mean 2008 = 64%). TPE 10 (instructional time; Mean 2007 = 77% and Mean 2008 = 67%), TPE 3 (interpreting and using assessments; Mean 2007 = 77% and Mean 2008 = 69%) and TPE 8 (learning about students; Mean 2007 = 81% and Mean 2008 = 66%) were also relatively lower both years.

Results for 2008 were consistently lower across all TPEs. A careful look at the raw data revealed that all supervisors in one program option consistently misinterpreted the meaning of the scale and rated their competent candidates with level "2" (progressing) rather than level "3" (effective). Implications of this discovery are discussed in the next steps section of this report.

PACT Teaching Event Results

The PACT Teaching Event was piloted with all program completers beginning in Spring 2007. As a result of limited funding and the CSU moratorium on full implementation, Teaching Events were not fully scored. All candidates were provided with feedback from their field supervisors on three selected PACT rubrics. A small random sample of Teaching Events (representative of all program options) was fully scored by program faculty (tenure track and supervisors) for program evaluation purposes in Spring 07 and Spring 08. Faculty received a condensed one-day scorer training (including examination of state benchmark papers) and each independently scored one Teaching Event. Faculty were paid for their time using funds from an external grant. The scoring sessions were debriefed and patterns of results were discussed in order to inform program curriculum, instruction and assessment revisions. Results presented here

represent only the small sample and limited scorer training, but provide helpful direction for program renewal.

As can be seen in Table 5, program completers received higher PACT rubric in 2008 than in 2007. During the first pilot year, candidates had limited support from supervisors, as many were unfamiliar with expectations, task prompts and scoring rubrics. The increase in number of candidates scoring an average of “two” or higher during the second year suggests more appropriate alignment of coursework and assessment throughout the program. A closer look at candidate performance by Teaching Event dimensions (Planning, Instruction, Assessment, Reflection and Academic Language), reveals substantial increases in average scores across every PACT rubric from 2007 to 2008. Figures A-E in Appendix B depict average scores for each rubric dimension by year.

While average scores in 2007 were just above “two” for all three Planning rubrics and one for Instruction (intellectual engagement, mean = 2.031) all other rubric dimensions were scored below “two” -- Instruction (monitoring student learning while teaching, mean = 1.813), Assessment (analysis of student work, mean = 1.844; and using assessment results to plan, mean = 1.844), Reflection (theory/practice connections, mean = 1.813; and next steps for instruction, mean = 1.563) and Academic Language (addressing language demands, mean = 1.750; supporting academic language development, mean = 1.844). Despite higher scores overall in 2008, a similar pattern of results reveals that candidates excelled with Planning (average scores range from 2.333 for designing assessments to 2.533 for making content accessible), yet continued to do less well in Instruction (monitoring student learning while teaching, mean = 2.200), Assessment (analysis of student work, mean = 2.267 and using assessment results to plan, mean = 2.133), and Academic Language (addressing language demands, mean = 2.000; supporting academic language development, mean = 2.067). In contrast to 2007, candidates’ performance in the area of Reflection was stronger compared to other dimensions (theory/practice connections, mean = 2.400; and next steps for instruction, mean = 2.400). Analysis of candidate Teaching Event work samples and ongoing faculty discussion has led to the development of embedded signature assessments that will allow candidates to develop and fine-tune areas of both strength and need.

b. Additional information about candidate and program completer performance

In addition to the two key assessments used to evaluate completer performance already reported above, we also use: (1) an exit survey for candidates and (2) an employer and graduate survey. Both surveys are conducted and summarized by the CSU Chancellor’s Office. The employer survey provides comparison data with the overall CSU as a system. Recent results for each are presented below.

Exit Survey The exit survey conducted and summarized by the CSU Chancellor’s Office is required for all program completers and the most recent results from academic year 2007-2008

are presented here (N= 210). The respondents include those finishing in Fall 2007 and Spring 2008. The survey includes sections addressing candidate demographics, preparation to teach, value and helpfulness of instruction, program elements, and open-ended items for qualitative comments. Results are reported as percentages of respondents at each level of item scales. Appendix C includes slides of a PowerPoint presentation used to summarize the results⁴ of the survey for faculty at a department meeting in Fall 2008. As noted on slide #6, 67% of respondents claimed that they “learned a lot... The program contributed in important ways to my teaching this year”, while another 30% claimed they “learned quite a bit...The program included a lot of material that has not been helpful.” The remaining four percent felt that the program had “little substance” or had been a “waste of time”. While this overall satisfaction item clearly has some issues in wording and design, it does reveal that two thirds of our program completers were very satisfied with their preparation and nearly another third were mostly satisfied.

Likert scale items on preparation, value of instruction and program elements were examined by our department using an 85% rule. If 85% or more candidates responded at the top two levels in the scale (“well prepared to begin” or “adequately prepared”; “very helpful” or “somewhat”) then the item area was viewed as a strength. It should be noted that for 43 items (of 72), the top level was selected by 60-85% of respondents and for all items more respondents picked the top level in larger numbers than the second level. The five items with the highest percentage of respondents selecting the top rating for preparation, value/helpfulness and program elements are displayed below in Table 6.

**Table 6: Top Rated Exit Survey Items by TPE/Program Standard
Spring 2008**

Preparation Items	Well Prepared	Adequately Well Prepared	Somewhat or not at all	Related TPE
...to prepare lesson plans and make prior arrangements for students’ class activities	73%	21%	3%	TPE 9 Instructional Planning
...to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth	73%	22%	2%	TPE 13 Professional Growth
...to create an environment that supports language use, analysis, practice and fun.	72%	24%	4%	TPE 11 Social Environment

⁴ Note that the summary of results provided to faculty emphasized program weaknesses. Program strengths were not presented. The “85%” decision rule was used to focus on issues needing to be addressed.

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...to organize and manage a class or group of students for instructional activities	71%	23%	3%	TPE 9 Instructional Planning
...to learn about my students' interests and motivations and teach accordingly	71%	20%	5%	TPE 8 Learning about Students

Value/Helpfulness Items	Very	Somewhat	A Little or Not at All	Related Program Standard
My supervised teaching experiences in K-12 schools	83%	13%	4%	Standard 14
My field work (e.g., school visits, observations...)	78%	18%	5%	Standard 14
Guidance and assistance from supervising teachers in K-12 schools	77%	18%	5%	Standard 14 and 15
CSU courses about the content that I taught in mathematics	76%	16%	8%	Standard 8A
Instruction in the teaching of history-social studies in grades K-8	74%	23%	3%	Standard 8A
Program Elements	True	Mostly True	Somewhat or not True	
I taught in a least one school that was a good environment for practice teaching and for reflecting on how I was teaching pupils	85%	11%	5%	Standard 14 and 15
I felt welcomed by the staff in the school(s) in which I was placed	73%	18%	5%	Standard 14 and 15
During the teaching credential program I developed valuable relationships and felt a sense of community with my peers	69%	19%	2%	Standard 16
My cooperating teacher(s) frequently observed my teaching, met with me and offered useful advice about my teaching	68%	20%	11%	Standard 14 and 15
At each stage of the credential program, I felt ready to assume a little more responsibility for K-12 instruction	68%	21%	11%	Standard 16

While not in the top five, ratings for all items related to subject matter preparedness in the “big four” subject areas of language arts, mathematics, science and social studies indicated that candidates were very satisfied about their readiness to teach these subject areas. For example, when asked about their preparedness to teach language arts, 65% reported they were well prepared and 32% said adequately well prepared; and 71% reported the instruction they received

for teaching language arts was very valuable with another 21% claiming it was somewhat valuable. Similar yet slightly lower ratings were found for science and social studies; math results were even higher (as noted above). Clearly, SJSU candidates perceive their pedagogical preparation for these subjects as satisfactory.

If more than 11-15% of the total respondents selected the two lower levels of the ratings scale then the item area was considered a weakness. Appendix C includes PowerPoint slides summarizing areas of weakness (see slide numbers 7-9 and 11). These include supporting English learners, health education, mainstreaming, using technology, and curriculum areas outside the big four (dance, music, art and physical education). Gaps in the program in the areas of health and mainstreaming may be attributed to the fact that until 2008, most candidates took courses with these foci through the UC extension program and not on our campus. For those who took the mainstreaming course on our campus, it was offered via our special education department. Currently, dance, art, music and physical education receive limited attention in the program. These curriculum areas and technology use are areas for future curriculum revision.

Open-ended questions were analyzed for themes; they too reveal that candidates are relatively satisfied with their experience in our program. As noted in slide #12, and consistent with survey item results, 87% of respondents found their student teaching experiences to be most helpful and 20% mentioned peer relationships. About 16% of respondents cited the PACT Teaching Event as least helpful and other small percentages named various foundations courses (language acquisition and multicultural foundations) and the classroom management course as least useful (see slide #13). Lastly, a large percentage of open-ended comments (see slide 14) addressing program changes (42 of 174) focused on the PACT Teaching Event including workload, redundancy and needing better support from field supervisors. As partial explanation, the Exit survey was conducted the same week that candidates' Teaching Events were due, perhaps biasing responses.

Employer and Graduate Survey Results for the CSU administered employer survey were received by our department very recently (mid November 2008) and our faculty have just begun to review the findings and draw conclusions about our graduates for the period of this review. To summarize briefly, on virtually every dimension assessed and for each composite group, our candidates were rated as less well prepared than the CSU system on average; and these ratings seem to have declined across the past six years. In contrast to the Exit Survey wherein program completers rated their preparation fairly high, graduates from 06-07 and previous, as well as their supervising employers, provide lower ratings for preparedness. For example, as seen in the Table 7 below, the overall effectiveness rating from supervisors of SJSU graduates from 01-02 to 06-07 shows a sharp decline from 38% and 42% well prepared in 01-02 and 02-03 respectively, down to only 28% in 06-07. Ratings from supervisors at the CSU-wide level appear to be more stable over this time.

Table 7: CSU Employer Survey Ratings of Candidate Effectiveness

All Campuses versus SJSU

Supervisory Employer Ratings for Overall Effectiveness	Well Prepared	Adequately Well Prepared	Somewhat Prepared	Not at All Prepared
System 01-02	41%	39%	17%	2%
System 02-03	39%	41%	17%	3%
System 03-04	43%	38%	17%	3%
System 04-05	44%	37%	16%	4%
System 05-06	42%	38%	17%	3%
System 06-07	43%	39%	15%	3%
SJSU 01-02	38%	38%	21%	3%
SJSU 02-03	42%	32%	22%	4%
SJSU 03-04	31%	40%	25%	4%
SJSU 04-05	36%	34%	27%	4%
SJSU 05-06	36%	38%	22%	4%
SJSU 06-07	28%	44%	22%	6%

Similar results were found for most areas assessed. Consistent with the Exit Survey results, support for English Learners was particularly weak, along with meeting the instructional needs of students with special needs, and identifying resources for at risk children and families. Areas of relative strength include preparation to teach social studies and science in K-8 classrooms. Figures 1-5 in Appendix D display these results.

III. Analysis of Candidate Assessment Data

In this section, we summarize the data displayed in Table Five and the additional data that was summarized in Section IIb and presented in the Tables and Figures in Appendices B, C and D. We focus our discussion on the strengths and areas for improvement revealed by the analysis of these data.

Strengths:

- a. Candidate performance: A consistent pattern of strengths is revealed by the two performance oriented data sources (summative evaluation and PACT Teaching Event). Across both measures candidates appear to be strong in reflecting on professional growth (TPE 13), making content accessible (TPE 4), and engaging students in learning (TPE 5). In addition, planning (TPE 9) was found to be a strength across two years of data from the PACT Teaching Event and in the CSU Exit survey in 2008. Creating

social learning environments⁵ (TPE 11) was also strong in the summative evaluation and exit survey results. In addition, exit survey results demonstrate strong ratings of candidates' field experiences, quality of cooperating teachers, and relationships with colleagues in the field as well as peer relationships/networking (Program Standards 14 and 15). Lastly, both the employer survey and exit survey reveal relative strengths for pedagogical preparation (Program Standard 8A) in social studies and science, and in the case of the exit survey, language arts and mathematics.

b. Program effectiveness: Given the strengths cited above, there are several program features that are likely to support candidates' performance and perceptions in these areas. First and foremost, the program methods courses seem to be doing a relatively good job in helping candidates know how to plan instruction that is both accessible and engaging. Strong ratings for candidates' knowledge about creating positive social environments is a new finding for our program, as previous reviews revealed this as a weakness. Since that time, we have modified our curriculum to include a course on classroom management and positive learning environments. The addition of this course seems to be having its desired effect. Another program strength may be attributed to the use of cohorts in most program options. This may be an explanation for why candidates' value peer relationships and networking so highly. Coordinators supporting cohort programs and our field placement office also have extensive relationships with school and district personnel, which may offer explanation for the quality of field placements and cooperating teachers reported. Clearly, time and resources focused on finding and preparing cooperating teachers has an impact on our candidates' satisfaction and preparation.

Areas for improvement:

a. Candidate performance: As with strengths, a variety of data sources reveal a consistent pattern of weaknesses and areas for improvement. Four areas of weakness are described here: 1) addressing the needs of English Learners (TPE7), 2) monitoring student learning (TPE 2), 3) interpreting and using assessment (TPE 3), and 4) learning about students (TPE 8). All data sources reveal that candidates are not well prepared to provide instruction to English Learners (TPE 7 and Program Standard 12) as we would like. PACT scores for identifying academic language demands and supporting academic language development for ELs were some of the lowest for candidates during the two years of the Teaching Event pilot. In addition, summative evaluation by supervisors revealed that more than 25% of the candidates did not meet standard on this TPE in

⁵ It should be noted that TPE 11 was an area of weakness at the time of our previous CCTC and NCATE reviews. Since that time, all candidates have been required to take a semester long course on learning environments.

2007 and 36% did not in 2008. Similarly, 17% of candidates self-reported on the exit survey that they felt only somewhat prepared to address the instructional needs of English Learners. And, the CSU employer survey shows that roughly 64% of our graduates were adequately or well prepared to support English Learners. Clearly, this is an area for program improvement.

Another significant category for improvement is related to our candidates' preparation for assessing their K-8 pupils. Summative evaluation and PACT results clearly identify monitoring student learning (TPE 2), and interpretation and use of assessments (TPE 3) as candidate weaknesses. PACT scores in these areas were just above that for supporting English Learners.

Lastly, both the summative evaluation and employer survey reveal that our candidates have difficulty related to TPE 8 (Learning about students). A third informal data source supports this conclusion. While the PACT Teaching Event doesn't score this dimension directly, during faculty discussions about Teaching Event performance we noted that our candidates did not provide deep description or analysis about what they knew about students in the "Context" task of the assessment nor use this information in ways that supported planning, instruction or assessment (particularly for English Learners and those students identified as having special needs). This result is consistent with the employer survey results showing that just over half of our candidates were well-prepared or adequately prepared to meet the instructional needs of students with special needs, and only a few more were well prepared to know about resources for at-risk students and families.

- b. Program Effectiveness: Areas of candidate weakness are directly related to program features and revisions to curriculum, instruction and assessment described below should help to alleviate them. Knowing how to support English Learners requires a very complex set of knowledge, skills, and dispositions difficult to fully develop in a few semesters of professional preparation. However, the content, quality and expectations of both foundations and methods courses should be examined to insure that our candidates are getting as much as possible while in our program. Attention to instruction supporting English learners should be embedded in all courses and field experiences and faculty may need to be provided with extensive professional development in this area. Such professional development is already underway.

A second area of weakness is related to candidates' use of assessments in their teaching. In contrast to the secondary program on our campus, no single course in our program addresses a broad overview of assessment purposes, design and implementation. Instead, candidates get exposure in many courses. While embedding the content across many courses might offer candidates deep and repeated preparation, it doesn't seem to be the case. As noted below, attention to particular aspects of assessment within

different courses and providing candidates with opportunities to practice and get feedback via signature assessments might help to remedy this program weakness.

Gaps in our curriculum reveal weaknesses in candidate preparation related to teaching special needs students, using technology, and teaching the arts and physical education. Currently, courses related to these topics have been taught outside our department (technology and mainstreaming) or not at all. We now have a plan in place to examine these gaps and revise curriculum accordingly.

IV. Use of Assessment Results to Improve Candidate and Program Performance

Based on the data analysis in Section III above, several program changes in curriculum, instruction and assessment practices are underway through revised assessment, professional development and ongoing conversation among faculty and employers in our service region and with colleagues across the CSU system. These include the design, implementation and analysis of results for embedded signature assessments, related course/curriculum revision, professional development for faculty (including field supervisors), new administration processes for the summative evaluation, and the reestablishment of a regional advisory board to address needs identified by employers.

The embedded signature assessments⁶ (ESAs) are designed to support continued areas of strength (particularly planning TPE 9), provide formative feedback to address areas of weakness in candidates earlier in program, and offer opportunity for faculty to analyze our candidates' performance within and across courses on a regular basis. Each ESA requires candidates to make theory/practice connections and to bridge understandings from foundations courses with methods and field placement experiences. For example, the ESA designed for use in EDEL103 (multicultural foundations) includes an investigation of school/community resources and histories to address weaknesses revealed in PACT context task and CSU employer survey related to TPE 8 (learning about students). Other ESAs support candidates' strengths in the area of planning but require additional attention to the particular needs of English Learners or other students at risk. Two ESAs (EDEL 108A and EDEL 143A) provide additional emphasis on the analysis of student work and the use of assessment results to plan instruction (TPE 3) and another used in EDEL108B requires candidates to analyze how they monitor student learning while teaching science (TPE 2).

