AAQEP Annual Report for 2024

Provider/Program Name:	California State University, Fresno
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Land Acknowledgement:
The Fresno State campus sits in the midst of the San Joaquin Valley, a valley rich in the traditions and representation of Native American peoples and cultures. We are grateful to be in the traditional homelands of the Yokuts and Mono peoples, whose diverse tribal communities share stewardship over this land.

Overview: Fresno State
California State University, Fresno (Fresno State), now a public, comprehensive university, was founded as Fresno Normal School in 1911 with the goal of developing teachers. It joined the California State University system in 1961 and was granted university status in 1972. Its 1,410-acre campus, including the university farm, is located several miles northeast of downtown Fresno. Fresno

is located in California's Central Valley, an agricultural region that produces many of the fruits, vegetables, nuts, and other food eaten across the globe. The area's strengths are evident in its world famous national parks, fertile literary landscape (including two former poet laureates of the United States), linguistic diversity, and rich cultural traditions and history.

With an enrollment of over 24,000 students (89% of whom are from the Central Valley), Fresno State offers 59 undergraduate degree programs, 44 master's degree programs, three doctoral programs, 12 certificates of advanced study, and various credentials. Our alumni become successful teachers, writers, politicians, entertainers, academics, and even the chancellor of the California State University (CSU) system. Fresno State is one of 23 California State University (CSU) campuses. It is designated as a Hispanic Serving Institution (HSI) and as an Asian American Native American Pacific Islander-Serving Institution (AANAPISI). We are proud to support our large population of first-generation students: Fresno State now boasts more than 14,000 undergraduates (nearly 2 out of 3 undergraduates) who are first-generation college students, drawing from a local demographic where less than 21% of the citizens hold college degrees of any kind.

Within the CSU system, Fresno State continues to be among the universities graduating the largest cohort of K-12 educators each year. More than 75% of teachers in our region have roots in Kremen School of Education and Human Development programs.

Educator Preparation Programs at Fresno State
Educator preparation programs are housed in several colleges at the university, though all programs are affiliated with the Kremen School of Education and Human Development (Kremen). Kremen's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. We foster the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. The Kremen School theme, "Leadership for Diverse Communities," places considerable emphasis on developing educators who can function effectively as leaders in a culturally and linguistically diverse society. With more than 100 languages spoken in the region, our programs offer diverse field experiences, and our students learn strategies to optimize the education of emergent bilinguals while valuing what all students bring to their educational experiences. Additionally, integration of educational technology and performance assessment is essential to all programs.

Research Foundation of our Programs
First and foremost, our programs seek to model an asset-based approach (Moll, Amanti, Neff, & Gonzalez, 1992) to prepare our future educators, recognizing the wealth of resources all students bring with them to the classroom. We utilize culturally sustaining pedagogy (Hammond, 2015; Ladson-Billings, 2009; Paris & Alim, 2014) in order to build on the cultural resources of our candidates. Our goal is to model using asset-based approaches while educating our candidates about how to use these pedagogies within their own contexts.

In order to guarantee that all of our candidates have access to and can participate in meaningful and challenging learning opportunities, we also utilize Universal Design for Learning (CAST, 2021). We recognize that our students need opportunities to

demonstrate their developing knowledge and understanding in ways that are appropriate and meaningful to them—and that their students need opportunities to do the same.

Our program also recognizes that education does not happen in a vacuum and that, to truly understand the link between the theories they are learning in their coursework and the application of those theories in practice, candidates benefit from opportunities to apply their new learning in authentic contexts. For this reason, our programs rely heavily on field-based experiences, where candidates are supported by both mentors in the field and university-based coaches. This emphasis on field experience has also led us to develop residency programs in our Basic Credential programs. Our Teacher Residency programs include 1) field-based experiences that emphasize competency-based assessments aligned to district and/or state measures, 2) include theory-to-practice connections in coursework with opportunities for simulations and rehearsals of skills, and 3) authentic and substantive collaborations built on mutual trust with local schools and school districts (National Center for Teacher Residencies, 2015).

At the heart of everything we do is a culture of inquiry (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005), in which we encourage candidates to collect data on their practice, analyze that data in meaningful ways, and use the findings to inform the work they do. Ultimately, our goal is to prepare educators who are reflective practitioners, committed to improving their practice in order to improve the educational opportunities for all students in our region.

Programs Included in Preliminary Programs Annual Report
This Annual Report is one of two we are submitting, focusing on programs that are considered to be Basic/Initial Credentials by the California Commission on Teacher Credentialing. While the Advanced Credentials prepare personnel for work in administrative and support roles, Basic Credential programs prepare teacher candidates seeking entrance into the profession. The programs included within this Annual Report are the Multiple Subject Credential, the Single Subject Credential, and the Education Specialist Credential. Additionally, we include the Agriculture Specialist Credential, which is a specialist credential earned by Single Subject Agriculture candidates, and the Bilingual Authorization, which is an added authorization Multiple Subject and Education Specialist candidates have the option of completing.

