

MAT SPED Moderate Severe Analysis of Candidate and Program Data

Table 9

Analyses of Candidate and Program Assessment Data from Tables 1 and 2.

CalTPA for Traditional and Intern Preliminary Mild/Moderate and Moderate/Severe Education Specialist Candidates

Criteria	Strengths	Areas for Improvement
Task #1 (Table 1)	While most traditional candidates are unfamiliar with ‘pedagogy’ upon entering our program, more than 94% of our candidates are passing Task 1 after typically taking just three classes. Moderate/Severe candidates showing slightly stronger scores than Mild/Moderate candidates.	Equipping candidates with pedagogical approaches to making viable adaptations will require an adjustment of course content and intentional modeling of these approaches by the course professors.
Task #1 (Table 2)	Intern candidates performed slightly stronger on Task 1 with the daily practice and application of classroom experience in the design of effective instruction. The Intern experience gives appropriate context for the acquisition and refinement of TPA knowledge and skills.	The program needs to continue to provide multiple opportunities within course assignments for candidates to practice making appropriate instructional and content adaptations to meet the needs of the diverse range of students.
Task #2 (Table 1)	Traditional candidates demonstrated high proficiency in planning developmentally appropriate activities and reflecting on evidence of student learning based on those assessments. Both Mild/Moderate and Moderate/Severe candidates passed this task effectively with moderate/severe performing slightly higher.	Making adaptations to instruction, content, and assessment to better meet the needs of English Learners and children who pose different learning challenges is a skill that candidates need continued support and development through course assignments.
Task #2 (Table 2)	Interns attained the lowest mean score in this Task overall. Planning for instruction was the lowest mean score for Task 2 (2.89), but by the time the intern candidates submitted Task 4 (3.29), this criteria became the highest scoring criteria. As interns progressed in coursework and classroom experience towards the culmination of Task 4 this area became a strength of the program.	The Program should provide additional support and formative feedback to intern candidates in the area of Designing Instruction earlier in their coursework. Particular emphasis should be given to multiple opportunities and formats for developing lesson plans and individualizing the lessons to meet student needs.
Task #3 (Table 1)	Traditional candidates showed good proficiency in the Assessing Learning competencies measured in this Task with Moderate/Severe candidates relatively stronger than Mild/Moderate candidates. Education specialist coursework emphasizes the importance of assessment of student performance (i.e., assessment drives instruction) and candidate scores on this Task show the beneficial effects.	The program needs to continue to provide strong curricular content regarding the link between student assessment and instruction to enable candidates to meet the needs of their students.

<p>Task #3 (Table 2)</p>	<p>Interns performed as well as traditional candidates on this Task with Moderate/Severe candidates showing a relatively stronger performance. Again, the strong emphasis on assessment guiding the instructional process within the candidates' program supports their competency in this area.</p>	<p>The program needs continued emphasis on the value and usefulness of assessment in making instructional decisions. Consideration should be given to increasing the variety of opportunities to work with assessment measures for candidates.</p>
<p>Task #4 (Table 1)</p>	<p>Traditional candidates performed between the 96% to 100% level on Task 4. Moderate/Severe candidates showed a steady increase across all four Tasks in mean scores. Skills in lesson design, planning for instruction, assessment, and implementation of lessons clearly increased as candidates moved from one Task to the next.</p>	<p>The previous 2009 Biennial Report and this current report show the value of education specialists participating in the TPA process. The process of identifying each course as either a TPA submittal course or a TPA support course should be continued as a means of ensuring competency in candidates.</p>
<p>Task #4 (Table 2)</p>	<p>Intern candidates performed strongly across all four Tasks and showed their highest mean scores through Task 4. Mild/Moderate and Moderate/Severe candidates gave matched performances on this Task. Video data from this Task supports the competency levels of interns with challenging student behaviors.</p>	<p>The previous 2009 Biennial Report and this current report show the value of education specialists participating in the TPA process. The process of identifying each course as either a TPA submittal course or a TPA support course should be continued as a means of ensuring competency in candidates.</p>

Table 10

Analyses of Candidate and Program Assessment Data from Tables 3 and 4.
Signature Assignments for Traditional and Intern Preliminary Mild/Moderate and Moderate/Severe Education Specialist Candidates