Most importantly, a multi-pronged effort is underway to address our candidates' performance related to teaching English Learners. While this is undoubtedly an area of concern for all teacher preparation programs, at SJSU we have embraced addressing this need at the college and department levels. In addition to a carefully crafted ESA addressing academic language demands in the language development and pedagogy course (EDTE 162) that will be used as a transition point assessment prior to candidates' first student

⁶ Appendix A represents the full array of ESAs in development.

teaching experience, we are providing ongoing professional development to all supervisors and most faculty. Monthly field supervisor meetings for the past 18 months have included substantive discussions, models and presentations illuminating features of English Language development and academic language; and analysis of instruction that supports academic language development. Analysis of our PACT Teaching Event student work samples using the associated academic language rubrics has provided both concrete examples and a common language for engaging in a dialogue that has supported increased awareness, knowledge and commitment about this essential aspect of high quality teaching. Once the ESA is fully implemented in all sections of EDTE 162, we expect that the ESA use and ongoing conversations among faculty will help to remediate this program weakness. We hope to have promising results by the time of our full review in 2010.

Examination of the data presented in this report has led to several new initiatives we will put into place shortly. First, the revelation that supervisors from one program option were misinterpreting the scale used in the summative evaluation requires that we reorient all supervisors and candidates to the scale and provide opportunities for calibration to insure greater reliability and more valid results. Early in the Spring 2009 semester, all supervisors will participate in a training event on this evaluation process. In addition, we expect to have more representative data archived as we require all supervisors, candidates and cooperating teachers to post their ratings online using Waypoint. Electronic collection of these data will enable more efficient analyses, reporting and discussion with program faculty. In addition, the evaluation items will be re-examined for their alignment with the TPEs and other valued program outcomes so that interpretation of results is more clear.

Given the results of the exit survey related to our candidates limited preparation in the areas of mainstreaming, visual and performing arts, physical education and technology, we will revisit our curriculum to better address these areas. We will consult with our colleagues in the special education department who offer our mainstreaming course and find ways to strengthen that course's content as well as how to embed key elements throughout our methods and field based experiences. We have also begun to examine how other CSU campuses include visual and performance arts and physical education competencies in their coursework so that we can make changes that fit our own. We have already developed a new technology course that will be available to students who do not pass our technology test at program entrance and are consulting with technology resource providers through our regional county office of education to create a series of technology modules to address this need.

Finally, the CSU employer survey results suggest some level of dissatisfaction about candidate preparation in our service region. After a closer examination of these data (perhaps disaggregating by district) a series of focus groups with local principals and HR directors in districts who hire the majority of our graduates can be planned for spring and summer 2009. Results from the focus groups can be shared with faculty and the program

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advisory board (made up of district personnel) to inform continued revision of curriculum, instruction and assessment within the program.

Department of Secondary Education

Commission on Teacher Credentialing

Biennial Report

Academic Year 2007-08

Institution San José State University

Date report is submitted December 15, 2008 **Date of last Site Visit** March 2003

Program documented in this report:

Name of Program: Department of Secondary Education

Credential awarded Single Subject

Is this program offered at more than one site? Yes No

If yes, list all sites at which the program is offered:

Program Contact: Cathy Buell, Mark Felton

Phone # (408) 924-3792, (408) 924-3745

E-Mail cathy.buell@sjsu.edu, mark.felton@sjsu.edu

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name: _____

Phone # _____

E-mail _____

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

Table 1: Number of Program Candidates Enrolled

Program Option*	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Total # in credential program	271	229	233	228
Interns (included in total) : Cohort	27	24	21	20
Special Interns (final semester contracted student teachers)	22		18	

Table 2: Number of Program Completers⁷

Program Option*	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Traditional Program – includes Special interns F06 and F07	58	51	59	37
Interns		(05 cohort) 11		(06 cohort) 20

Table 3: Where student teachers and interns are placed

Program Option	Types of Schools/Clients Served
Traditional = two experiences - one shorter term and one full semester	Urban and suburban districts in the greater San Jose area; K-12, elementary, and high school districts; middle and high schools, including low income. All candidates work with ELL in one or both experiences. Some K-12 subject (art music, physical education, language) areas also place student teachers in elementary schools.
Intern = 2-year cohort program	Urban and suburban K-12, high school, and elementary districts that participate in the Single Subject Intern partnership; middle and high schools, including low income. Most interns work with ELL. Some K-12 subject area interns are employed in elementary schools.

⁷ The Program completers for a given term and year in Table 2 are not necessarily the same individuals as those enrolled in the programs from Fall 2006 to Spring 2008. At this time, we do not yet have a system that tracks candidates from admission through program completion. Tables 1 and 2 display the program’s capacity in serving enrolled students and the number of credential candidates it produces each term regardless of when individual students begin the program.

<p>Special = One-semester Intern – offered for student teachers contracted in final field experience (F06 & F07 only)</p>	<p>Urban and suburban, K-12, elementary, and high school districts that participate in the Single Subject Intern partnership; middle and high schools, including low income. All candidates worked with ELL in one or both experiences. Some K-12 subject area candidates were hired in elementary schools.</p>
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- **Provide background about significant changes, deletions or innovations in the program since the last program document was approved.**
 1. In preparation for the teaching performance assessment, embedded signature assignments have been designed, field tested, redesigned, and informally assessed. Assessment rubrics have been designed to resemble PACT rubrics. This development process will continue until assignment design and candidate performance meet expectations. The courses where the assignments are embedded:
 - Subject-specific methods
 - Phase I Student Teaching
 - Language Development
 - Assessment and Evaluation (One unit added to this course to better support candidates preparation for assessing students)
 2. Interns are now required to complete a minimum of 45 hours of preparation for working with ELL before beginning contracted teaching. A hybrid (on-line and on campus) language development course was designed for this purpose.
 3. The first student teaching experience requires more time spent in the classroom.
 4. Several core courses have been web-enhanced or redeveloped as hybrid to better support the lifestyle needs of our candidates.
 5. All faculty participating in credential candidate preparation are learning to use Waypoint as the platform for data collection.

These program changes are more current and will not be reflected in the data presented below.

II. Candidate Assessment/Performance and Program Effectiveness Information

a. Primary Candidate Assessments

This report will focus on two key transition point assessments that are used to make decisions about candidate competence prior to being recommended for a credential, including:

- Assessment #1. Phase I Student Teaching Evaluation
- Assessment #2. Phase II Student Teaching Evaluation

These evaluations are key assessments of candidate performance in their first and second field placement experiences. They assess candidate performance on all thirteen Teacher Performance Expectations as manifest in their daily teaching during their field placement experiences. We are currently piloting a set of four additional candidate assessments described in Section I, for which we plan to have complete data starting in Spring 2009. These assessments include (Assessment #3) an analysis/reflection of a videotaped lesson; (Assessment #4) components of a comprehensive unit plan with complete lesson plans, materials and assessments; (Assessment #5) an observation and analysis of instruction in a sheltered classroom; and (Assessment #6) the Performance Assessment for California Teachers (PACT). These additional assessments are listed and described in Table 4 as part of our planned assessment system, but there are no data to report for the current biennial report. Table 4 provides additional details about the nature of each key assessment.

Table 4: Overview of Key Assessments

Assessment Tool (Implementation)	Type of Assessment	When administered	Details about Administration	CCTC Standards
Assessment #1. Phase I Student Teaching Evaluation (Implemented)	Formative assessment	Prior to Phase II Student Teaching	26- item student teaching evaluation with a 3 point rubric completed by supervisor and resident teacher	All TPEs
Assessment #2. Phase II Student Teaching Evaluation (Implemented)	Summative assessment	Prior to Program Completion	33- item student teaching evaluation with a 4 point rubric completed by supervisor or resident teacher	All TPEs
Assessment#3 Phase I Student Teaching Reflection (Fall 2008)	Formative assessment	Prior to Phase II Student Teaching	Written assignment and video; Four point rubric with 4 elements	TPE 1-5, 7
Assessment #4 Elements of lesson and sequential planning (Fall 2008)	Formative assessment	Prior to Phase II Student Teaching	Written unit plan; Four point rubric with 4 elements	TPE 1,4,6,9

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Assessment #5 Sheltered Classroom Observation (Spring 2009)	Formative assessment	Prior to Phase II Student Teaching	Written observation report and analysis; Three point rubric	TPE 7
Assessment #6 Performance Assessment for California Teachers	Summative Assessment	Prior to program completion	Performance assessment; Four point rubric with 12 elements	

Table 5: Aggregate Data on Completer Performance

Assessment #1: Phase I Student Teaching Evaluation		AY 2006-07	AY 2007-08
Number of scores reported		n = 35	n = 93
Range		1-3	1-3
Mean scores			
TPE-1		2.73	2.76
TPE-2		2.63	2.61
TPE-3		2.70	2.55
TPE-4		2.65	2.65
TPE-5		2.61	2.63
TPE-6		2.64	2.63
TPE-7		2.61	2.63
TPE-8		2.45	2.66
TPE-9		2.56	2.66
TPE-10		2.58	2.65
TPE-11		2.73	2.73
TPE-12		2.93	2.89
TPE-13		2.84	2.83
Overall Mean (SD)		2.66 (.12)	2.68 (.09)
Assessment #2: Phase II Student Teaching Evaluation		AY 2006-07	AY 2007-08

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Number of scores reported	n = 30	n = 26
Range	1-4	1-4
Mean Scores	3.44	3.28
TPE-1	3.32	3.21
TPE-2	3.34	3.02
TPE-3	3.23	3.14
TPE-4	3.30	3.17
TPE-5	3.22	3.22
TPE-6	3.24	3.23
TPE-7	3.35	3.18
TPE-8	3.42	3.22
TPE-9	3.28	3.15
TPE-10	3.33	3.32
TPE-11	3.53	3.48
TPE-12	3.59	3.58
TPE-13		
Overall Mean (SD)	3.35 (.11)	3.24 (0.14)

Program Completer Performance on Program Standards

Chart 1. Assessment #1: Candidate Performances on Phase I Student Teaching Evaluation for AY 2006-07 Organized by Teacher Performance Expectations (TPEs)

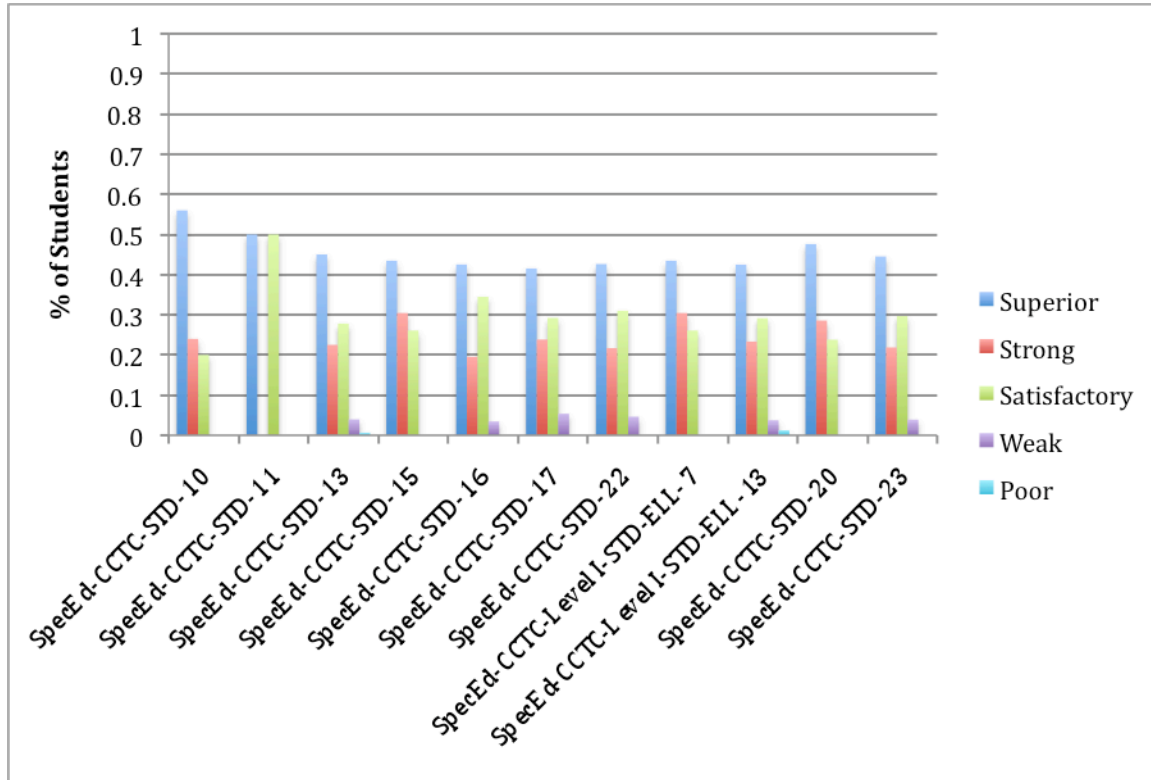


Chart 2. Assessment #1: Candidate Performances on Phase I Student Teaching Evaluation for AY 2007-08 Organized by Teacher Performance Expectations (TPEs)

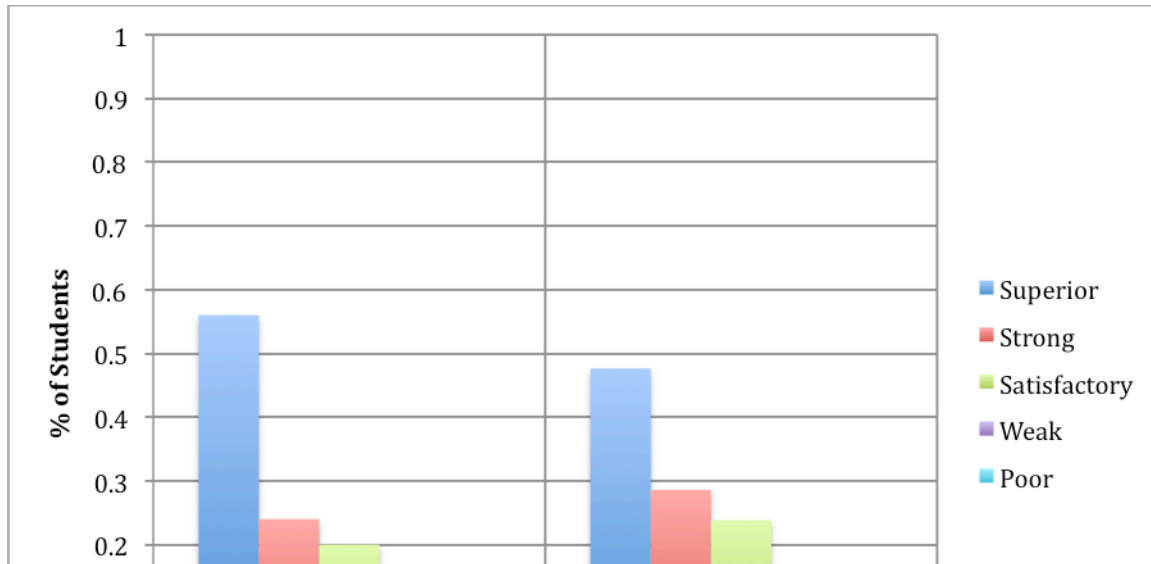


Chart 3. Comparison of Candidate Performance on Phase I Evaluations for AY 2006-07 and AY 2007-08

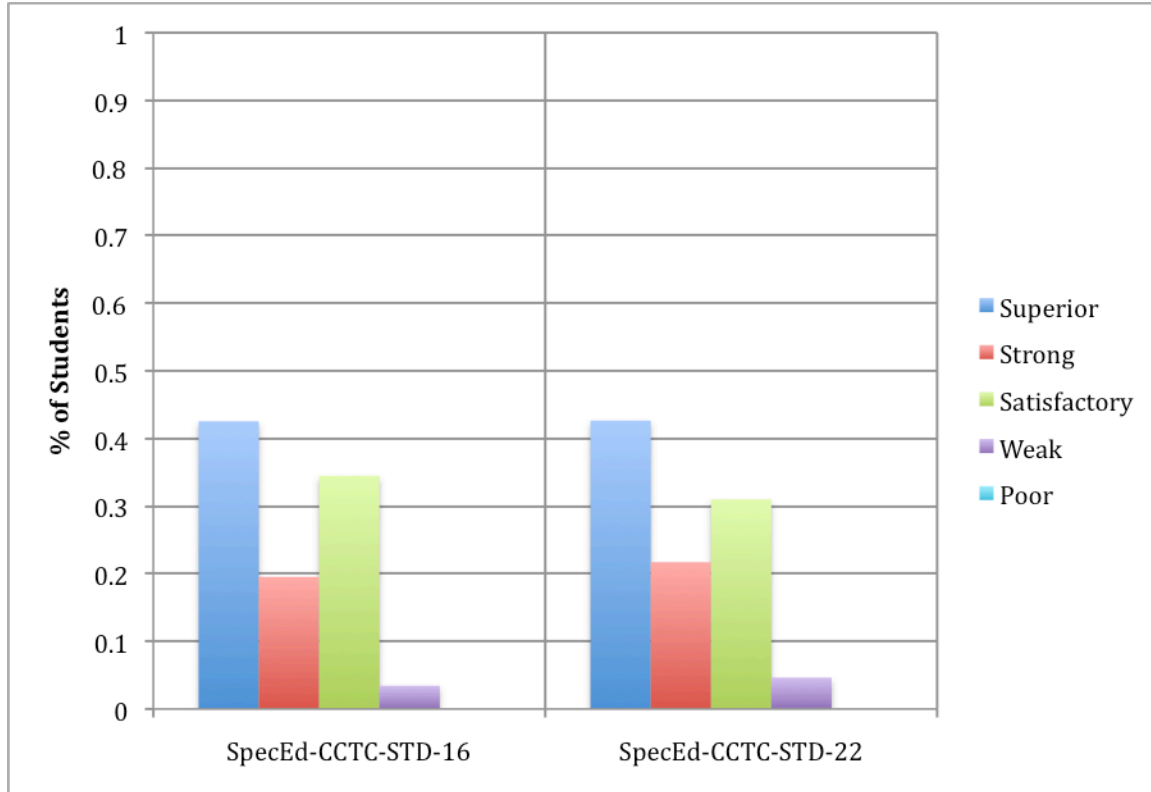


Chart 4. Assessment #2: Candidate Performances on Phase II Student Teaching Evaluation for AY 2006-07 Organized by Teacher Performance Expectations (TPEs)

