All students enrolled in the special education programs must meet the California Standards for Teaching Preparation as part of the California Teacher Credentialing Commission awarding the students with teaching credentials and/or certificates.

Education Specialist: Early Childhood Special Education (ECSE)– Level I and II
Education Specialist: Mild/Moderate Disabilities Specialist (M/M)-Level I and II
Education Specialist: Moderate/Severe Disabilities Specialist – Level I and II

1. What goals or learning objectives/outcomes were assessed in 2006-2007?
Learning outcomes in the mild/moderate credential program were addressed in course work, fieldwork and student teaching experiences directly linked to Professional Standards for Teacher Preparation, Level I and Level II Education Specialist.

2. How did you assess these learning outcomes?

   a) Describe the measures you used and information gathered?
Within each course syllabi specific measures are identified to assess student-learning outcomes. Examples of how learning outcomes were assessed during the AY 2006-07
   - Written quizzes / examinations
   - In class activities
   - Written discussions and reflections on specific topics/activities
   - Case Study analyzes and presentation
   - Develop specific lesson plans (e.g. ELL, Social Science, Science, Reading, etc)
   - Written IEP goals /benchmarks for K-12 setting
   - Website search related to topic/standard
   - Administer series of selected formal and informal assessments
   - Class action research
   - Group/Individual projects (e.g. technology, teacher interview, etc)
   - Portfolio required for Level I and Level II Education Specialist
   - Portfolio for specific course work
   - Seminar for fieldwork and student teaching: multiple subject and/or special education
   - Completion of Initial Fieldwork and/or Final Student Teaching or Internship
b) As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

Students were successful in achieving specific learning outcomes in the required coursework, seminars, fieldwork and student teaching.

c) In what areas are students doing well and achieving expectations?

Students are doing well in all areas identified.

d) What areas are seen as needed improvement within your program?

a) As a program there has been discussion on the need to provide individuals employed as Interns by school districts with direct supervision early in their teaching experience.

b) Seminar course redesign to meet needs of M/M course alignment

c) In response to community feedback and student survey there is a need to create a class that addresses the needs of children with emotional/behavioral problems

3. As results of faculty reflection on these results are there any program changes anticipated?

a) What are those changes?

a) Continue discussion on: ALL teachers in the mild/moderate credential program will be required to enroll in the initial fieldwork and be supervised. Need to consider pedagogically value as well as fiscal impact.

b) Re evaluation of seminar requirement in relationship to Professional Assessment for California Teachers (PACT) and possible requirement for All teachers to complete initial fieldwork.

c) The mild/moderate program approved the addition of the course Education of Students with Emotional and Behavioral Disorder in Level I - anticipated first class Spring 08

4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?

Course Alignment:
The Education Specialist Credential Program: Mild/Moderate will be dropping four courses as a program Level I requirement.
The Teaching Credential Program: Multiple Subject will be dropping two courses as Level I program requirements.
It is anticipated that these changes will be implemented in spring 2008.

5. What assessments activities are planned for the upcoming academic year?

At the return to school retreat we will continue discussion on the following:

a) Due to the course alignment in the M/M program, the seminar course needs to be reevaluated.
b) For students seeking to complete the multiple subject credential along with the special education credential, they will be required to complete the (PACT) beginning Fall 08. This will require faculty to be trained in implementing PACT.

c) Our faculty will also be reviewing the master’s program.