Course Content	Strengths	Areas for Improvement
<p>EDU 504/600 (Tables 3 & 4) Knowledge of research-based theories and principles of human learning and development; Knowledge about how these theories affect classroom practice.</p>	<p>Moderate/Severe candidates showed strong proficiency in this course with high mean scores ranging between 95% - 98%. Interns scored relatively higher than traditional candidates.</p>	<p>Recommend continuation of activities and assignments in this course that support candidate development of how learning theories affect and resonate with their beliefs.</p>
<p>EDU 520/610 (Tables 3 & 4) Data collection through anecdotal observation and student conferences; Data collection to determine student ELD abilities; Data collection through administration of literacy assessment instruments; Setting goals for student growth and reflection on student strengths.</p>	<p>A high percentage of both Moderate/Severe (93-94%) candidates demonstrated proficiency in this course. Traditional candidates performed slightly better than Interns in this area.</p>	<p>Recommend adding literacy assignments in EDU 654 (Moderate/Severe Methods) courses to strengthen candidate competencies.</p>
<p>EDU 621/650 (Tables 3 & 4) Knowledge and skills in the screening, referral, assessment and placement procedures necessary to identify and qualify students with mild/moderate disabilities for Special Education services and supports; Analysis of assessment data, Planning instruction, and Supporting individual student learning.</p>	<p>Mild/Moderate and Moderate/Severe candidates demonstrated a 90-94 % passage rate. Traditional candidates and interns performed similarly. The median scores were high overall and hovered between 3.8 and 4.0 across all candidates.</p>	<p>Recommend continued emphasis on the value and usefulness of assessment in making instructional decisions. Consideration should be given to increasing the variety of opportunities to work with formal and formative assessment measures. Recommend continuation of this signature assignment.</p>
<p>EDU 632/652 (Tables 3 & 4) Knowledge in the principles of effective collaborative and multi-disciplinary teaming with an intentional focus on best practices for inclusive education; Planning for supports and services; Actively working with professional learning communities, service providers, and students for progress monitoring while supporting the Transition services process.</p>	<p>Between 89% - 91% of all Mild/Moderate and Moderate/Severe candidates demonstrated proficiency. No significant differences between traditional candidates and interns. Mean scores ranged from 3.56 – 3.64 showing good grasp of competencies.</p>	<p>Since consultation and collaboration are critical aspects of the function of an education specialist in schools today the signature assignment in this course is an essential one. Recommend continuation of this signature assignment.</p>

Table 11

Analyses of Candidate and Program Assessment Data from Tables 5 and 6.
Disposition Assessments for Traditional and Intern Preliminary Mild/Moderate and Moderate/Severe Education Specialist Candidates

Disposition Themes	Strengths	Areas for Improvement
<p>Dignity & Honor</p> <p>Honesty & Integrity</p>	<p>Traditional Mild/Moderate and Moderate/Severe candidates showed strong affinity for these dispositions with mean scores ranging from 3.61 – 3.92. Intern Moderate/Severe candidates rated themselves relatively lower than the others with a median score of 3.61 in Dignity & Honor.</p>	<p>Continued program emphasis on dispositions is recommended. Intern Moderate/Severe candidates would benefit from support in valuing the work they do with students with Moderate/Severe needs in the areas of Dignity and Honor.</p>
<p>Caring, Patience, and Respect</p> <p>Spirit of Collaboration, Flexibility & Humility</p>	<p>Intern Moderate/Severe candidates rated themselves in Spirit of Collaboration, Flexibility, and Humility with a relatively low mean score of 3.47. Traditional Mild/Moderate and Moderate/Severe candidates showed mean scores ranging from 3.56 to 3.88.</p>	<p>Continued program emphasis on dispositions is recommended. Intern Moderate/Severe candidates would benefit from support in the development of dispositions of Collaboration, Flexibility, and Humility.</p>
<p>Harmony in the Learning Community</p> <p>Self-Awareness/Calling</p>	<p>Intern Moderate/Severe candidates rated themselves strongly (4.0) related to Self-Awareness/Calling. Traditional and Intern candidates in Mild/Moderate/Severe showed a mean score range of 3.48 – 3.81 in Harmony in the Learning Community.</p>	<p>Continued program emphasis on dispositions is recommended. Traditional and Intern Mild/Moderate/Severe candidates would benefit from support in the development of the disposition of Harmony in the Learning Community.</p>
<p>Perseverance with Challenge</p> <p>Diligence in Work Habits & Responsibility for Learning</p>	<p>Intern Moderate/Severe candidates showed a relatively low mean score (3.64) in both Perseverance & Diligence. Traditional Mild/Moderate/Severe candidate showed a wide range of median scores from 3.33-4.0.</p>	<p>Continued program emphasis on dispositions is recommended. Since these dispositions showed the widest range of mean scores, candidates would benefit from greater program support in these two areas.</p>

Table 12

Analyses of Candidate and Program Assessment Data from Tables 7 and 8.