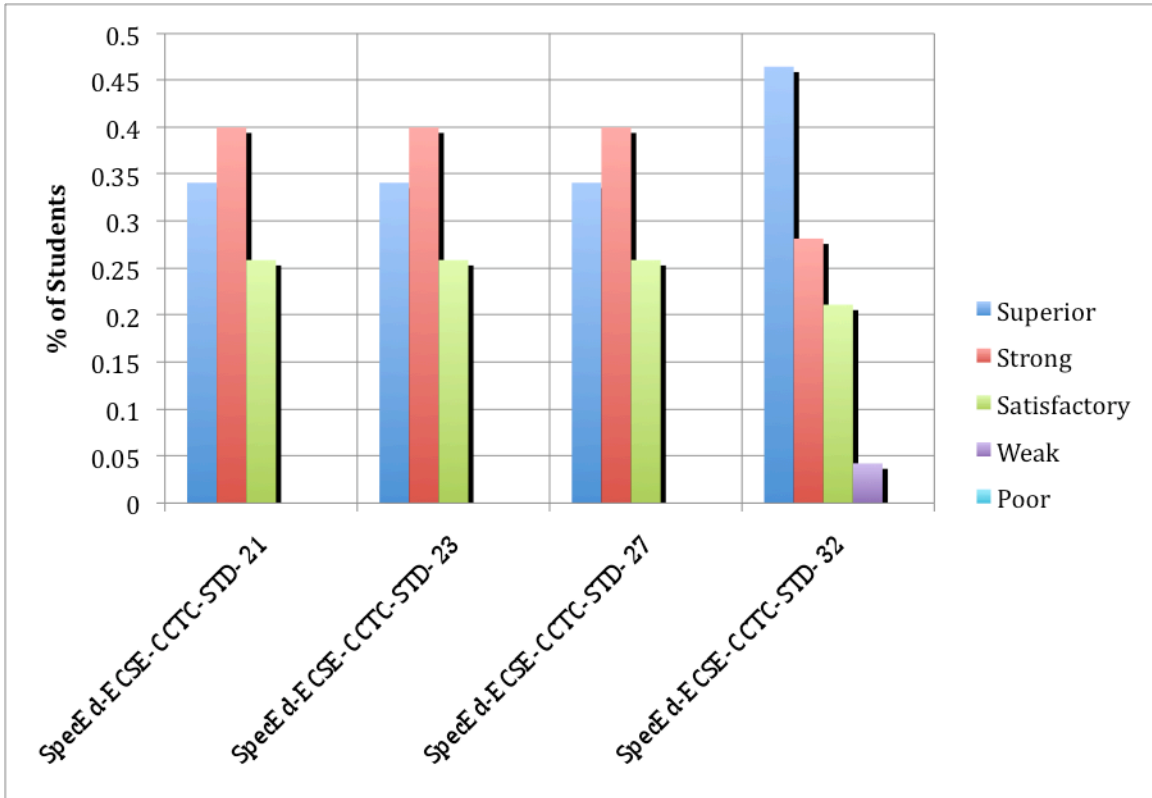


Chart 5. AssessmentCandidate Performances on Phase II Student Teaching Evaluation for AY 2007-08 Organized by Teacher Performance Expectations (TPEs)

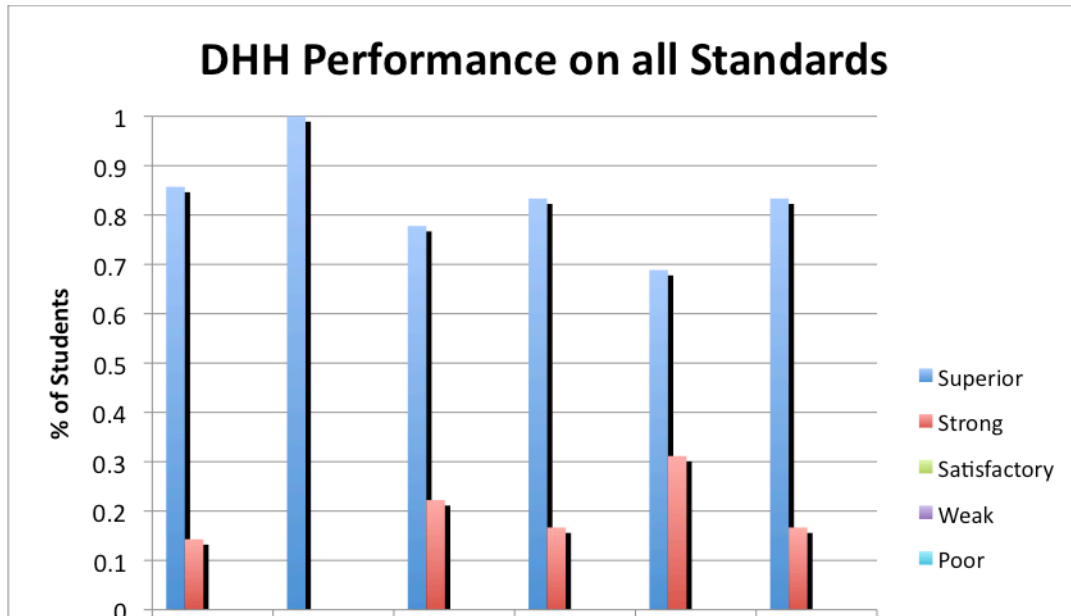
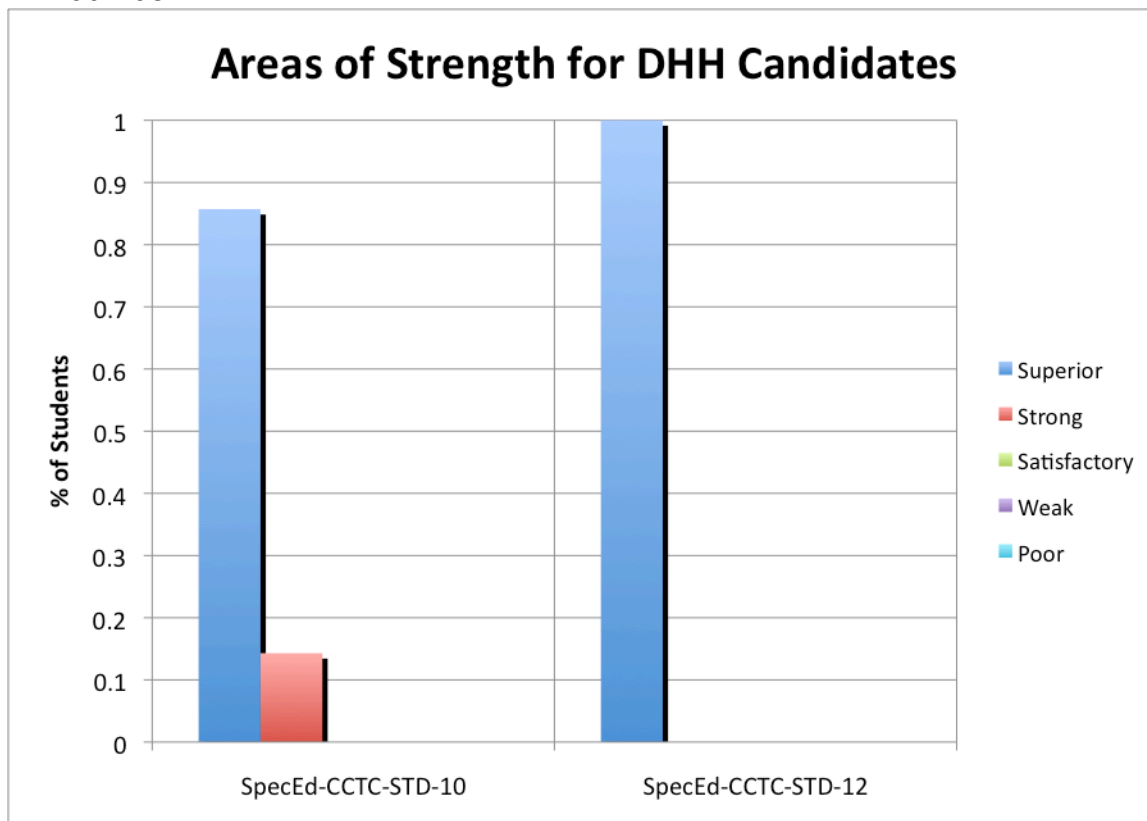


Chart 6. Comparison of Candidate Performance on Phase II Evaluations for AY 2006-07 and AY 2007-08



b. Additional information about candidate and program completer performance

In addition to the two key assessments used to evaluate performance already reported above, we use the following CSU system-wide assessment to help inform decisions made about our courses and our program. This additional assessment includes: (1) an employer survey; and (2) a survey for graduates. The type of data collected, the data collection process, and key findings are presented below. Data in charts 8-15 are reported for both our own campus and the CSU system as a whole across two years, providing bases for comparison of our performance.

CSU System-wide Evaluation of Teacher Education (CSU Survey): In 2006-2007 and in 2007-08 the California State University Chancellor's Office distributed an electronic survey to first-year program graduates and their employers. A 4-point Likert scale was used in the survey, targeting employers' and graduates' opinions about graduates' level of preparation. We limit our analysis of the data to employer survey data, as their judgments are less prone than graduates' to the biases of self-report data. Average responses across all questions ranged between 2.46 (low) and 3.8 (high). Overall, our graduate's employers assess the effectiveness of our program relatively high and on par with other CSU programs (Chart 7). Our program completers scored relatively high on their ability to teach their content (Charts 8-12), in many cases scoring considerably higher than other graduates from the CSU system. Of concern were lower ratings given to graduates in the areas of teaching English learners (Chart 13) and teaching for equity and diversity (Chart 14). Also of note was the increase in our candidates' performance in teaching content-area literacy (Chart 15) from AY 2006-07 to AY 2007-08 such that our graduates now perform on par with graduates from other CSU institutions.

Chart 7. CSU Survey: Overall Effectiveness

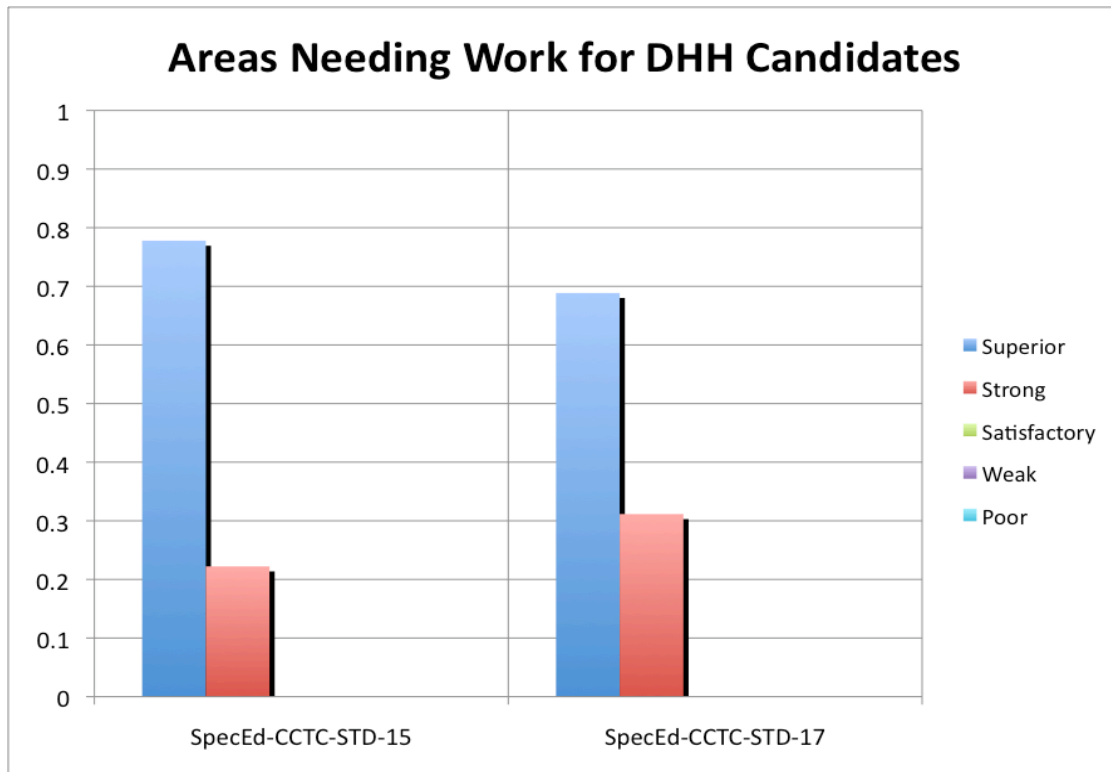


Chart 8. CSU Survey: English Teachers

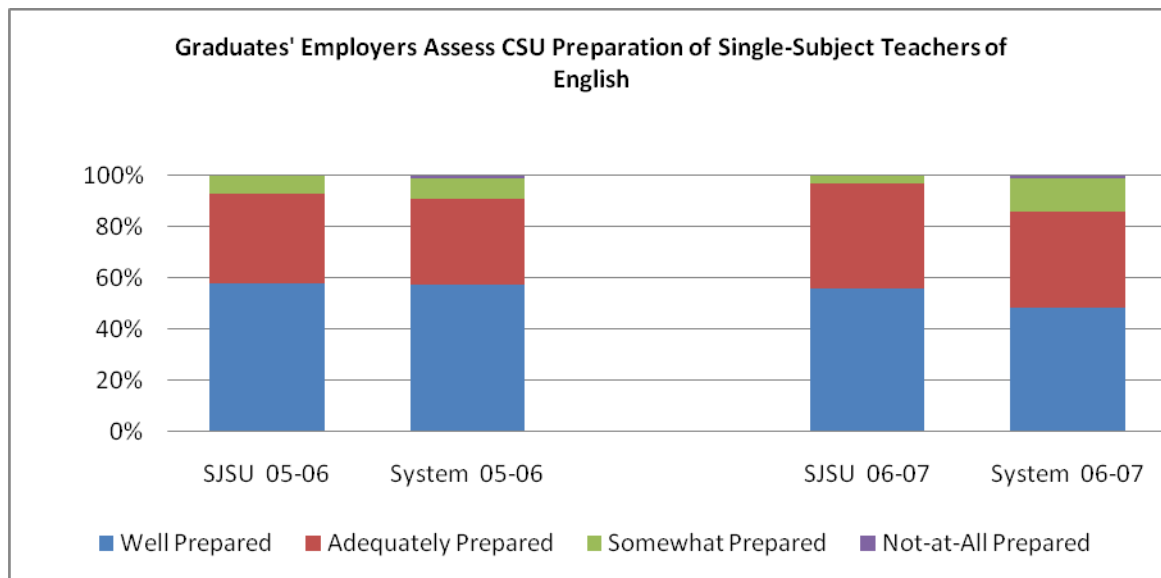
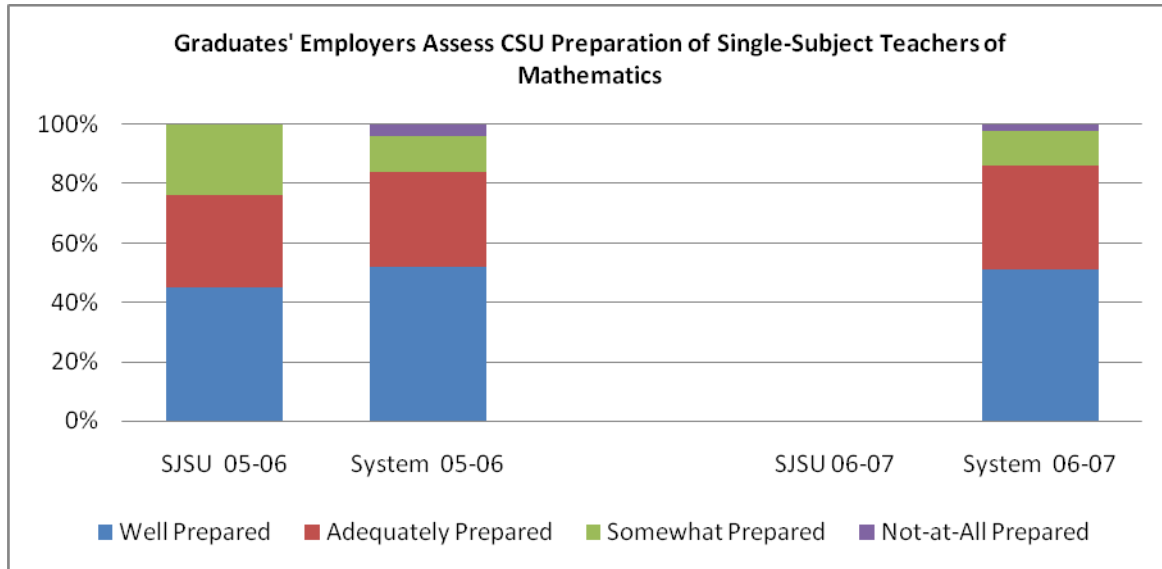


