Faculty and Staff Assembly
Spring 2014
Welcome Back!
Student Recruitment Video Project
Student Recruitment Video: Department of Educational Leadership (EDL)

The final version of this video will be posted on the EDL website soon.
The final version of this video will be posted on the DLE website soon.
Agenda

• Welcome
• Faculty and Staff Acknowledgements
• Culture & Climate
  – (with Policy Council discussion)
• Reducing Structural Deficit
• Focus on Program Excellence
  – (including example from Special Education Dept.)
• Q&A
• Adjourn
• Presentation from CA Faculty Association
  President, Charles Toombs
Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be?

Nelson Mandela
Faculty and Staff Acknowledgements

Admin., Rehabilitation, and Postsecondary Education
Child and Family Development
Counseling and School Psychology
Dual Language and English Learner Education
Educational Leadership
Imperial Valley Campus, Division of Education
Learning Design and Technology
Special Education
Teacher Education
Dean’s Office
Last August We Discussed the Following:

• We must **improve the culture and climate** of our College so that this becomes a better place to work and learn and a more powerful springboard from which we make a difference.

• We must **refine our approach to our structural deficit** in a manner that emphasizes balance, attention to quality, and responsiveness to new opportunities.

• We must continue to push ourselves to **improve our program outcomes** such that our graduates are well prepared to make a difference in the lives of those they serve.
It’s Up to Us!
Improving Culture and Climate

Goal: We should do a better job of valuing all voices (faculty, staff, students, and other stakeholders).

Progress:
• Thanks to everyone who has invited the interim dean to department meetings, classes, and other meetings. Please continue to do so.
• Thanks to everyone who has helped model respectful interactions with each other. You are helping re-create the culture of our College.

Opportunity:
• Continue respecting/valuing our differences
• Strive to make our students feel valued/appreciated
It’s Up to Us!
Improving Culture and Climate

Goal: We should promote greater levels of faculty/staff governance.

Progress:
• Policy Council representatives have worked diligently on important issues. Special attention has been given to issues of research assigned time.

Opportunity:
• Policy Council will listen to faculty input today regarding a policy related to curriculum proposals. They will conduct an electronic vote on the issue later in the semester.
• Policy Council will create a draft R.A.T. policy soon, hold a forum, and conduct an electronic vote.
Policy Council Co-Chairs:
Brent Taylor
&
Luke Duesbery
Goal: We should strive to create a culture of service to our students, our community, and to each other.

Progress:
• Thanks to Jackie, Lisa, Manny, et al., InformED & InspirED celebrates ways in which our students, programs, staff, and faculty are making a difference.
• Throughout our College, many individuals have modeled a culture of service to our faculty and staff.

Opportunity:
• As we bring on new faculty members in the Fall, we must challenge ourselves to be of service to them. Mentor plans!
It’s Up to Us!
Refining Approach to Structural Deficit

Goal: Reduce the structural deficit.

Progress:
• We have been frugal in ways that have helped reduce the structural deficit.
• President Hirshman, Provost Marlin, and Assoc. VP LaMaster have agreed to add resources to our budget that will dramatically reduce or possibly eliminate our structural deficit at the end of this fiscal year.

Opportunity:
• We need to continue building in a way that makes our College fiscally strong.
COE Budget Picture
2013/14 & 2014/15
COE Combined Budget

<table>
<thead>
<tr>
<th>Shortfall</th>
<th>2013/2014</th>
<th>2014/2015</th>
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<tbody>
<tr>
<td>Prior Year Roll Forward</td>
<td>$1,350,585</td>
<td>$695,079</td>
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<tr>
<td>Subsequent Roll Forward</td>
<td>$695,079</td>
<td>-$147,916</td>
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<table>
<thead>
<tr>
<th>Shortfall</th>
<th>Amount</th>
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- $655,506
- $842,995
It’s Up to Us!
Refining Approach to Structural Deficit

Plan for Moving Forward

• Decentralize budgets so that departments have their own resources (including resources associated with the instructional budget)
• Ensure that we meet targets for admissions and for FTES
• Support departments in developing a few new revenue streams (e.g., high-revenue undergrad programs, high-revenue CES programs)
• Increase unrestricted gifts to College and Departments
• Increase faculty buyouts from contracts and grants
• Where feasible, continue to reduce sections
It’s Up to Us!
Improving Program Outcomes

Goal: All of our programs should strive to improve the extent to which we prepare our students well.