Within the Multiple Subject and Education Specialist programs, candidates have the option of applying to a residency pathway. For Multiple Subject candidates, we offer four residency options. For the Education Specialist candidates, we offer one residency pathway. Additionally, candidates in all programs have the option of being employed as teacher interns during their final semester. This means that they are hired by a district and serve as the teacher of record for a course while simultaneously completing the credential program. Finally, within the Multiple Subject program, we also offer an Integrated Teacher Education Program, which provides candidates with the opportunity to earn both a Bachelor's degree and a teaching credential within four years.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://kremen.fresnostate.edu/about/aaqep/index.html

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 06/24)	**Number of Completers** in most recently completed academic year (12 months ending 06/24)
Programs that lead to initial teaching credentials			
Multiple Subject Cred.	Traditional Pathway	208	99
	Integrated Teacher Education Program Pathway	93	45
	Intern Pathway	12	10
	Residency Pathway	150	88
Single Subject Cred.	Agriculture Education	73	34
	Art	8	6
	Art-Intern	1	0
	English	40	25

	English-Intern	9	9
	Industrial Technology-Intern	1	1
	Math	6	5
	Math-Intern	3	3
	Math-ITEP	22	11
	Music	13	10
	Music-Intern	2	2
	Physical Education	10	10
	Science - Biology	9	3
	Science – Biology-Intern	7	7
	Science - Chemistry	3	1
	Science – Chemistry-Intern	1	1
	Science – Geoscience	2	2
	Science – Foundational-Intern	1	1
	Science- Physics	1	0
	Social Science	12	11
	World Language	16	11
	World Language	5	5
Education Specialist Cred.	Mild/Moderate Support Needs - Traditional	1	1
	Mild/Moderate Support Needs - Residency	1	1
	Mild/Moderate Support Needs - Intern	12	4
	Moderate-Severe/Extensive Support Needs - Traditional	3	1

	Moderate-Severe/Extensive Support Needs - Residency	2	2
	Moderate-Severe/Extensive Support Needs - Intern	13	10
	Mild-Moderate + Extensive Support Needs - Traditional	17	3
	Mild-Moderate + Extensive Support Needs - Residency	6	1
	Mild-Moderate + Extensive Support Needs – Intern	1	1
Multiple Subject and Education Specialist Credential	Traditional Pathway	37	18
	Residency Pathway	27	12
	Intern Pathway	3	3
Total for programs that lead to initial credentials		831	457
Programs that lead to additional or advanced credentials for already-licensed educators			
Bilingual Authorization Program-Spanish		139	83
Bilingual Authorization Program-Hmong		11	3
Agriculture Specialist		73	34
Total for programs that lead to additional/advanced credentials		223	120
Programs that *lead to credentials for other school professionals or to no specific credential*			
	N/A		
Total for additional programs		223	120
TOTAL enrollment and productivity for all programs		1054	577
Unduplicated total of all program candidates and completers		831	457

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Fresno State was approved by the California Commission on Teacher Credentialing to begin offering a PK3 Early Childhood Specialist Instruction credential in May 2024. Enrollment of the first cohort of candidates is anticipated for May 2025.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
831
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
457
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
457
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.
The expected time frame varies by credential and pathway.   **Multiple Subject:**   The expected timeline for candidates in the Multiple Subject Traditional Pathway is three semesters.   The expected timeline for candidates in a Multiple Subject Residency varies by residency; some are two semesters, while others are three semesters.

The Integrated Teacher Education Program (ITEP) pathway combines an undergraduate degree in Liberal Studies with a Multiple Subject Teaching Credential. Candidates are expected to complete the program within four years, which includes one summer.

Single Subject:
The expected timeline for all candidates in a Single Subject program is two semesters.

Education Specialist:
The expected timeline for all candidates in the Education Specialist program is three semesters.

Multiple Subject + Education Specialist:
The expected timeline for all candidates in the Multiple Subject + Education Specialist Traditional Pathway is four semesters.
The expected timeline for all candidates in the Multiple Subject + Education Specialist Residency Pathway is one calendar year: one summer plus two semesters.