Chart 9. CSU Survey: Mathematics Teachers



* Note: No data available for SJSU Mathematics teachers for AY 2006-2007

Chart 10. CSU Survey: Science Teachers

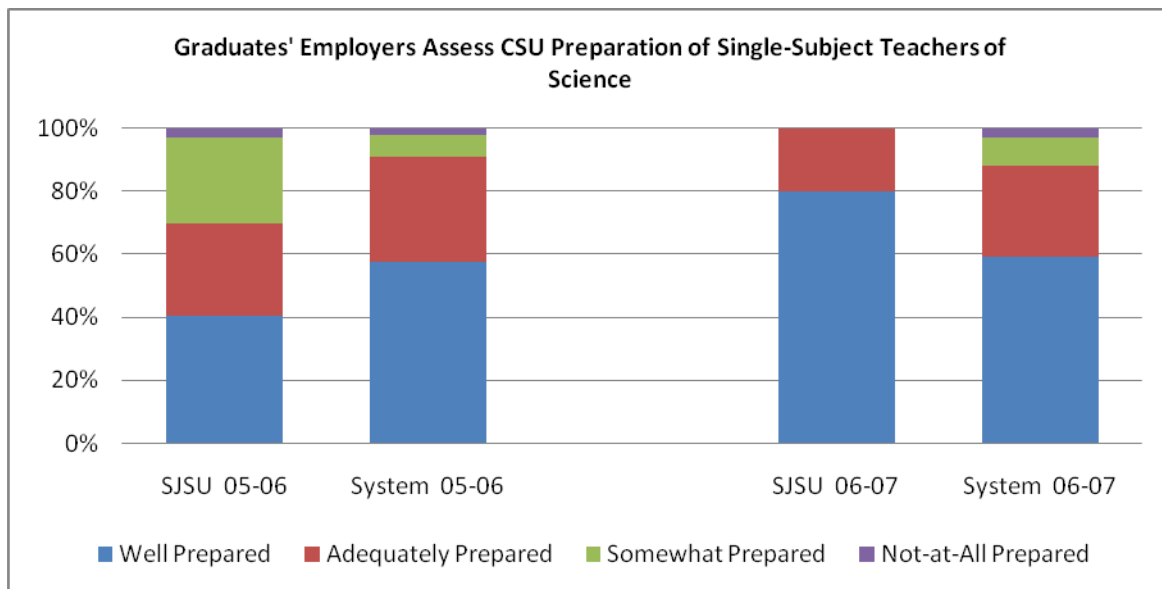


Chart 11. CSU Survey: History Teachers

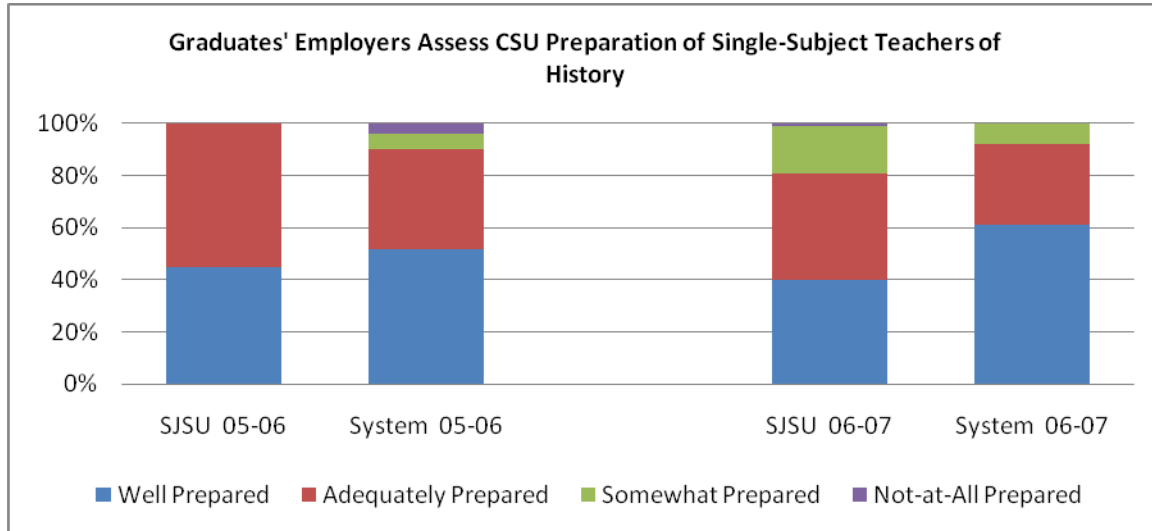


Chart 12. CSU Survey: Teachers of Other Content Areas

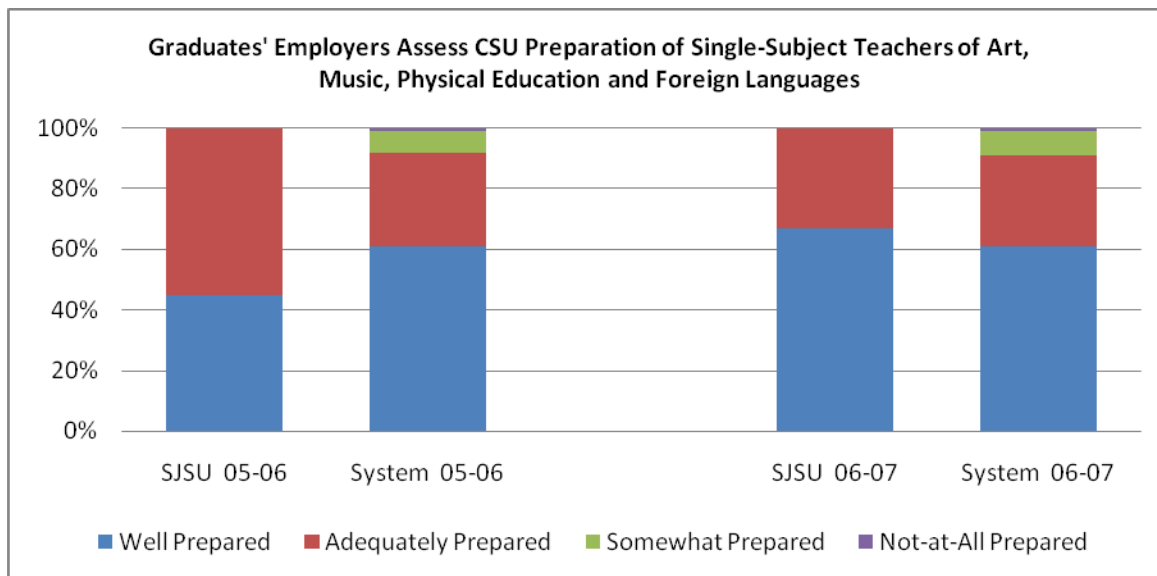


Chart 13. CSU Survey: Preparation to Teach English Learners

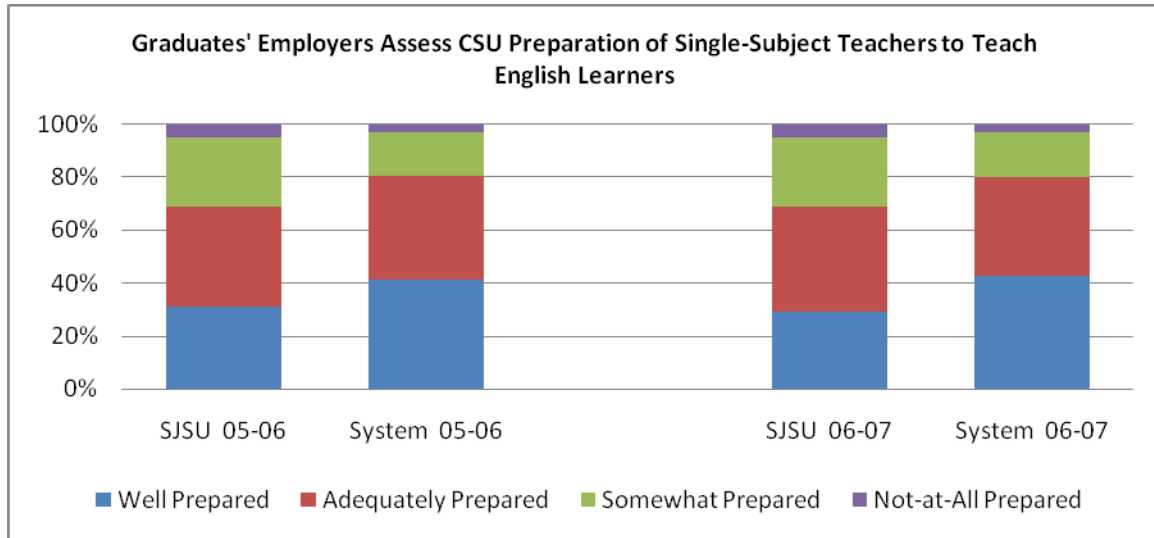


Chart 14. CSU Survey: Preparation to Teach for Equity and Diversity

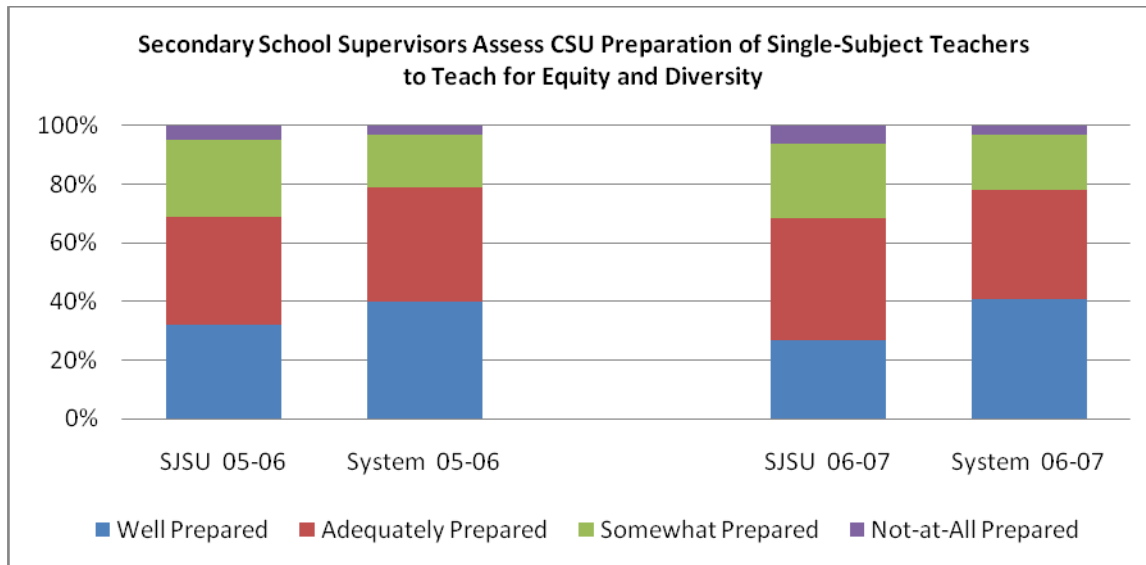
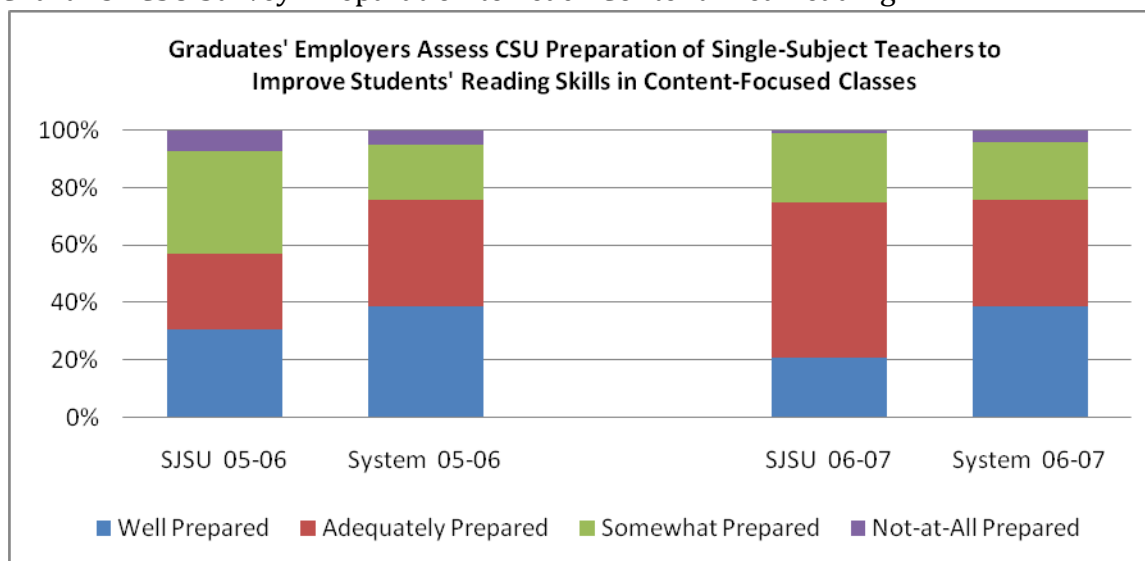


Chart 15. CSU Survey: Preparation to Teach Content Area Reading



III. Analysis of Candidate Assessment Data

In this section, we discuss the data displayed in Table 5 and the additional data that was summarized in Section IIb and presented in the Charts 7-15 for Section IIb. We focus our discussion on the strengths and areas for improvement revealed by the analysis of these data.

Strengths:

a. Candidate performance: An analysis of candidate performance on Assessments 1 and 2 (Charts 3 and 6), reveals that our program completers are strongest in content-specific pedagogy (TPE 1), social environment (TPE 11), Professionalism and Professional Growth (TPE 12 and 13). The finding regarding content-specific pedagogy, in particular, are echoed in the CSU Survey Data (Charts 8-12) where employers offered their highest ratings of our graduates in each of our graduates' respective areas of subject matter expertise. Finally, the CSU Survey data show that employers rate San Jose State University's Single Subject Credential Program high on overall effectiveness based on our graduates' performance as first-year teachers (Table 7).

b. Program effectiveness: Candidates' success on TPE 1 illustrates the quality of the program's eight Subject Matter Methods courses and their field placements, where candidates have the opportunity to work with mentors on content specific-pedagogy. In addition, throughout the program candidates have ample opportunities to implement and discuss pedagogy in courses like EDTE 162: Second Language Acquisition and EDSC 173: The Psychological Foundations of Secondary Education. Candidates' success on TPE 11, we believe, reflects well on our recent efforts to focus on effective learning environments in our Phase I student teaching seminar, where we have created workshops, seminars and a special online forum dedicated to the topic. Our candidates' success with

professional judgment, we believe, is a result of the relationships we foster with mentor teachers, who work with student teachers in the field. Finally, commitment to professional growth is deeply embedded in our program, where we have put work into scaffolding the cycle of inquiry and reflection in preparation for the summative Performance Assessment for California Teachers (PACT).

Areas for improvement:

- a. Candidate performance: An analysis of the available data reveals that our candidates have greater difficulty in the areas of assessment (TPE 3), student engagement (TPE 5), and effective use of instructional time (TPE 10). In addition, data from the CSU Survey suggest that use of strategies with English Learners is an important area for improvement. It is interesting to note that our own data from Assessments 1 and 2, which are based on field supervisors' observations, are not consistent with this finding. Finally, data from the CSU Survey indicate weaknesses in candidates' ability to teach for equity and diversity.
- b. Program effectiveness: Based on the above trends we have looked for ways to better prepare our candidates in the areas of assessment and instruction. We suspect that low candidate performance in the years under review may have resulted from changes to the curriculum (EDSC 182: Assessment and Evaluation) that came with rapid turnover in temporary faculty during the period under review. We are also looking at ways in which to better integrate concepts in that course throughout the curriculum, since by design, the students in our program take the course in the final semester of student teaching. As for student engagement and instructional time, we believe that success in both of these areas depends largely on the breadth and depth of experience and reflection during field placement. The CSU Survey data on English Learners and teaching for diversity are especially alarming given the great pains we go through to place our candidates in ethnically and linguistically diverse schools. We are looking more closely at these data to make sense of conflicting findings across data sources and to find more ways to bridge the content in our foundations courses to field experiences.

IV. Use of Assessment Results to Improve Candidate and Program Performance

1. Secondary Education, which houses the core curriculum for the Single Subject Credential Program, has hired a new tenure line professor with expertise in assessment and evaluation (AY 2008-2009). We feel that including an assessment and evaluation course is an important strength of our program. However, since the retirement of the assessment specialist in 2000, the program has borrowed faculty from other programs or hired adjuncts. This affected continuity, especially as we began developing the embedded signature assignments. Performance level may also be related to the fact that the course was only two units and there was not adequate time to address all

of the important concepts related to assessment and evaluation – we have added one unit to that course.

2. To provide more opportunity for candidates to work toward student engagement and to provide support for English language learners, the first supervised student teaching experience will be expanded from approximately 35 hours with one class, including 15 days of teaching to approximately 50 hours with two classes, including 20 days of teaching.
3. Our Single Subject Program faculty meets monthly to discuss issues and curriculum. In S09, we will continue to examine the discrepancy between our data sources on our candidates' ability to address English Learners and Issues of Equity. Recently, in preparation for supporting our candidates for the TPA (PACT) we provided several seminars for supervisors and methods instructors in the areas of content literacy and academic language. We are also currently piloting a signature assignment (Assessment #5), which focuses on observing and analyzing instruction in a sheltered classroom. We believe that this assignment will help candidates to bridge the gap between theory and practice in a way that enhances their own ability to enact ELD strategies in the field. We will continue to explore professional development opportunities for supervisors and other faculty that will enhance their ability to assist our candidates in making the connections between the theory and application studied in core credential courses and the planning for and delivery of classroom instruction.

Department of Special Education
Commission on Teacher Credentialing
Biennial Report
Academic Year 2007-08

Institution _____ San José State University _____

Date report is submitted _ December 15, 2008 _ **Date of last Site Visit** _ March 2003 _

Program documented in this report:

Name of Program: Department of Special Education

Credential awarded Education Specialist Level I: Moderate to Severe Disabilities (M/M)
Education Specialist Level I: Mild to Moderate Disabilities (M/S)
Education Specialist Level I: Deaf and Hard of Hearing (DHH)
Education Specialist Level I: Early Childhood Special Education (ECSE)
Education Specialist Level II: Moderate to Severe Disabilities (M/S)
Education Specialist Level II: Mild to Moderate Disabilities (M/M)
Education Specialist Level II: Deaf and Hard of Hearing (DHH)
Education Specialist Level II: Early Childhood Special Education (ECSE)

Is this program offered at more than one site? **Yes** **No**

If yes, list all sites at which the program is offered:

These programs are offered at San Jose State University through online courses, face-to-face courses, weekend courses, and several courses held off-campus. The Department offers an Intern Program for candidates who work as they complete courses in each of the four programs.

