

Putting CEAS Mission, Vision, & Values to the Test: Our Self Study

Campus Committee on Professional~~12~~ Education (CCPK)

Welcome and Introductions

Commission on Teacher Credentialing Overview

- Site Visit occurs April 29th ~~May 2nd~~
- Campus Committee Interview: Monday, April 30th, 11:00 ~~1:50~~ AM
(Room AE 392)

Overview of the Process and Purpose

- Accreditation for Educator Preparation Programs in California is very rigorous
- 7 year cycle of collecting data, drafting and submitting reports, and responding to requests from the CTC
- Each credential program requires several documents related to program assessment and a continuous collection of candidate performance data
- In addition to individual program assessment, the entire unit is evaluated as a whole
- Ongoing approval by the CTC is required to offer our credential programs (this is not an optional accreditation)

CTC Site Visit Team Members

Team Member	Institution	Role
Christine Zeppos	Brandman University	Team Lead
Mike Kotar	CSU Chico	Common Standards
Anne Weisenberg	CSU Stanislaus	Common Standards
Candace Poindexter	Loyola Marymount University	MS, SS, Reading
Caron MellblomNishioka	CSU Dominguez Hills	Special Education & SLP
Donna GlassmanSommer	Tulare COE	Admin
Veronica EscofferyRunnels,	University of LaVerne	PPS
Teri Clark	CTC	Consultant
Jake Shuler	CTC	Consultant

Program Impact Data Program Completers

Program Completer Career Survey Data

- Employment Status
- Employment Locations

What a Day Looks Like For the Site Visit

CEAS Mission, Vision, Values

- Mission: To prepare collaborative leaders committed to professional excellence, social justice, and democracy who will influence a diverse and interconnected world.
- Vision We will be a college committed to exemplifying the ideals of social justice and democracy, distinguished by excellence in teaching, scholarship, vibrant programs, and graduates who are powerful forces in their communities
- Values Excellence in teaching and scholarship, collaboration and partnership, assessment and evaluation, equity and diversity.

Data-Based Continuous Improvement Model Update

Unit Improvement Objectives

- All University supervisors will observe and/or support candidates at a level consistent with program policy.
- Each program will:
 - (a) identify categories of California's population that are currently underrepresented in the program
 - (b) develop and implement a plan to recruit and admit candidates from those underrepresented categories.

Results of CTC and Exit Surveys

- CTC Completer Survey
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Undergraduate Single Subject Matter Preparation Programs

Current Programs Offered:

- Mathematics
- Music
- Physical Education
- Social Studies

Status of Bachelors Plus (BPEP) Liberal Studies/Multiple Subject Pathway

Update

Social Justice: Necessary but not Sufficient to Achieve Social Justice

- Social Innovation is characterized and operationalized by:
- The capacity to address social needs that traditional policy seems

CEAS Animating Partnerships & Activities

- Center for Research, Equity, & Collaborative Engagement (CRECE)
- Center for Sport & Social Justice (CSSJ)
- Community Counseling Clinic (CCC)
- Get Fit, Stay Fit
- Hayward Promise Neighborhoods (HPN)
- External Internships (KIN and HRT)
- Kinesiology Research Group (KRG)
- Sophomore Transition Enrichment Project (STEP)
- Writing Challenge/Writing Groups

Questions and Thank You

1. Data-Based Continuous Improvement Model

Unit Improvement Objectives

- i. Objective 16-1: data collection on supervisor observations
- ii. b. Objective 16-2: data collection on candidate diversity and plans to increase diversity

Unit-wide Exit Surveys: how data is used for program improvement

Questions - Response Well Prepared or Adequately Prepared	2014	2015	2016	2017
Q1 How well prepared are you to: Provide services that help English Learners succeed?	0.83	0.82	0.87	0.87
Q2 How well prepared are you to: Provide services that help children who receive special education services succeed?	0.68	0.70	0.80	0.79
Q3 How well prepared are you to: Create a school environment in which all individuals are treated with respect, dignity, trust, and fairness?	0.96	0.98	0.97	0.97
Q4 How well prepared are you to: Work collaboratively with children, parents, staff, administrators, and teachers to achieve equitable learning outcomes and equitable environments?	0.92	0.92	0.94	0.94
Q5 In regards to the professional knowledge and skills you need to be successful, how well prepared are you?	0.90			
program. How would you rate the program?	0.81	0.81	0.78	0.83
Response Rate 331/388				

2. CTC Completer Survey of TED Multiple Subject, TED Single Subject, Education Specialist, and Administrative Services graduates

Results were generally disappointing: CSUEB completers responses were lower than those of completers across the state

Of particular concern were responses to the item: “My field experiences help me integrate and apply the major ideas developed through coursework.”

CSUEB