Progress:

• Some programs have worked diligently to specify the important outcomes they seek to develop in their graduates. These outcomes will help define our “brand.” Aligned to program standards, responsive to the needs of our stakeholders, and consistent with our commitment to social justice, they will be the outcomes for which we choose to be accountable. EXAMPLE: Special Education

Opportunity

• Every program needs to specify and articulate the primary outcomes they seek to develop in their graduates.
It’s Up to Us!
Improving Program Outcomes

Presentation:
The Development and Pursuit of Program Outcomes in the Special Education Department
Laura Hall, Chair
Evaluating Outcomes of the M.A. Degree Program in Special Education with a Specialization in Autism

COE Faculty/Staff Assembly
January 21, 2014
There is a teacher retention problem in Special Education

22% of all teachers in California reportedly leave the field within the first 4 years (Futernick, 2007), & this turnover rate is increasing (McLeskey & Billingsley, 2008).
Surveys of educators of students with ASD in Virginia reveal that EBP are used at low levels (Hendricks, 2011).

Educators in Georgia report that fewer than 10% of the strategies used are EBP (Hess, Morrier, Heflin & Ivey, 2008).

In San Diego (Stahmer, Collings & Palinkas, 2005) early childhood educators reported using 6 practices most often – some EBP – others not. They thought all were EPBs.
We know what strategies used with individuals with ASD are evidence-based from 2 reviews

National Standards Project (2009) &
the National Professional Development Center on ASD (Odom, Collet-Klingenberg, Rogers & Hatton, 2010)
(Wong, et al, 2013)
A review of 559 studies revealed that **Effective Implementation** leads to better outcomes

With appreciation to the DOE Office of Special Education Programs

<table>
<thead>
<tr>
<th>Grant Number</th>
<th>Period</th>
<th>Team</th>
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<tbody>
<tr>
<td>H325A030078</td>
<td>2003-2008</td>
<td>Hall</td>
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<td>H325K080108</td>
<td>2008-2012</td>
<td>Hall &amp; Turan</td>
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<tr>
<td>H325K100224</td>
<td>2010-2014</td>
<td>Kraemer &amp; Hall</td>
</tr>
<tr>
<td>H325K120162</td>
<td>2012-2017</td>
<td>Hall &amp; Turan</td>
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</tbody>
</table>
1. Implementation of Evidence-Based Practices
2. Progress Monitoring & Data Collection
3. Individualizing instruction to Maximize potential of all students
4. Collaborate well with Colleagues & Families
5. Sustained Effective Practice
California

Special Education Task Force

Policy recommendations & subcommittee areas

January 13, 2014

1. Teacher preparation/Credentialing and Professional Development

2. Evidence-Based Practices/Successful Service Delivery Models

3. Assessment and Accountability

4. Early Education/Learning

5. Fiscal Issues
<table>
<thead>
<tr>
<th>Period</th>
<th>Knowledge</th>
<th>Skills/Practices</th>
<th>With Whom</th>
<th>Support</th>
</tr>
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<tbody>
<tr>
<td>Prior to Masters</td>
<td>Credential in Special Education</td>
<td>Effective Practices &amp; Data Collection</td>
<td>Children with Disabilities</td>
<td>Credentialed Teacher</td>
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<tr>
<td>Year 1 Empower</td>
<td>Knowledge of EBPs from Lit. BCBA courses</td>
<td>Choice of EBPs</td>
<td>Children on the Spectrum</td>
<td>Grad with a Masters &amp; BCBA (coach)</td>
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<tr>
<td>Year 2 Connect</td>
<td>Single-case Design Research Project</td>
<td>Individualizing EBPs with fluency</td>
<td>Individuals Children &amp; Families</td>
<td>Professional Communities (field trip &amp; conferences)</td>
</tr>
<tr>
<td>Post Masters</td>
<td>Peers in SDSU mentor group</td>
<td>Across Multiple contexts</td>
<td>Colleagues they Supervise</td>
<td>Community of Practice!</td>
</tr>
</tbody>
</table>
Evaluation Questions:

Do graduates of the OSEP supported SDSU Masters Degree program a) remain in the field and b) sustain their use of evidence-based practices?

If the do, what are the factors that sustain these practices?
Survey Participants (N=65) & Response Rates (82%)

44 out of 57 Graduates with a California Early Childhood Special Education credential/certificate or those supervising them  
(77% response rate)

9 out of 11 Graduates with a credential in Moderate to Severe Disabilities with a focus on Transition  (82% response rate)

12 out of 12 Graduates from the first cohort in 2006 with a special education credential  
(100% response rate)
Results

98% of the Graduates with Early Childhood credentials

100% of recent grads with a focus on transition &

100% of Graduates from 2006 are currently working in the field –

1 to 7 years following their M.A. Degrees

This far exceeds the reported retention rates
Collecting Data

100% or ALL 65 report that they are collecting data for progress monitoring purposes or supervising the data collection of others