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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

Number of Program Candidates Enrolled.

Four credential programs are offered through the Department of Special Education. About 98% of the credential candidates are Interns, teaching as they attend school, or have short-term staff permits or provisional Intern permits through their school districts. Consequently, most of the candidates attend SJSU part-time, or enroll in 1-2 courses each semester, because of their busy schedules. We have not been able to accurately determine the number of candidates enrolled. We estimate that we have the following numbers in each program:

- M/M Program: 196
- M/S Program: 120
- DHH Program: 16
- ECSE Program: 75

We have not been able to develop cohort groups in any of the programs; there is a recommended sequence for completing the required coursework, but students take courses often out-of-order, or they come in having completed coursework as a minor or equivalent courses from other programs. The numbers of candidates completing the credential programs are summarized for four semesters in Table 1.

Table 1: Number of Program Completers

Program Options	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Education Specialist Level I: Moderate to Severe Disabilities	5	8	12	4
Education Specialist Level I: Mild to Moderate Disabilities	18	14	11	16
Education Specialist Level I: Deaf and Hard of Hearing	3	0	0	1
Education Specialist Level I: Early Childhood Special Education	8	0	7	0
Education Specialist Level II: Moderate to Severe Disabilities	0	0	1	3
Education Specialist Level II: Mild to Moderate Disabilities	11	21	7	11
Education Specialist Level I: Deaf and Hard of Hearing	0	0	6	0

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Education Specialist Level I: Early Childhood Special Education	1	4	0	9
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The Department of Special Education offers preparation for the Education Specialist Level I and Level II Credentials in the following areas:

1. Mild/Moderate Disabilities (M/M)
Preparation for individuals to teach students who have specific learning disabilities, mild to moderate cognitive delays, attention deficit and attention deficit hyperactivity disorders, emotional disorders, and authorizes service in grades K–12 and in classes organized primarily for adults through age 22.
2. Moderate/Severe Disabilities (M/S)
Preparation for individuals to teach students who have autism, deaf-blindness, moderate to severe cognitive disabilities, multiple disabilities, emotional disorders, and authorizes service in grades K–12 and in classes organized primarily for adults through age 22.
3. Deaf and Hard of Hearing (DHH)
Preparation for individuals to teach Deaf students and those with hearing impairment, deaf-blindness, and authorizes service to individuals ages birth through age 22.
4. Early Childhood Special Education (ECSE)
Preparation for individuals to teach students who have mild/moderate and moderate/severe disabilities listed above, and authorizes service to children from birth to pre-kindergarten. We also offer preparation for the Early Childhood Special Education Certificate for individuals who already hold a clear, professional clear, or life credential in special education.

Field Work Requirements.

Practicum experiences in which a supervisor visits the candidate over the semester are summarized in Table 2.

Table 2: Field Work Requirements in Each Program

<i>Program Option:</i>	<i>Field Work:</i>
Level I: M/M Disabilities	<p><u>EDSE 217A</u>: course taken in the last semester of Level I program; the candidate works in a classroom or program with a veteran master teacher and a diverse student population. Expected activities are completed each week and a university supervisor visits on 4-6 occasions during the semester to give feedback. The candidate develops a portfolio with reflections about teaching related to the standards.</p> <p><u>General Education Field Work</u>: course that is the orientation to student teaching in a general education class; observations and participation in a general education classroom with an emphasis on lesson plans. General education field work is completed in an elementary or middle school classroom if the candidate met subject matter through the multiple subjects CSET or in a secondary class if subject matter was met through a single subject CSET.</p>
Level I: M/S Disabilities	<p><u>EDSE 154</u>: course taken in the last semester of Level I program; the candidate works in a classroom or program with a veteran master teacher and a diverse student population. Expected activities are completed each week and a university supervisor visits on 4-6 occasions during the semester to give feedback. The candidate develops a portfolio with reflections about teaching related to the standards.</p> <p><u>General Education Field Work</u>: see above description</p>

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<p>Level I: DHH</p>	<p>EDSE 281: course taken in the last semester of Level I program; the candidate works in a classroom or program with a veteran master teacher and a diverse student population. Expected activities are completed each week and a university supervisor visits on 4-6 occasions during the semester to give feedback. The candidate develops a portfolio with reflections about teaching related to the standards. <u>General Education Field Work</u>: see above description</p>
<p>Level I: ECSE</p>	<p><u>EDSE 154</u>: course taken in the last semester of Level I program in which the candidate works in two settings during the semester, a preschool program and a program for infant/toddlers and with a veteran master teacher and a diverse student population. Expected activities are completed each week and a university supervisor visits on 4-6 occasions during the semester to give feedback. The candidate develops a portfolio with reflections about teaching related to the standards.</p>
<p>Level II: M/M Disabilities</p>	<p><u>EDSE 217B</u>: course taken in the last semester in Level II program for candidates who were not Interns (or who did not take EDSE 105 in Level I). Supervision and Induction plan development and evaluation with the candidate over the semester.</p>
<p>Level II: M/S Disabilities</p>	<p><u>EDSE 234</u>: course taken in the last semester in Level II program for candidates who were not Interns (or who did not take EDSE 105 in Level I). Supervision and Induction plan development and evaluation with the candidate over the semester.</p>
<p>Level II: DHH</p>	<p><u>EDSE 234</u>: course taken in the last semester in Level II program for candidates who were not Interns (or who did not take EDSE 105 in Level I). Supervision and Induction plan development and evaluation with the candidate over the semester.</p>

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Level II: ECSE	<u>EDSE 234</u> course taken in the last semester in Level II program for candidates who were not Interns (or who did not take EDSE 105 in Level I). Supervision and Induction plan development and evaluation with the candidate over the semester.
Intern: M/M Disabilities	<u>EDSE 105</u> : course taken in the first semester as an Intern teacher in which a university supervisor observes in the classroom and communicates frequently with the Intern to provide support for developing the classroom, curricula, instructional methodologies. <u>EDSE 217A</u> : see above description; the Intern completes this course in his/her assigned classroom. <u>General Education Field Work</u> : see above description
Intern: M/S Disabilities	<u>EDSE 105</u> : see description above <u>EDSE 154</u> : see above description; the Intern completes this course in his/her assigned classroom. <u>General Education Field Work</u> : see description above
Intern: DHH	<u>EDSE 105</u> : see description above <u>EDSE 281</u> : see above description; the Intern completes this course in his/her assigned classroom. <u>General Education Field Work</u> : see description above
Intern: ECSE	<u>EDSE 105</u> : see description above <u>EDSE 154</u> : see above description; the Intern completes this course in his/her assigned classroom.

Program Changes:

The current Intern Program began for the Mild to Moderate Disabilities and Moderate to Severe Disabilities Credential programs in 2001. The Deaf and Hard of Hearing Program and Early Childhood Special Education Program were added to the Intern Program in 2007.

English Learner Authorization was approved for each of the credential programs and implemented in 2006. ELA information was incorporated into 4-6 classes in the Level I

programs and a field work evaluation is now required in the Level II programs for each of the four programs.

II. Candidate Assessment/Performance and Program Effectiveness Information

Primary Candidate Assessments (NOT including any assessments or data that are used to make an admissions decision)

This report will focus on three different key assessments from the credential programs from the spring 2008, fall 2007, spring 2007 and fall 2006 semesters.

First, assessment data from the directed teaching (supervision) course in each of the four credential programs will be presented. This assessment data is used to make critical decisions about candidate competence prior to being recommended for a credential. The evaluations are completed by University Supervisors after classroom/teaching observations with feedback during the last semester of the Level I program.

Second, assessment data will be presented from a transition point in the Level I program. This assessment is an assignment in EDSE 279, "Managing Behavior and Emotional Problems of Students in Special Education", a course that candidates from each of the four credential programs complete during the Level I program. The assignment is a Functional Analysis Assessment, which is a required assessment for students who have IEPs and who demonstrate extreme challenging behaviors that interfere with accessibility to instruction.

The third assessment is from the Dispositions Evaluation for the end of the Level I programs. This assessment is completed at two points in the Level I program and two points in the Level II program and contains four items related to general attitudes towards learning and children, temperament and/or ethical conduct. If a candidate earns a "2" or "1" on a Likert scale of 1-5, he/she is referred to the Student Review Committee. This committee, which is made up of the faculty, reviews the incident and makes suggestions for an action plan. The faculty reviews the outcomes of the meeting one month later.

The table below summarizes the CCTC standards identified with specific credential programs and the assessment used to determine candidate performance.

Table 3: Overview of Key Assessments

<i>Credenti al Program:</i>	<i>CCTC Standard:</i>	<i>Assessment:</i>	<i>When Administere d:</i>
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1. Directed Teaching/Supervision Courses:

M/M:			
Level I	Standard 13: Special Education Field Experiences with Diverse Population	Supervisor’s Formative Evaluation	EDSE 217A
Level II	Standard 15: Managing Learning Environments	(same as above...)	EDSE 217B
	Standard 16: Effective Communication and Collaboration Partnerships	“	(same as above)
	Standard 17: Assessment, Curriculum, and Instruction	“	“
	Standard 22: Assessment and Evaluation of Students	“	“
	Standard 23: Planning and Implementing Curriculum and Instruction	“	“
	Standard 24: Positive Behavior Support	“	“
	Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities	“	“

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M/S:			
Level I	Standard 10: Professional, Legal and Ethical Practices	Best Practices Evaluation	EDSE 154
Level II			EDSE 234
	Standard 11: Educational Policy and Perspectives	“	“
	Standard 13: Special Education Field Experiences with Diverse Population	“	“
	Standard 15: Managing Learning Environments	“	“
	Standard 16: Effective Communication and Collaboration Partnerships	“	“
	Standard 17: Assessment, Curriculum, and Instruction	“	“
	Standard 22: Assessment and Evaluation of Students	“	“
	Standard 23: Planning and Implementing Curriculum and Instruction	“	“
	Standard 24: Positive Behavior Support	“	“
	Standard 25: Communication and Social Networks		
	Standard 26: Curriculum		

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ECSE:			
Level I	Standard 10: Professional, Legal and Ethical Practices	Early Special Education-Infant/Toddler Practicum : Candidate Evaluation	EDSE 154 “
	Standard 11: Educational Policy and Perspectives	“	“
	Standard 12: Educating Diverse Learners with Disabilities	“	“
	Standard 15: Managing Learning Environments	“	“
	Standard 16: Effective Communication and Collaborative Partnerships	“	“
	Standard 17: Assessment, Curriculum, and Instruction	“	“
	Standard 20: Typical and Atypical Child Development Birth Through Age Five	“	“
	Standard 21: Family Systems and Family/ Professional Collaboration	“	“
	Standard 22: Child Assessment	“	“
	Standard 23: Individualized Family Service Plan (IFSP) Process	“	“
	Standard 31: Communication and Interpersonal Skills	“	“

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DHH: Level I	Standard 10: Professional, Legal and Ethical Practices	Student Teacher/Intern Evaluation Form	EDSE 281
		“	“
	Standard 11: Educational Policy and Perspectives	“	“
	Standard 12: Educating Diverse Learners with Disabilities	“	“
	Standard 17: Assessment, Curriculum, and Instruction	“	“
	Standard 24: Communication Skill Development	“	“
	Standard 25: Student Assessment	“	“
	Standard 26: Instructional Techniques	“	“
	Standard 27: Managing Student Behavior and Social Interaction Skills	“	“
	Standard 28: Communication and Collaborative Partnerships Standard 29: Professionalism and Ethical Practices	“	“

2. Transition Point: EDSE 279 Assessment

M/M			
M/S			
Level 1	Standard 24: Positive Behavior Support	Functional Analysis Assessment Assignment (Summative)	EDSE 279
DHH	Standard 27: Managing Student Behavior and Social Interaction Skills		“
ECSE	Standard 26: Learning Environments	“	“
	Standard 27: Interdisciplinary Teaming	“	“

3. Dispositions Evaluation

M/M M/S DHH ECSE	Standard 10: Professional, Legal and Ethical Practices	Dispositions Evaluation	Two occasions in Level I program and two occasions in Level II program.
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Directed Teaching/Supervision Courses.

Candidates in each program complete a supervision course at the end of the Level I program in which performance addressing most of the Level I standards is observed and evaluated. A University Supervisor visits the candidate on 4-6 occasions (or more if there are problems) teaching in a classroom under a master veteran teacher who has demonstrated teaching excellence if the candidate does not have a teaching job (as an Intern or with a short term staff permit), or in his/her own classroom if already teaching. The supervisor takes notes and meets with the candidate over the semester to provide feedback on his/her teaching and educational strategies and pedagogy. In the M/M and ECSE programs, the University Supervisor gives the candidate a rating on the Student teaching evaluation form during each visit and figures the final rating at the end of the semester. Results of these assessments are summarized in Table 4 below.

Level I Transition Point: EDSE 279 Assessment.

The Functional Analysis Assessment assignment for the EDSE 279 provides the transition point in the Level I program for candidates. This course is taken during the Level I program, and provides a check point for evaluation of the candidate; if he/she does not receive at least 70% of the total points for this assignment, he/she is given a warning and suggestions about continuing in the program. There are 12 elements in the rubric for this assessment that are required by the California Positive Behavior Intervention Regulations for students who have IEPs. A summary of the assessment results for the four semesters follows below.

Dispositions Evaluation.

Each candidate is evaluated on his/her dispositions two times during the Level I program and two times during the Level II program and twice if they are only in the Masters degree program. The four items that are evaluated are as follows:

1. Shows commitment to ethical conduct: fairness, honesty, responsibility, compassion, collaboration, and collegiality.
2. Shows commitment as a change agent to equity and social justice: recognizes and opposes social injustice in self, institution, and professional environments.
3. Systematically and regularly reflects on his/her practice with an aim toward continuous improvement and lifelong learning.
4. Manifests beliefs that every person can learn to use his/her heart and mind well; values diversity and accepts responsibility to facilitate learning for all students.

During the 2007-2008 academic year, the faculty reviewed and evaluated this assessment and designed a new assessment form for dispositions that begins in the Fall 2008 semester.

Assessment Results.

1. Directed Teaching Evaluations. The results of the assessments on the directed/supervision courses at the end of Level I are summarized below in tables and graphs. Tables 4 through 6

present the standards with the percentage of candidates demonstrating from superior to poor performance during the directed teaching course. Each of the evaluations used in the four programs use a Likert scale of 1-5 with a 5 indicating “superior” performance, a 4 indicating “strong” performance, a 3 indicating “satisfactory” performance, a 2 indicating “weak” performance and a 1 indicating “poor” performance.

Table 4: Mild to Moderate Disabilities Credential Program

Supervisor’s Formative Evaluation(n=39)

Standard:	Rating: 5 or Superior	Rating: 4 or Strong	Rating: 3 or Satisfactory	Rating: 2 or Weak	Rating: 1 or Poor
Standard 13	17%	53%	29%	1%	0%
Standard 14	16%	54%	28%	1%	0%
Standard 15	19%	52%	27%	1%	0%
Standard 16	14%	51%	33%	1%	0%
Standard 18	11%	53%	33%	2%	0%
Standard 19	20%	51%	28%	0%	0%
Standard 20	24%	50%	23%	2%	0%
Standard 25	12%	50%	38%	0%	0%

**Figure 1: Mild to Moderate Credential Candidates:
Graph of Percentage of Students Rating for Standards**

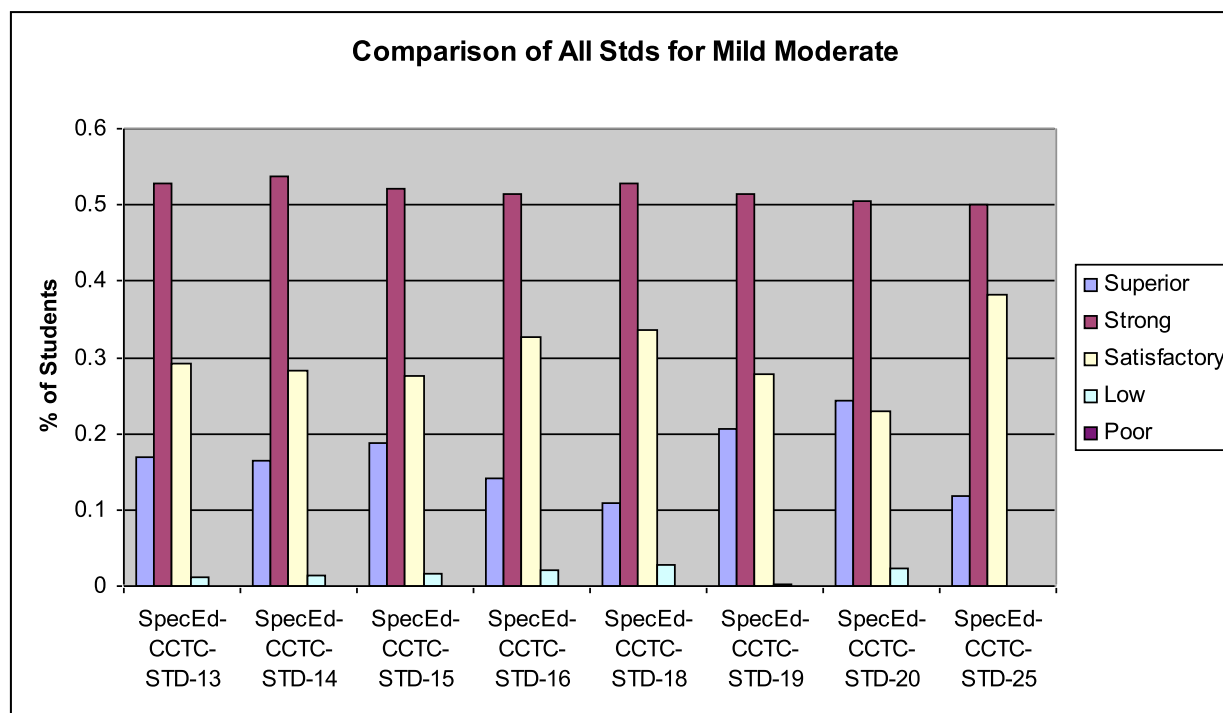


Table 4 shows the percentage of students rating on the evaluation form completed by the University Supervisor during the directed teaching class in the last semester of the Level I program. Superior or strong performance (a rating of 5 or 4 on a Likert scale) on the eight standards examined was achieved by 61% to 74% of the students in their last semester. Satisfactory performance (a score of 3 on a Likert scale) was achieved by 23% to 33% of the students in their last semester.