Follow Up / Exit Survey Assessments for Traditional and Intern Preliminary Mild/Moderate and Moderate/Severe Education Specialist Candidates

Exit Survey Themes	Strengths	Areas for Improvement
Equip	Overall, Intern Moderate/Severe candidates rated themselves highly in formal preparation for teaching with scores of 100% in 5 of the 7 subcategories. Relatively low scores hovering in the 40%- 60% range in most subcategories were seen in both Traditional Moderate/Severe and Intern Mild/Moderate candidates.	Candidates need more support in classroom management, communicating with parents, and adaptations for students with EL needs.
Transform	All Intern candidates in Mild/Moderate/Severe showed a pattern of low ratings for classroom skills with EL strategies (50% marked a 3 or 4 rating). Also among all Mild/Moderate/Severe candidates there was a consistent pattern of lower ratings for the TPA Support subcategory (11%-25%). The strongest favorable responses for all candidates were directed towards the subcategory of Effective Instruction for Special Needs with a range between (75%-100%).	Candidates need more support with specific EL instructional strategies as well as support in the completion of the TPA.
Empower	Intern Mild/Moderate candidates showed a wide spread of ratings (i.e.,1- 66%; 2-11%; 3-11%; 4-11%) across all four score points in the subcategories of Professional Attributes and Teaching as a Calling. Greater satisfaction was seen among Intern Moderate/Severe and all Traditional Mild/Moderate/Severe candidates as evidenced by the preponderance of 1 and 2 scores (98%)	Interns may need more support in the development of professional attributes particularly since they are functioning as a professional while still developing their professional repertoire.

Use of Results

Master of Arts in Teaching: Education Specialist Moderate Severe Preliminary Credential

Use of Assessment Results to Improve Candidate and Program Performance

Proposed Program Changes		
	Data	Summary
Candidate Competence	TPA 1,2 ,3, and 4	<p>All tasks were passed at a relatively high rate, between 94% and 100% passage rate. Education Specialist candidates' overall mean scores are very consistent over the course of Tasks 1-4, indicating that candidate skill and knowledge remains strong as the rigor of the performance tasks increase. This is also a finding that can be considered a strength of the program.</p> <p>It is interesting to note that in the 2009 Biennial Report, when the baseline for Education Specialist performance was established, scores across all four tasks were strong. Comparing the 2009 data to the current data yields a fuller picture of a more predictable level of performance. Candidate performance has remained strong among both Traditional and Intern Mild/Moderate/Severe candidates with the TPA across all regional centers. The range of passing scores is high and provides useful information about the quality of preparation provided by the SOE. No significant difference was apparent among the four regional centers.</p> <p>The Exit Survey results point to a candidate need for more support in the preparation and completion of TPAs.</p> <p>More intentional work on the TPAs embedded in coursework would assist candidates in their preparation for TPAs. The Special Education Program Director and TPA coordinator will continue regular monitoring of each candidate's progress throughout the program.</p>
	Signature Assignments	<p>Candidates performed strongly on the signature assignments.</p> <p>Recommendation to be considered are as follows:</p> <p><u>EDU 600</u> - Recommend continuation of activities and assignments in this course that support candidate development of how learning theories affect and resonate with their beliefs.</p> <p><u>EDU 610</u> - Recommend adding literacy assignments in EDU 651 (Mild/Moderate Methods) and EDU 654 (Moderate/Severe Methods) courses to strengthen candidate competencies.</p> <p><u>EDU 650</u>- Recommend continued emphasis on the value and usefulness of assessment in making instructional decisions.</p> <p>Consideration should be given to increasing the variety of opportunities to work with formal and formative assessment measures. Recommend continuation of this signature assignment.</p> <p><u>EDU 652</u> - Since consultation and collaboration are critical aspects</p>

		<p>of the function of an education specialist in schools today the signature assignment in this course is an essential one. Recommend continuation of this signature assignment.</p> <p><u>Recommend:</u> Add a signature assignment to EDU 653 (Language Acquisition for Students with Disabilities) as a means to help address candidate knowledge and skills in EL instructional strategies.</p>
	Dispositions	<p>Since this is the first time data has been collected on dispositions, a review of the implementation process needs to occur throughout the coming years. Upon initial analysis, the areas of “Honor & Dignity”, “Collaboration, Flexibility, and Humility” and “Harmony in the Learning Community” scored the low. Interns, in particular, need more support in the development of these critical teacher behaviors and attributes. As a result, faculty need to discuss ways to assist candidates increasing the confidence in collaboration and the need to exhibit humility as well as learning how to manage conflicts and/or issues with others. The faculty needs to develop a “plan of action” as to how to address these three areas for future candidates.</p>
	Follow up / Exit Surveys	<p>As with the disposition data, this was the first time collecting Follow up survey data. This data represented some areas that need improvement. Three areas that need support emerged from the data:</p> <ol style="list-style-type: none"> 1) TPA preparation, classroom management, 2) Communicating with parents, and adaptations for students with EL needs, and 3) <p>Interns needing support in the development of professional attributes particularly since they are functioning as a professional while still developing their professional repertoire. Faculty need to develop a program plan to increase the support to candidates in these critical areas of development.</p>