85% reported collecting data as part of a behavior intervention plan

72% Graph this Data

(When I searched for data by special educators in multiple districts in 2002 I found 3 special educators who collected any data)
Reported Percentages for use of the 24 Evidence-based practices *(N = 61)* from SDSU

NPDC on ASD – Statewide Systems with model sites (Odom, Cox & Brock, 2013) *N = 37 teachers*

<table>
<thead>
<tr>
<th>N=61</th>
<th>N=37</th>
<th>Evidence-based Practice</th>
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<tbody>
<tr>
<td>SDSU</td>
<td>NPDC</td>
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<tr>
<td>_ 100%__</td>
<td>92%</td>
<td>Prompting</td>
</tr>
<tr>
<td>_ 100%__</td>
<td>89%</td>
<td>Reinforcement</td>
</tr>
<tr>
<td>_ 97%__</td>
<td>75%</td>
<td>Visual Supports</td>
</tr>
<tr>
<td>_ 93%__</td>
<td>25%</td>
<td>Antecedent-based Interventions</td>
</tr>
<tr>
<td>_ 90%__</td>
<td>43%</td>
<td>Differential Reinforcement</td>
</tr>
<tr>
<td>_ 89%__</td>
<td>48%</td>
<td>Naturalistic Intervention</td>
</tr>
<tr>
<td>_ 84%__</td>
<td>38%</td>
<td>Response Interruption/Redirection</td>
</tr>
<tr>
<td>_ 82%__</td>
<td>48%</td>
<td>Task Analysis</td>
</tr>
<tr>
<td>_ 80%__</td>
<td>46%</td>
<td>Extinction</td>
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<tr>
<td>_ 79%__</td>
<td>48%</td>
<td>Time Delay</td>
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<tr>
<td>_ 74%__</td>
<td>21%</td>
<td>Functional Communication Training</td>
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<td></td>
<td>SDSU</td>
<td>NPDC</td>
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Fidelity of Intervention

SDSU – inter-observer agreement ratings by 2 R.A.s from recent video samples (N = 12) on the same checklists mean of 90% (range = 80% to 100%). IOA is the same mean & range.

Fidelity Scores

5 Discrete Trial Teaching 92% (range =81%-100%)
4 Incidental teaching 88% (range = 83%-91%)
2 Pivotal Response Training 98% (range = 95% - 100%)
1 Visual supports 83%
100% of Graduates state that the SDSU program assisted in their capacity to implement EBP

100% of Graduates reported that the SDSU program influenced their ability to sustain their use of EBP
What sustains their practice?

1. **Knowledge of Evidence-Based Practices** (72% ranked 1 or 2)

2. **Opportunity to practice skills with a coach during practicum** (44% 1 or 2)

3. **Opportunities to participate in field experiences & conferences** (32%)

4&5. **SUPPORT** from peers in cohort (28%)

**SUPPORT** from faculty during the program (28%)
In Conclusion

The Follow-up evaluation of the Program supports that the faculty in the department of special education have been successful in meeting the goals of:

* Sustained effective implementation of
* evidence-based practices
* that are effective for individuals with ASD as determined by data collection & progress monitoring
* with support from peers and faculty who
* work in collaboration
Goal: All of our programs should strive to improve the extent to which we prepare our students well.

Plan:
• Establish a series of program director meetings:
  – January 30
  – February 27
  – March 27
  – April 24
  – May 8
• Conduct monthly visits to schools/programs
Goal: All of our graduates should be prepared to serve English learners well.

Progress:

• Our Policy Studies Department has proposed a name change. It will soon become the Department of Dual Language and English Learner Education.

• DLE received $20,000 in one-time funds from Academic Affairs to accelerate the movement of dual-language certificate programs to an on-line environment.

Opportunity:

• As every COE program considers what their graduates should know and be able to do, we should ensure that we consider what our grads must know in order to serve English learners well.
Goal: All of our programs should strive to prepare our graduates for work/life in a global community.

Progress
• COE faculty and staff have worked to increase dramatically the number of students who benefit from international experiences. In 2013-2014, our numbers should double compared to 2012-2013.

Opportunity
• We should continue to look for opportunities to enrich our curricula through meaningful international travel experiences that enrich our students’ understandings of individuals and cultures.
It’s Up to Us!
Improving Program Outcomes

Goal: Prepare our graduates for work/life in a 21st century technological society.

Regression:
• While there probably are many important evidences of progress, we are suffering a setback because the Department of Learning Design and Technology will be leaving our College at the end of this academic year.

Opportunity:
• Whether through continued engagement with LDT or through new efforts, all programs must work to enrich our students’ capacities to utilize existing and emerging technologies in pursuit of their professional goals.
It’s Up to Us, and,

We shall successfully meet today’s challenges in ways that build an even greater College of Education!
Q&A
Have a Successful Semester!