Figure 2: Mild to Moderate Credential Candidates: Graph with the Standards that Indicate areas of Strength

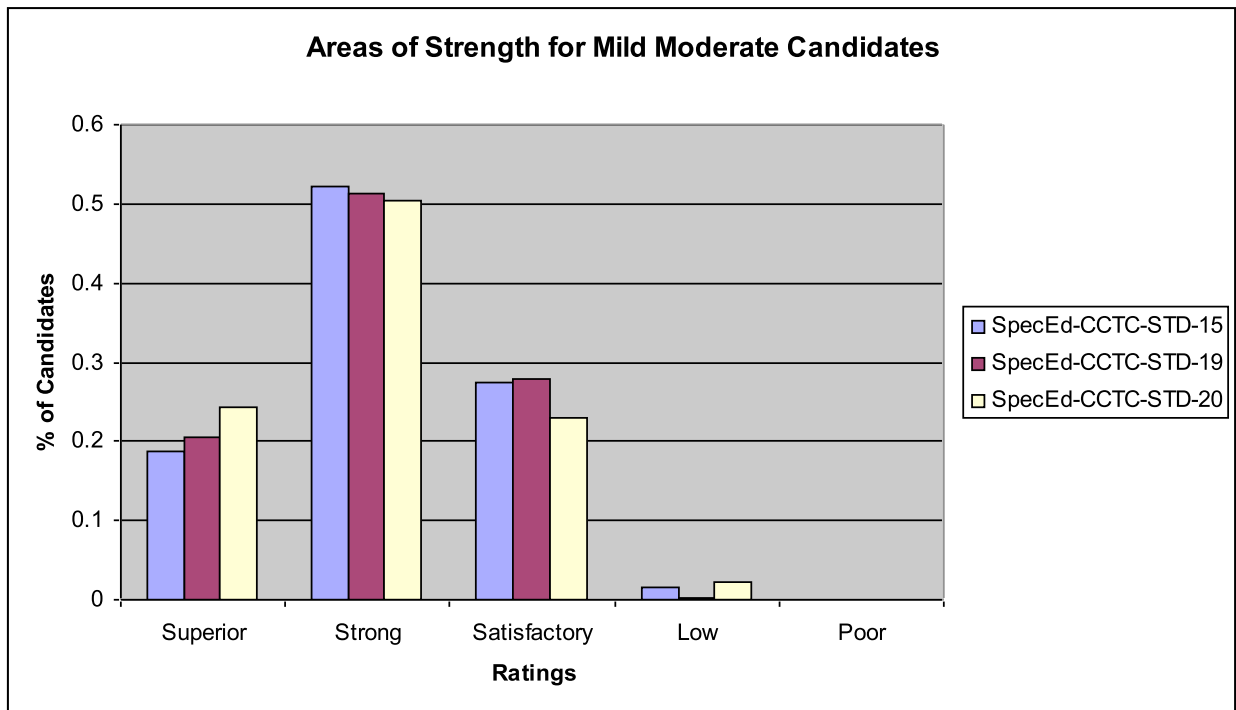


Figure 3: Mild to Moderate Credential Candidates: Graph with the Standards that Indicate areas Needing Work

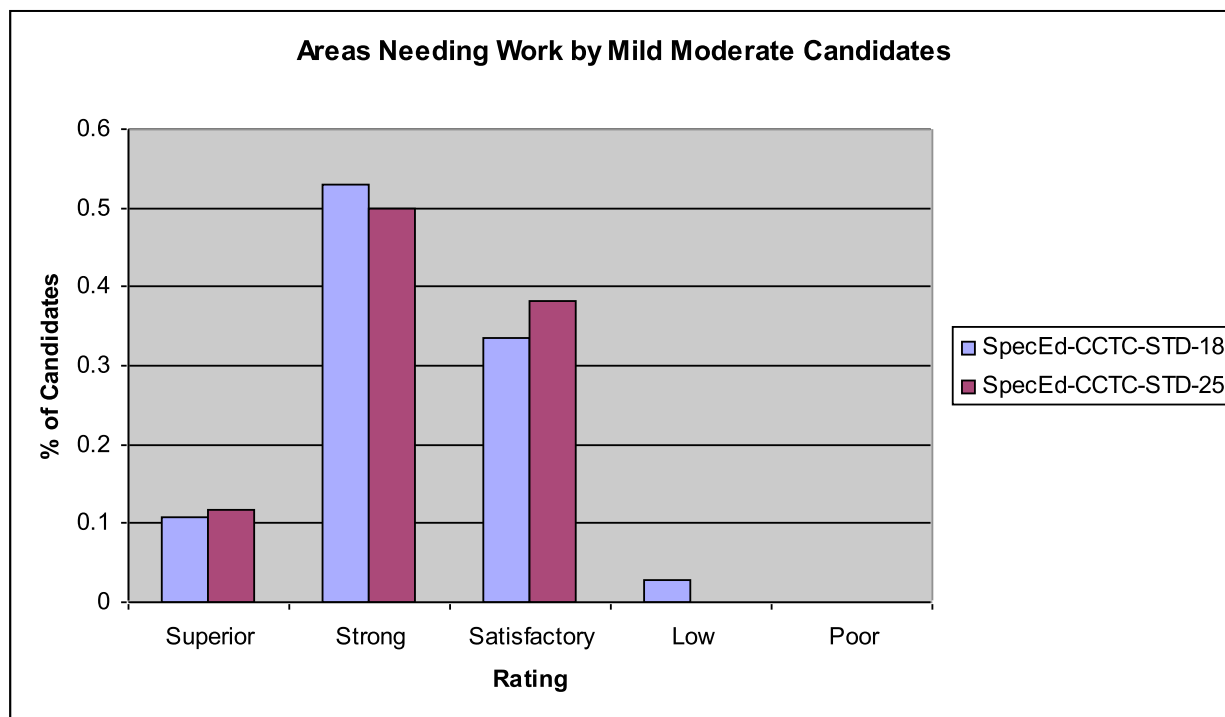
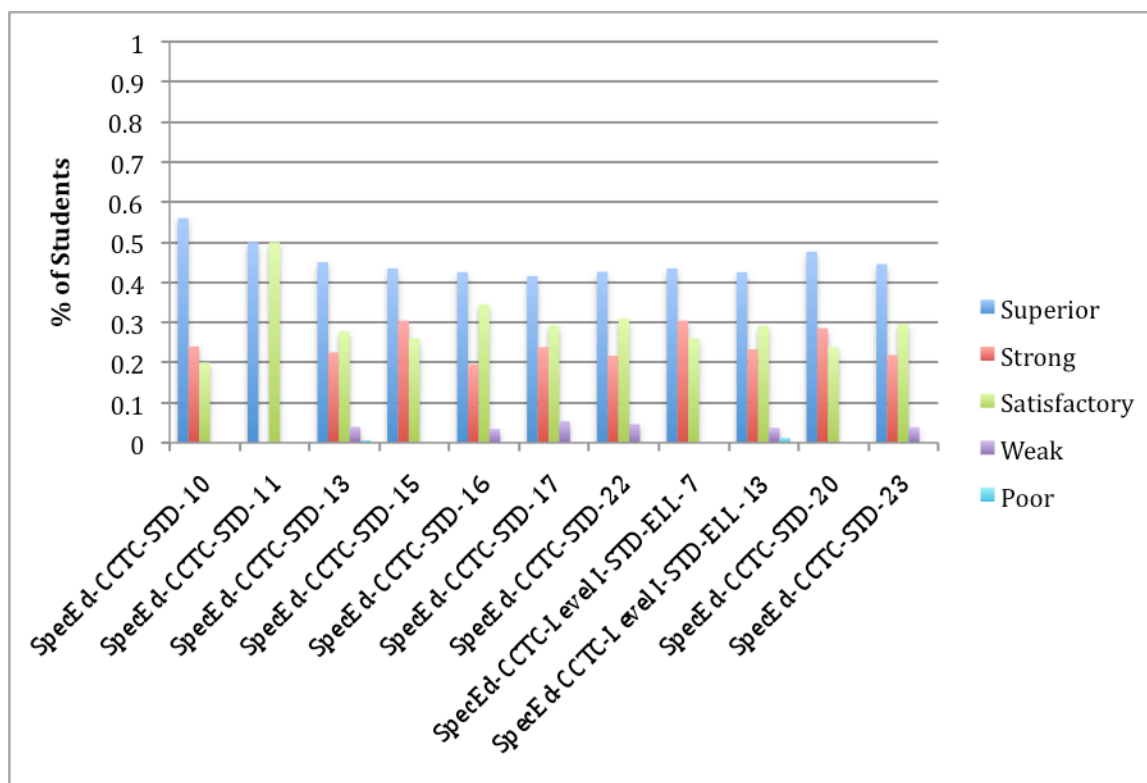


Table 5: Moderate to Severe Disabilities Credential Program

Best Practices Evaluation (n=23)

Standard:	Rating: 5 or Superior	Rating: 4 or Strong	Rating: 3 or Satisfactory	Rating: 2 or Weak	Rating: 1 or Poor
Standard 10	56%	24%	2%	0%	0%
Standard 11	50%	0%	5%	0%	0%
Standard 13	45%	22%	28%	4%	7%
Standard 15	43%	30%	26%	0%	0%
Standard 16	42%	19%	34%	3%	0%
Standard 17	41%	24%	29%	5%	0%
Standard 22	43%	22%	31%	5%	0%
ELL Standard 7	43%	30%	26%	0%	0%
ELL Standard 13	42%	23%	29%	4%	1%
Standard 20	47%	28%	24%	0%	0%
Standard 23	44%	22%	30%	3%	0%

**Figure 4: Moderate to Severe Credential Candidates:
Graph of Percentage of Students Rating for Standards**

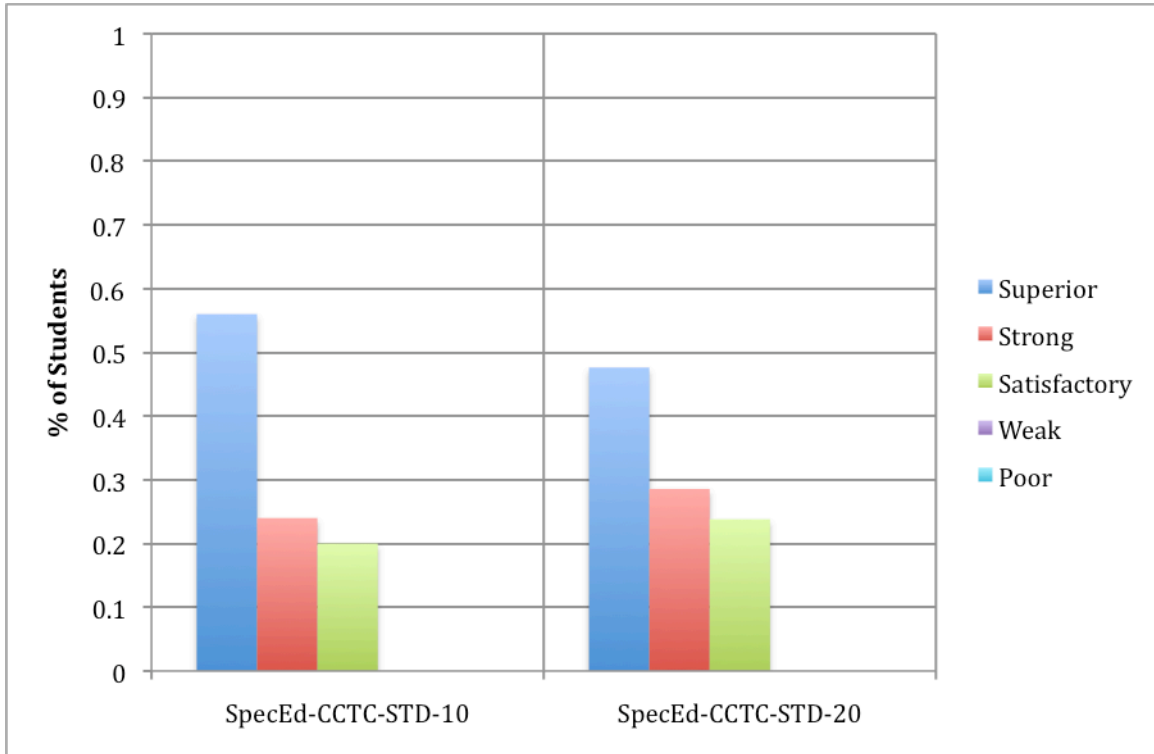


On the 42 items of the Supervisors Formative Evaluation, a rating of superior was achieved by 40% to 55% of the candidates, and a rating of strong was achieved by 0% to 28% of the candidates. Satisfactory ratings on items were achieved by 2% to 31% of the candidates and weak and/or poor ratings were earned by 0% to 5% of the candidates.

For each of standards 13 and 15 that address working with diverse student populations effectively and managing the learning environment, about 70% of the candidates rated as superior or strong on those evaluation items, and 4% as weak on standard 13. Sixty-five percent of the candidates were rated as superior and/or strong in demonstration of standards 17 and 22 that focus on assessment and instruction.

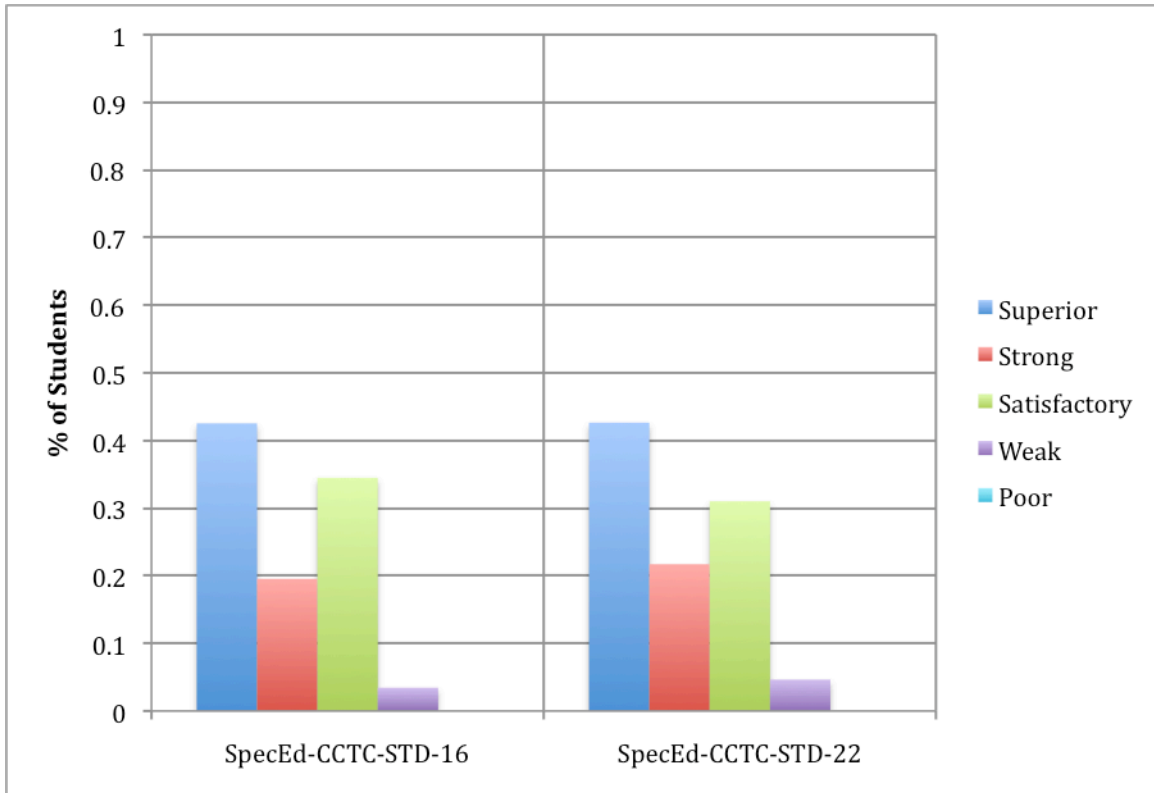
Content for the English Learner Standards, 7 and 13, were added to the program in 2007, and this has been challenging for the moderate to severe disabilities credential candidates to see how this relates to their work, especially for the students who have more significant cognitive delays. Seventy-three percent of the candidates were rated as superior and/or strong for the English Language Learner standard 7 and 65% were rated as superior and/or strong on standard 13. A satisfactory rating was earned by 29% on each of these ELL standards.

**Figure 5: Moderate to Severe Credential Candidates:
Graph with the Standards that Indicate areas of Strength**



An average of sixty-four percent of the candidates in the Moderate to Severe Disabilities Credential program were rated as superior and strong on standards 10 and 11 evaluation items, which relate to professional and ethical practices, or how the candidate talks about his/her students. The special education program emphasizes using first person language and professionalism when describing students and also modeling and teaching this type of communication to others. Ethical practices and advocacy are woven into the coursework for the Moderate to Severe Disabilities Program.

