

Cal State East Bay
Commission on Teacher Credentialing (CTC)
Professional Education Unit

Program Impact: Cohort 2015-92 Project

10/26/17 Draft

1. Overview

During the 2014-2015 academic year, Unit leaders considered additional data sources to measure the impact our program completers have on California's K-12 students. This document describes one in i

on Teacher Credentialing, and our own Cal State East Bay surveys. In the Spring of leadership selected one cohort of exiting Multiple Subject Teaching Credential follow closely. The cohort is called "2015-

- (1) Email inquiries in 2015-2016, 2016-2017, and 2017-2018;
- (2) Telephone calls, including in-depth interviews with three members at the end of their first year of teaching and at the end of the second year of teaching; and
- (3) Classroom observations of three members of the cohort during their first year of teaching.

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(2) High Rates of Retention. We gathered employment data on 22 members of the cohort for the 2017-2018 academic year. 18 were teaching full-time. Of the four not teaching full-time,

(5) How are you doing with your students with special needs?

(6) What do you hope to improve most in the coming year?

(7) Do you have any additional comments?

b. Findings

(1) Positive about Guided Language Acquisition Design (GLAD) Training. During the first-year interviews, in response to the question about English Learners, all three members praised the effectiveness of the GLAD training they received in the credential program. They were pleased to be in schools that were using GLAD strategies.

(2) After Two Years, Good Attitudes. After two years of teaching, all three members' responses were upbeat – and all three were looking forward to their third year. All three were more confident than when they began teaching and felt they were im A A

b. Findings

(1) Good Classroom Organization. Classroom observations of three members revealed that each member's classroom was well organized. Each room had many places for students to work (centers, "home" seats), each with a clearly designated purpose.

(2) Efficient, Effective Teaching. Classroom observations revealed that all three members had good "command," of the classroom. Children were on task and transitioned smoothly from one activity to another. All three were positive in their interactions with students and had high expectations for their students.

6. Utility of the Project

The leadership of the Unit and the members of the Accreditation CEAS Team (ACT) will evaluate how useful the Cohort 92-15 Project was in measuring Program Impact. Issues to consider:

(1) The combination of personal follow up by phone and email, along with online resources, provided useful data on the members' employment status, far more than provided by surveys. .

(2) Online resources and/or social media have potential for tracking the employment status of our completers. A Facebook page might work?

(3) The interviews and the observations were problematic. The plan was to gather thick data on three members of the cohort. The obstacles, however, in conducting the interviews and observations were large. No two members taught in the same school. Beginning teachers are very busy. The amount of time required of our faculty member was more than we had planned. Thus, we ended the observations after one year, and ended the interviews after the second.

(4) We had originally thought we would try to collect K-12 student performance data from the K-12 students of a small number of members. This proved very difficult for a number of reasons.

We will learn from this experience and use it to help shape our Program Impact Data Collection Plan.

7. Employment Summary

	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
Data on	23/28	22/28	22/28
Full Time	20	19	18
California	20	19	17
Contra Costa Public	11	11	10
Private	2	2	1
Charter	1	0	0
Elementary	17	17	16
Middle School	3	2	2

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