

Supporting Candidates and Program Completers: Candidate Tracking System at California State University, Fullerton

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325T CSUF PROCESS Project

- Preparation and **Retention of Collaborative, Effective, and Successful Specialists** project goals include:
 - To redesign a program that will effectively support, track, and produce Highly Qualified Teachers who will successfully complete the program and obtain credential authorization.



Preparation and Retention Of Collaborative, Effective and Successful Specialists

CSU Fullerton: University and College Characteristics

- CSUF is a large state institution serving over 37,000 students, and identified as a Minority Majority IHE
- The College of Education (COE) serves more than 1,300 students in post-baccalaureate credential (licensure), Masters, and Ed.D. programs with 5 standing departments
- The COE awards no undergraduate degrees in any program
- The COE currently uses over 70 school districts for clinical teaching and has over 500 teacher candidates enrolled in clinical teaching coursework each term

CSU Fullerton: The Special Education Department

- The CSUF Department of Special Education serves approximately 370 admitted students each year, with 15 full-time faculty
- There are 3 preliminary preparation programs (Early Childhood SpEd, Mild/Moderate and Moderate/Severe), as well as a professional preparation program and MS degree track
- Candidates may enroll part-time or full-time, or either as part of an alternative certification plan
- Prior to 325T supported program change, candidates were not tracked following admission

325T CSUF PROCESS Project: Current Status

- As we begin 325T year 3, the project objectives now include tracking all candidates from admission to program completion
- During year 4-5, all program completers will also be tracked
- Some completers may choose to stay with CSUF for their professional credential, but also candidates have the option to complete this program at state-approved district settings or at other universities

Tracking CSUF SpEd Candidates: 325T and Program Change

- The program no longer allows for any “conditional” admits
- ALL admitted candidates have completed pre-requisite coursework, state testing, and other application requirements
- Key courses have been identified as checkpoints, and candidate status (course completion, grades, etc.) is verified before enrollment in these fieldwork courses

325T PROCESS Project: Tracking CSUF Candidates and Completers

- Previously, individual candidate's progress was manually audited at two points:
 - prior to fieldwork/student teaching
 - when applying for a credential at completion
- Currently collaborating with the COE IT to build an in-house database application that will:
 - interact with the University system
 - compile student information in one place for efficient tracking and data analysis

325T PROCESS Project: Tracking System

- In-house database application will include candidate information regarding:
 - Class enrollment
 - Grades
 - State tests
 - Fieldwork placements
 - Key assessments (e.g., student teaching evaluations)
 - Completers employer and contact information

325T PROCESS Project: Tracking System

- Timely reports, lists, and summary data will be automated including:
 - Tracking individual students (e.g., completion of requirements, fieldwork/student teaching readiness, missing items lists)
 - Summary data and analysis (e.g., enrollment and completer statistics, pass rates, retention rates)
- Automated notifications and emails will be able to be sent to candidates and completers

325T PROCESS Project: Tracking CSUF Candidates and Completers

- Additional opportunities for tracking completers
 - CSU system collects employee data from CA school districts in order to locate and survey the employer of initial credential completers after their first year as a teacher
 - Developing a campus online form for completers to update their work and contact information in the database
 - Reporting for both potential opportunities is voluntary

325T PROCESS Project: Connecting with CSUF Completers

- Project programs are being developed for ongoing communication with program completers
 - Ongoing access to support materials via a “member’s only” website
 - Monthly EBP care packages sent electronically highlighting recourses and other professional opportunities

325T PROCESS Project: Tracking CSUF Candidates and Completers

Questions and/or Comments?

Your Evidence Based Practice (EBP) Care Package has Arrived!

Collaborating with Families

The Harvard Family Research Project created a resource guide to facilitate collaboration between families and special education teachers. The guide contains journal articles, best practices and proven methods for increasing collaboration. The PDF entitled: *The Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents* is available on the PROCESS TITANIUM community.

Classroom Management

The IRIS Center is pleased to announce the posting of a new Case Study Unit, *Defining Behavior*, with content created by Sara C. Bland, Auburn University at Montgomery, and David P. Bland, Behavior Analysts of Central Alabama, LLC. To access this resource, please visit the following link: http://iris.peabody.vanderbilt.edu/case_studies/CS-015.pdf

Thinking About Inclusion and LD

Produced by the Division for Learning Disabilities (LD), this teacher's guide highlights the most current thinking and research on learning disabilities and inclusion and explains what a classroom is like to a child with learning disabilities. The guide also shows teachers how their classroom structures and instructional practices affect their students. This guide is attached to this email and available on the PROCESS TITANIUM website.

Behavior & Classroom Management

The IRIS Resource Center developed two training modules, *Classroom Management* (Part 1) and *Management Plan and Addressing Disruptive and Noncompliant Behaviors* (Part 2). Learning interventions that highlight the importance of establishing a comprehensive classroom behavior management system. The modules address behavior management procedures, rules, consequences, and describe interventions that can be implemented to decrease disruptive and challenging behaviors. To access these modules, please visit <http://iris.peabody.vanderbilt.edu>.

Upcoming Events

A Day with Dan H. December 1, 2012
See attached flyer for Contact: luszapata@fullerton.edu

Upcoming Events

14th International Division on Autism and Developmental Disabilities Conference
January 22-25, 2012
<http://autismcare.conference.com>

iPad App of the Month

Monkey Word School Adventure

This app features mini-games to help kids with spelling, phonics, and reading, rhyming and much more. Price is \$1.99.

Useful EBP Websites

Council for Exceptional Children
<http://www.cec.org>

Current Practice Alerts Teaching LD: Information & Resources for Teaching Students with Learning Disabilities
<http://www.autismfed.org>

National Professional Development Center on Autism Spectrum Disorder
<http://autismcpd.org>

PROCESS Project

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