**Figure 6: Moderate to Severe Credential Candidates:
Graph with the Standards that Indicate Areas Needing Work**



Sixty-one percent of the Candidates in the Moderate to Severe Disabilities credential program scored as superior and/or strong on standard 16 items on the evaluation, which is about communication and collaborative partnerships. Thirty-four percent of the candidates were rated as satisfactory in these areas, and 3% as weak. This is an area that the faculty will discuss with the purpose of improving the coursework content. We will invite more parents from local parent groups and other individuals to speak in the courses, and we will investigate additional seminars about “communication”, as that is the key to these successful relationships.

On items relating to standard 22 on the evaluation, or the standard that focuses on assessment and evaluation of students, candidates were rated as 65% superior and/or strong, 31% rated as satisfactory and 4% as weak. This is another area in which we need additional discussion and a focus on making improvements in course content and the application of assessment strategies in the candidate’s classrooms.

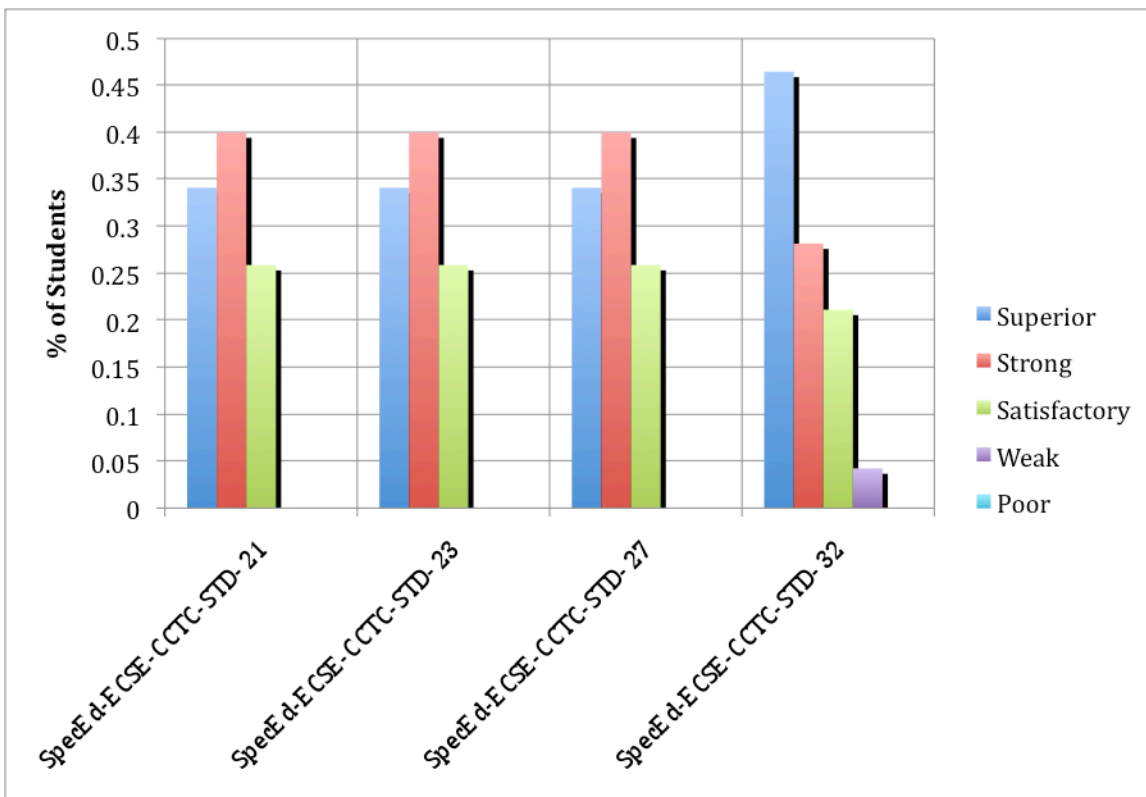
Table 6: Early Childhood Special Education Credential Program

Early Special Education-Infant/Toddler Practicum : Candidate Evaluation (n=9)

Standard:	Rating: 5 or Superior	Rating: 4 or Strong	Rating: 3 or Satisfactory	Rating: 2 or Weak	Rating: 1 or Poor
Standard 21	34%	40%	26%	0%	0%
Standard 23	34%	40%	26%	0%	0%
Standard 27	34%	40%	26%	0%	0%
ELL Standard 7	36%	24%	26%	10%	0%
ELL Standard 13	36%	24%	26%	10%	0%
Standard 22	36%	24%	26%	10%	0%
Standard 24	36%	24%	26%	10%	0%
Standard 25	36%	24%	26%	10%	0%
Standard 26	36%	24%	26%	10%	0%
Standard 32	46%	28%	21%	4%	0%

Figure 7: Early Childhood Special Education Credential Candidates:

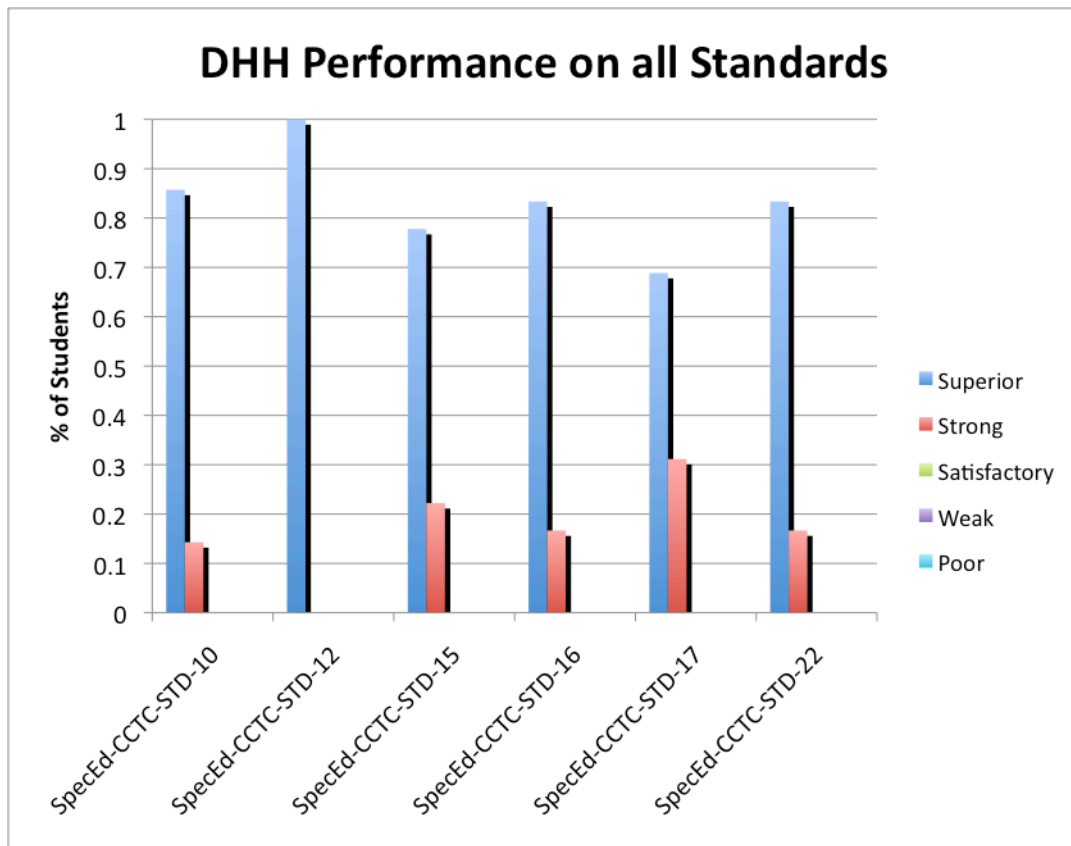
Graph with the Standards that Indicate areas of Strength



Candidates in the Early Childhood Special Education credential program demonstrated excellence in their work with families and in collaborative teams during their practicum in Level I. Seventy-four percent were rated as superior and/or strong on items relating to standards 21, 23 and 27 that focus on collaboration with families, the IFSP process and interdisciplinary teaming.

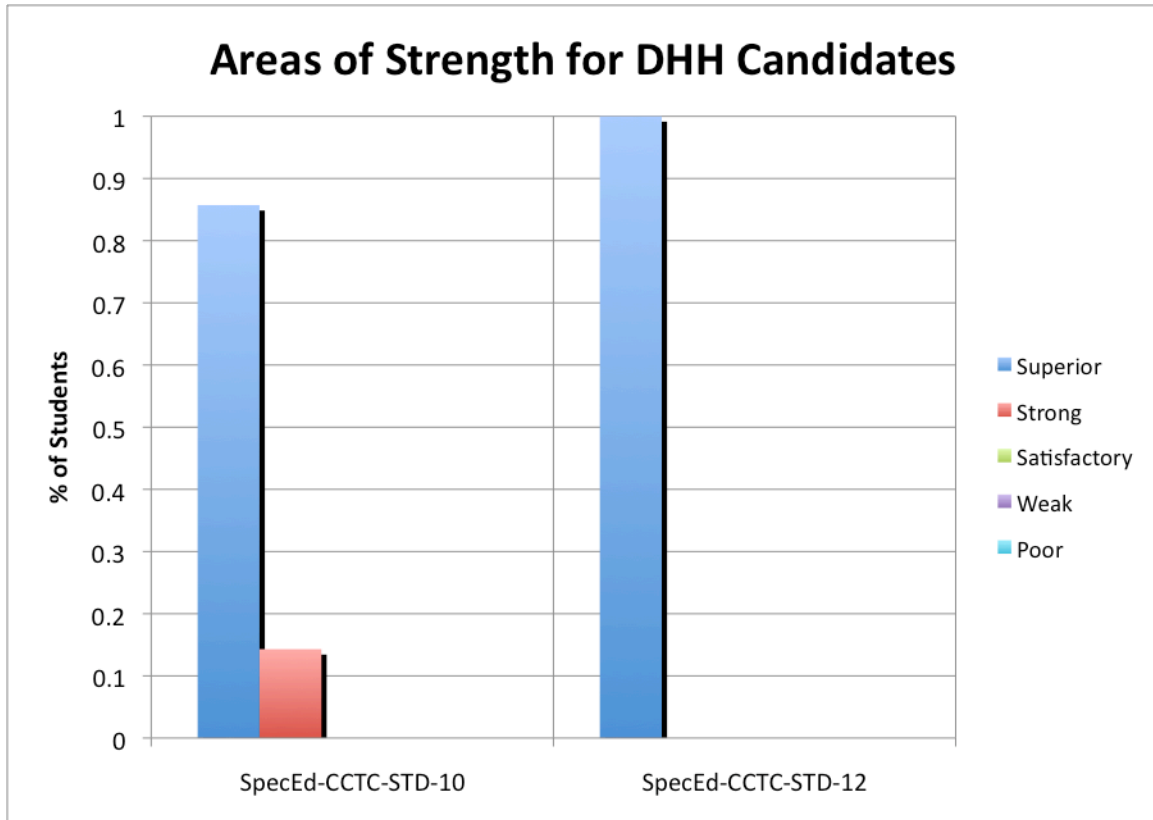
Figure 8: Deaf and Hard of Hearing Credential Candidates:

Graph of Percentage of Students Rating for Standards



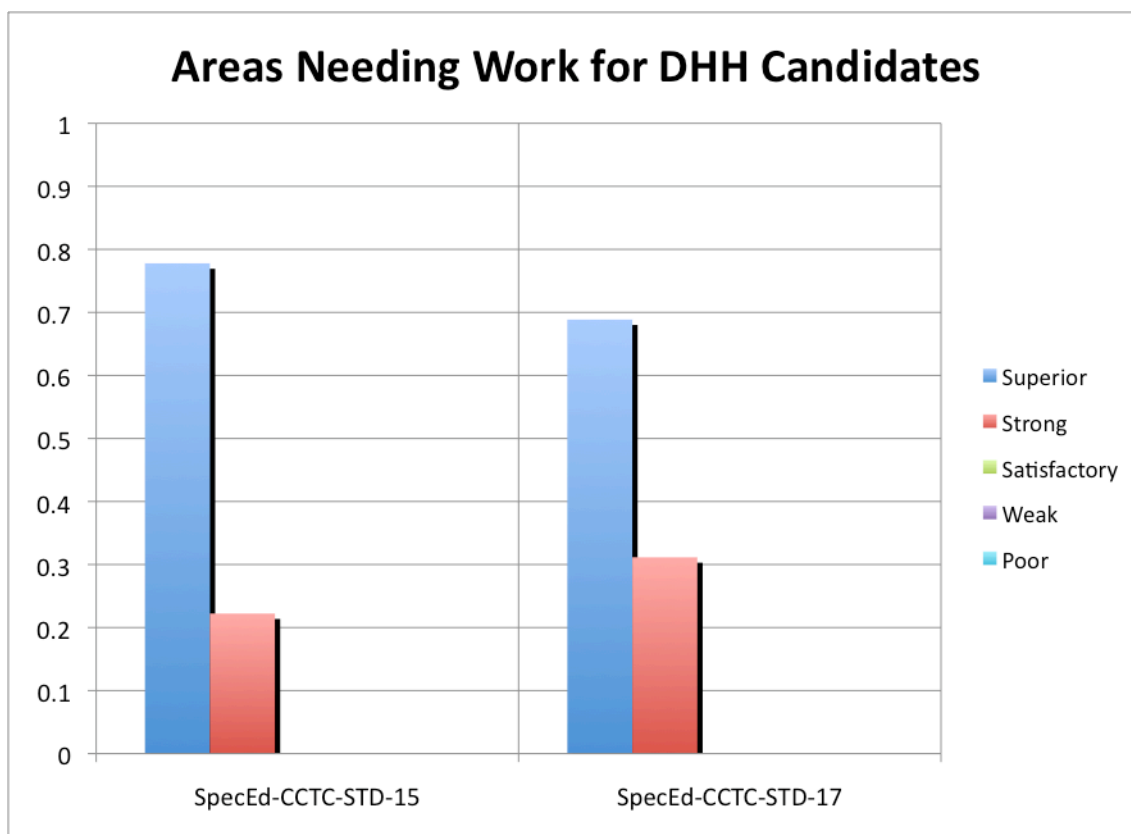
The DHH program is a small program; presented in this report is data from only three candidates. These three candidates performed very well in the six standards represented on the items in the student teaching evaluations. Each was rated as superior or strong in performance on each item. There were no satisfactory, weak or poor ratings.

**Figure 9: Deaf and Hard of Hearing Credential Candidates:
Graph with Standards that Indicate areas of Strength**



This data provides a brief snapshot of this small program. Areas of strength for the DHH candidates in Level I were related to their professional, legal and ethical practices and educating diverse learners, as evidenced in standards 10 and 12. All three of the candidates were rated as superior on standard 12.

**Figure 10: Deaf and Hard of Hearing Credential Candidates:
Graph with the Standards that Indicate areas Needing Work**

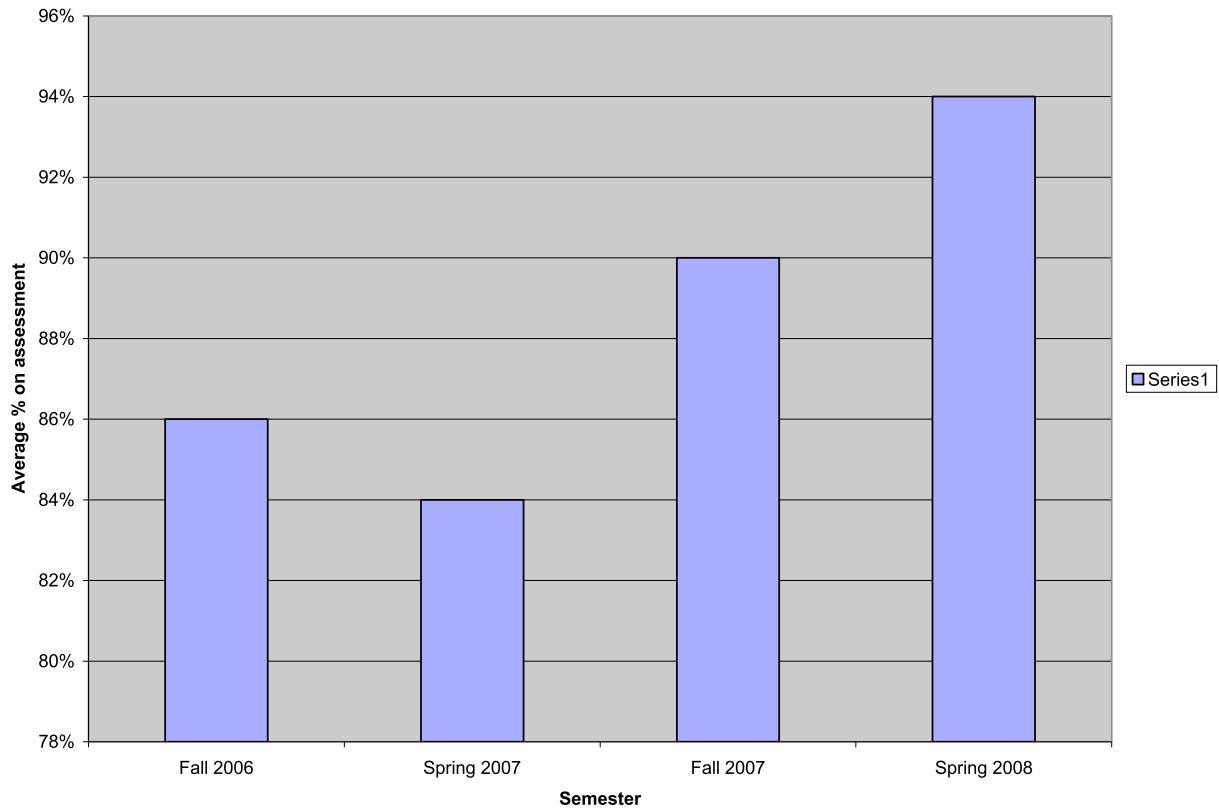


2. Level I Transition Point: EDSE 279 Assessment. Results of the signature assignment in EDSE 279 that is identified as a transition point for the Level I students are presented below. Candidates in each of the four credential programs complete EDSE 279 and performance on the Functional Analysis Assessment assignment is critical to move on to the next classes in the program.

Table 7: Percentage of Points on Transition Point Assessment

M/M, M/S, ECSE, DHH: Functional Analysis Assessment Assignment (Summative)	<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Fall 2007</i>	<i>Spring 2008</i>
Average % of total points:	86%	84%	90%	94%
N:	33	17	25	16
Range:	36%-100%	76%-100%	64%-100%	88%-100%

Figure 11: Transition Point: EDSE 279 Assignment
Graph of Average Percentage on assignment over four semesters



Candidates in the four credential programs scored from 84% to 94% of all points on the signature assignment that serves as the transition point assessment in Level I. These students were able to move on to the next courses in the program, as they scored at least a B in the class. Next steps will be to develop a rubric for this assignment so that evaluation of the elements of the assignment can be made each semester. Faculty will brainstorm ways in which we can incorporate the assignment into the student teaching component of each program.

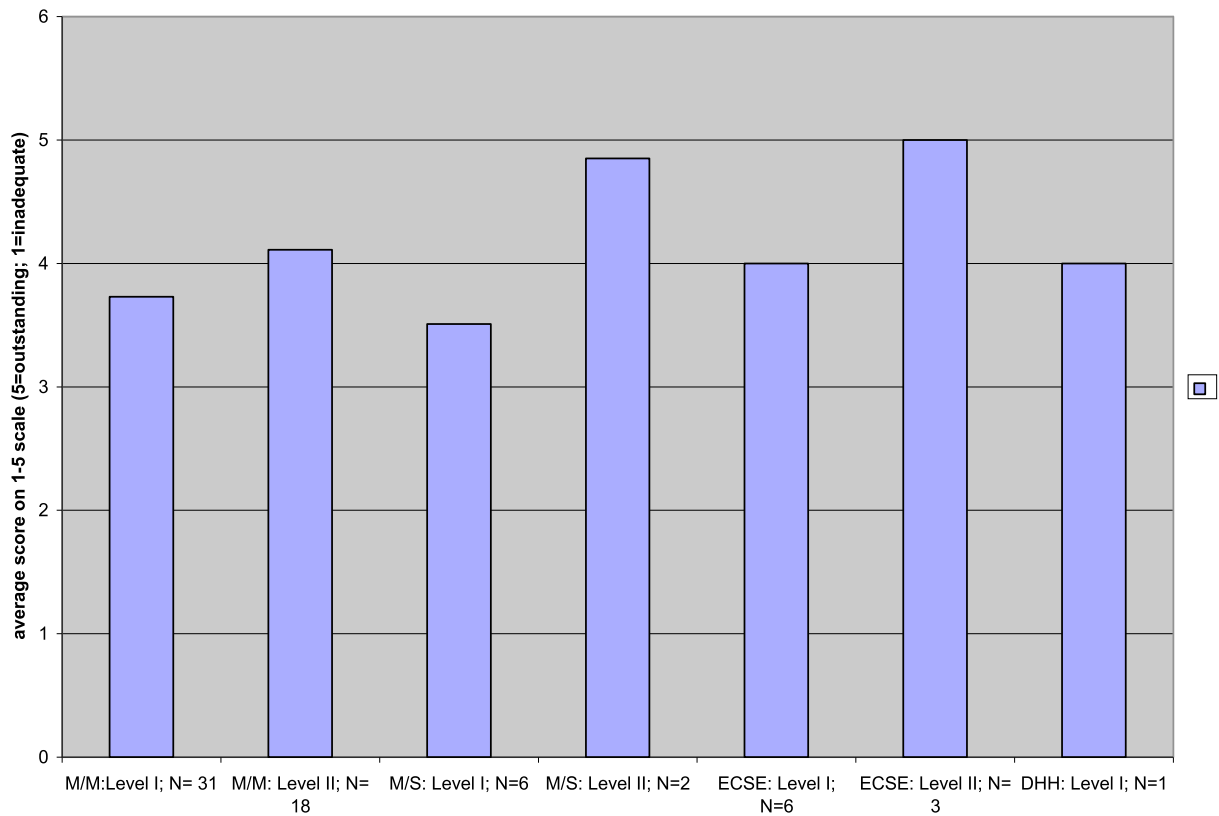
3. Dispositions Evaluation: Average Ratings by Program. Over the last two years, student dispositions have been evaluated on two occasions in Level I and two occasions in Level II. The rating is from 1 to 5 with 1= inadequate, 2= weak, 3= satisfactory, 4= strong, and 5= Outstanding. Table 8 summarizes the average rating on the Dispositions Evaluation for each program over the four semesters.

Table 8: Average Rating on Dispositions for Each Program

<i>Program:</i>	<i>N:</i>	<i>Average Rating:</i>
M/M Level I	31	3.73
M/M Level II	18	4.11
M/S Level I	6	3.51
M/S Level II	2	4.85
ECSE Level I	6	4
ECSE Level II	3	5
DHH Level I	1	4

Figure 12: Dispositions Evaluation

Graph of Average Ratings on Dispositions Evaluation by Program over four semesters



The average ratings for all dispositions were from 3.5 to 5 for all of the programs. Each semester there was an average of 1-2 candidates referred to the Student Review Committee

because of a rating of 2 or 1 on the Dispositions Evaluation. In each of these cases, the committee developed a plan to assist the student in the area of weakness, and in all cases, the plans were successful. We developed a more comprehensive Disposition Evaluation with 15 elements that we are piloting in the fall 2008 semester.

Additional Program Assessments: Intern Program Report

The Commission on Teacher Credentialing conducts an annual survey of Interns and their satisfaction of the program and support. Table 9 below summarizes the results of the survey for the 2006-2007 and 2007-2008 school years.

Table 9: Percentage of Effectiveness of Program Components from Intern Survey

Survey Item:	Did not receive		Not Effective		Somewhat Effective		Effective		Very Effective		No Response	
	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08
While Teacher of record, coursework/seminars:												
Applying effective teaching strategies	0	0	0	12	17	25	67	37	17	25	0	0
Assessing student learning and student progress monitoring	0	0	0	0	22	44	67	44	11	12	0	0
Child/adolescent development	11	6	6	12	28	44	39	31	17	6	0	0
Classroom management	0	0	0	0	17	12	61	75	22	12	0	0
Creating effective learning environment	0	0	0	0	17	37	67	37	17	25	0	0
Instructional planning and delivery	0	6	6	6	28	31	50	50	17	6	0	0
Professional, legal, ethical aspects of teaching	6	0	6	12	17	25	56	44	17	19	0	0
Reading and literacy strategies	0	0	6	6	6	25	44	37	44	31	0	0
Subject specific pedagogy	6	12	6	0	33	37	44	44	11	6	0	0
Supporting equity, diversity and access to core curriculum	0	0	0	0	33	25	50	50	17	25	0	0
Teaching English Learners	0	0	0	0	17	37	50	37	33	25	0	0
Teaching special populations	6	0	0	6	17	19	44	25	33	50	0	0
Understanding and using content standards and frameworks	0	0	0	0	22	25	56	56	22	19	0	0

Using computer technology to support student learning	28	0	6	12	11	44	39	19	17	25	0	0
Working with families and paraprofessionals	17	12	11	6	16	44	50	31	6	6	0	0
Assessment and instructional accommodations	0	0	0	0	33	19	33	69	17	6	17	6
Collaborative and Co-Teaching strategies	17	12	6	0	22	37	28	44	11	0	17	6
Disability specific content	0	6	6	12	33	44	28	19	17	12	17	6
Positive behavioral support	0	0	0	0	17	19	39	56	28	19	17	6
Transition and IEP's	17	0	0	6	22	19	33	56	11	12	18	6

III. Analysis of Candidate Assessment Data

In this section we identify the strengths of the program based on the data presented in the tables and graphs and areas for improvement.

Strengths:

1. Candidate Performance: Candidates in the Mild to Moderate Disabilities Credential program demonstrate strengths in managing learning environments (standard 15) and with curriculum and instruction in general education (standard 20). Strengths in the Moderate to Severe Disabilities Credential program candidates are identified as profession, legal and ethical practices (standard 10), educational policy and perspectives (standard 11), and education of diverse populations (standard 13). Early childhood Special Education candidates demonstrated strengths in family systems and family/professional collaboration (standard 21), the IFSP process (standard 23), and interdisciplinary teaming process (standard 27). Deaf and Hard of Hearing program students showed strengths in professional, legal and ethical practices (standard 10) and in educating diverse learners (standard 12). Pedagogy, language development theories and educational strategies for working with English Language Learners were infused into coursework for all four programs in 2007, and candidate strengths in this area are most likely related to these changes. The transition point assessment results indicate improvement in this assignment over the last four semesters, when examining the data over all classes.
2. Program Effectiveness: The areas of our program content in which at least 75% of the Interns reported as effective and very effective on the annual Intern survey are assessing student learning and monitoring progress, classroom management,

(which is in line with candidate performance assessment results), professional and legal aspects of teaching, reading and literacy strategies, supporting equity, diversity and access to core curriculum, teaching English Learners, and positive behavior support. We received consistent feedback from the school districts with whom we work about the need for good classroom management practices for Interns just beginning to teach and so this course is required in the first semester, and we added classroom management seminars in our SPED Speaker Series in the spring and fall of 2008. Survey results indicated that improved areas from one year to the next were in classroom management, supporting equity, diversity and access to core curriculum, assessment and instructional accommodations.

Areas for Improvement:

1. Candidate Performance: Assessment results indicate that the area of the most challenge for the Mild to Moderate Disability Credential candidates is in understanding the characteristics and needs of students with mild to moderate disabilities (standard 25). Effective communication and collaborative partnerships (standard 16) and assessment and evaluation of students (standard 22) were found to be challenging for the candidates in the Moderate to Severe Disabilities credential program.
2. Program Effectiveness: The Intern survey results indicate that the areas needing work in our department are with disability specific content, which aligns with the results the candidate performance data (standard 25), child and adolescent development, using computer technology to support student learning (an area addressed in the Level II program) and working with families and paraprofessionals (also aligns with results from the candidate performance data).

IV. Use of Assessment Results to Improve Candidate and Program Performance

Based on the data analysis in Section III above, the program changes proposed are as follows.

- The department is currently conducting a thorough review of each course; required assignments, media utilized, research base to identify areas that are missing or weak and those that need additional attention. Faculty identified signature assignments for each course and developed rubrics for each.
- In the Mild to Moderate Disability credential program, standard 25, or the characteristics and needs of students will be discussed in the department meeting. We will identify 1-2 courses in which to incorporate this topic and to strengthening the already-existing content related to this important area, and to infuse this into the practicum courses. We will consider presenting this information in the Intern Institute in the summer and in our SPED Speaker Series.

Department of Special Education

- Communication and Collaborative partnerships (standard 16) is important for all special education teachers and so additional attention will be given to this in each course in Level I for the Moderate to Severe Disabilities Program. Faculty work with several parent groups in the area and will increase their participation in the courses and in the SPED Speaker series.
- Assessment strategies (standard 22) has been an on-going area for improvement in the Moderate to Severe Disabilities program. We provided additional seminars open to all credential students related to this topic, and invited candidates required in their jobs to use specific assessments typically associated with students with learning disabilities to attend assessment course sessions in the mild to moderate disabilities program.
- Child and adolescent development is incorporated into the ECSE program content, but seems to be lacking in the other three programs. This will be discussed in the department meeting and we will identify how and where this will be provided for our candidates.
- We are currently working on improving instruction and opportunities for our candidates in Level I to learn about technology that supports student learning. One faculty member, Ji Mei Chang, was recently awarded a grant that will allow her to develop technology modules that will enhance technology use for our candidates.

SECTION B

INSTITUTIONAL SUMMARY AND PLAN OF ACTION San José State University's Programs

San José State University offers programs in the following credential areas: Speech and Language Pathology, Multiple Subject Teaching, Preliminary and Professional Administrative Services, Pupil Personnel Services (School Counseling, School Social Work and Child Welfare and Attendance), School Nurse, Single Subject Teaching, Teacher Librarian Services, and four Education Specialist credentials (Mild-Moderate, Moderate-Severe, Deaf and Hard of Hearing, Early Childhood Special Education). These programs are housed in both the Connie L. Lurie College of Education and the College of Applied Sciences and Arts.

In 2006-2008, 1536 candidates from all of the programs listed above were recommended for either a preliminary (Level I) and/or professional (Level II) credential. Most credential programs have maintained a fairly steady number of program completers from year to year, although we have seen an increase in the number of credential completers in the Department of Educational Leadership's Preliminary Administrative Services and the Department of Counselor Education's Pupil Personnel Services areas.

The number of candidates actually enrolled in the program in any given year is considerably higher than the number of completers because the majority of credential candidates attend as part-time students, often taking more than one year to complete their programs.

San José State's programs serve a large and diverse geographic region. For the majority of our campus-based programs, our service area stretches from the Northern Bay Area counties (San Francisco and Contra Costa counties) to as far south as Monterey and San Benito County. For low incidence programs, such as the Deaf and Hard of Hearing program, our service area encompasses much of central and all of northern California, up to the Oregon border. Candidates are placed in small rural as well as large urban and suburban schools. K-12 pupils in these schools reflect the diversity of the entire state in terms of language, culture, and socioeconomic status. The program strengths are a reflection of the institution's response to the fact of the diversity and size of our service region.

Program Strengths:

Candidates in each of the credential programs exhibit strengths in their knowledge of foundational ideas in their fields and are able to apply this knowledge to specific problems in classroom teaching and clinical practice. Most notably, all candidates excel in planning or preparation for practice. In some programs, such as Nursing, Speech and Language Pathology or Pupil Personnel Services, competence in advanced preparation for practice allows candidates to develop long-range goals for working with their clients

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to address or treat complex problems. In the teaching preparation programs, candidates' competence in planning supports their ability to develop lessons that facilitate student learning of the academic content standards in both general education and special education classrooms.

Across all programs, candidates demonstrate strengths in their ability to reflect upon professional practice, to consider ethical and professional responsibilities and the role that educators play in larger society. The development of a professional identity and the types of practices that maintain a sense of professionalism within their respective fields is a hallmark of each credential program.

Each of San José State's programs has worked to create multiple pathways to credentials that are responsive to the needs of both candidates' and the local school and public agencies or institutions we serve. The success of this approach is revealed in the positive ratings our programs receive from both candidates' and local schools and agencies that employ them after program completion. Candidates note that they are welcomed in their field settings and are provided with support that allows them to be successful during their student teaching and clinical experiences. Intensive and extensive relationships between program supervisors and their field supervisor partners allow for better alignment between program curricula and context-specific needs in schools and other clinical sites.

Areas Needing Improvement

Prior to the change in the accreditation review process, San José State's credential programs had relied mainly on indirect measures of candidate performance, most notably results from the System-wide Evaluation of Teaching Credential graduates and Program Exit Surveys for Teaching Credential Program Completers conducted by the CSU Chancellor's Office. Each of the other professional programs also utilized survey instruments administered to candidates and employers to determine program effectiveness. Every program solicits feedback from their community partners through their advisory boards.

Programs also used a *mastery* model for assessing candidate competence. That is, competence is judged through global measures of acceptable performance that are related to program standards. Individual elements relating to specific skills and knowledge were assessed by individual program faculty, but faculty typically did not attempt to standardize measures with other faculty teaching the same courses. There was typically not a systematic effort to link these individual faculty assessment results with program-wide outcome measures. As a result, only global measures of candidate performance were available for program-wide evaluation. Each program acknowledges the difficulty that such global measures presents; each program has identified specific ways in which existing assessments will be revised to provide more fine-grained detail about candidates' performance on key tasks.

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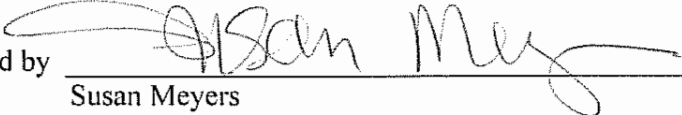
Most programs use a field-based evaluation form to judge candidates' competence on specific skills during the student teaching or clinical practice experience. However, analysis of the clinical data is complicated by the tendency of programs to map multiple competencies or program standards on to a single rubric criterion. For example, a criterion that evaluates a candidate's ability to plan a lesson is mapped to TPEs addressing planning, instruction and assessment. Faculty recognize that a candidate's ability to write a lesson plan also takes into account their ability to instruct and assess student learning within the lesson plan. Conceptually, this makes sense. However, analytically it is difficult to determine which of the criteria used to assess a candidate's performance is related to a specific TPE. The resolution of this analytic problem will be one of the next steps for our programs.

All of the programs note the lack of a comprehensive information system that would allow them to track candidates' progress through the program. In addition, the College as a whole needs to develop the infrastructure to maintain all of our assessment instruments and data in an electronic format that is accessible to each program.

Plan of Action

1. The Lurie College of Education has begun to develop a comprehensive, web-based information system that will support each program's ability to monitor their candidates' progress through the program and to collect assessment data for each candidate.
2. The College of Education is using Waypoint, a web-based assessment tool, for its assessments. We have already begun to input our rubrics into Waypoint and begun using it to collect data from performance assessments during the Fall 2008 term. We anticipate managing the majority of our performance assessments within Waypoint by the end of the 2009-2010 AY.
3. Each program has begun the process of reviewing each of the assessments used at the program's transition points. This review will allow each program to determine whether the assessment defines the task in terms of measurable performances that are tied to program standards or TPEs.
4. Programs have begun the process of revising existing rubrics for field/clinical practice and other performances so that the analysis of data from each rubric can be more clearly linked to specific candidate competencies and program standards.
5. Each program is working to standardize the use of specific assessment instruments for transition point courses. Faculty who teach these courses are working to develop or revise these assessments. Professional development for faculty in the use of the assessments is being provided this year to ensure better reliability in the scoring of candidate performances.

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Submitted by  _____, December 15, 2008
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