Multiple Subject Credential (Traditional 3-Semester Program)			
Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Fall 2022	71	63	2
Spring 2023	56	40	n/a
Multiple Subject Credential Integrated (ITEP)			
Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Summer 2023	44	44	n/a
Multiple Subject Credential (Residency 3-Semester Program)			
Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Fall 2022	49	45	4
Spring 2023	16	0	14
Summer 2023	54	48	0

Multiple Subject Credential (Residency 2-Semester Program)

Admit Term	# Admitted	Completed (2 Semesters)	Completed (2+ Semesters)
Fall 2023	45	39	n/a

Single Subject Credential (2-Semester Program)

Admit Term	# Admitted	Completed (2 Semesters)	Completed (2+ Semesters)
Fall 2022	111	84	21
Spring 2023	55	20	22
Fall 2023	94	80	n/a

Education Specialist (Extensive Support Needs) Credential (3-Semester Program)

Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Fall 2022	12	7	2

Education Specialist (Mild-to-Moderate + Extensive Support Needs) Credential (3-Semester Program)

Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Fall 2022	1	0	1
Spring 2023	3	0	3

Multiple Subject and Education Specialist Credential (3 or 4-Semester Program)

Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)

Fall 2022	9	8	
Spring 2023	6	1	4
Summer 2023	12	12	0

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Fresno Assessment of Student Teachers (Teaching Performance Assessment):

Academic Year	Total Attempted	N Passed 1st Attempt	Percentage Passed 1st Attempt	N Passed 2nd Attempt	Percentage Passed 2nd Attempt	N Passed 1st or 2nd Attempt	Percentage Passed 1st & 2nd Attempt
Fall 23-TSP	116	102	87.9%	12	10.3%	114	98.3%
Fall 23-SVP	323	314	97.2%	9	2.8%	323	100%
Sp 24-TSP	322	285	88.5%	29	9.0%	314	97.5%
Sp 24-SVP	99	95	96.0%	4	4.0%	99	100%

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Teacher Education:
The Teacher Education programs have data available from three primary sources:
Exit Survey: Beginning in Spring 2023, Fresno State's Educator Preparation Programs created a unit-wide survey to administer to completers of all credential programs–preliminary and advanced. The survey includes 15 items related to program preparation, several of which align with aspects of AAQEP Standards 1 and 2, that completers of all programs are asked to indicate the extent to which they agree on a 6-point likert scale. Additionally, the survey includes program-specific items, allowing programs to gather program-specific data. Program completers were required to show evidence that they had completed the survey at the time they

applied for their credential from the Commision on Teacher Credentialing. Overall, candidates indicated they agreed with all statements included within the survey, indicated they felt prepared by the Teacher Education program.

FAST: Fresno State's Teacher Education program is in the unique position of being the only educator preparation program within California to have its own California Commission on Teacher Credentialing-approved Teaching Performance Assessment. Known as the Fresno Assessment of Student Teachers (FAST), the FAST consists of two components. The first, the Site Visitation Project (SVP), asks candidates to collect data on their students, plan and teach a lesson to a focal group that gets video recorded, and then reflect on their instruction. The SVP is then scored by coaches and faculty on three rubrics: Planning, Implementation, and Reflection. Candidates complete the SVP during their initial semester of clinical practice. The second component, known as the Teaching Sample Project (TSP), asks candidates to collect data on their who class, plan a five-lesson unit that integrates literacy and content and includes formative and summative assessments, teach that lesson and collect data, analyze the data, and reflect on their overall instruction. The TSP is scored on seven rubrics: Students in Context, Learning Outcomes, Assessment Plan, Design for Instruction, Instructional Decision Making, Analysis of Student Learning, and Reflection and Self-Evaluation. Candidates complete the TSP during their final semester of clinical practice. Programmatically, our goal is for candidates to earn a 3 on each rubric; additionally, our goal is for stable passing rates across subgroups of candidates on both tasks. Overall, 99% of candidates passed the FAST on their first or second attempt in 2023-2024, though we have still seen discrepancies in pass rates among groups of students, particularly students who identify as Southeast Asian, Hispanic, and White.

For the purposes of the Annual Report, we drill into scores on specific rubrics in an effort to identify areas where candidates may need additional support.

Final Field Experience Evaluation: The final data source used for the Annual Report for Teacher Education are the Field Experience Evaluations. In 2023-2024, the Multiple Subject and Education Specialist programs used one evaluation, while the Single Subject program used another. Areas were selected from each to help evaluate candidates' success in relation to Standards 1 and 2. Unfortunately, in preparing this report, we learned that not all coaches had entered their scores into our data management system, and so the data we have is incomplete. This report is based on the data we do have. Ensuring all coaches enter their scores into the system is an area for us to address moving forward, in addition to developing a common tool for all programs.

Agriculture Specialist:

This report also includes our Agriculture Specialist Credential Program. Candidates pursuing the Single Subject credential in Agriculture simultaneously pursue an Agriculture Specialist credential, which is supported by the Agriculture Education department in the College of Agriculture Science and Technology. Faculty working within this program selected their own measures to investigate in relation to Standards 1 and 2: T-14 Occupational Experience in the Agriculture Industry form, the CI 161 Methods & Materials Final Project, and the Ag Specialist Graduate Survey.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

To date, our program has had limited access to evidence from employers of program completers. The California Commission on Teacher Credentialing administers a survey to employers of completers of all educator preparation programs throughout the state, but the response rate is quite low. In 2021-2022, the most recent year for which data are available, only 851 individuals responded

in the state. Of these, 46 indicated they employed completers of Fresno State's preliminary and advanced credential programs. Unfortunately, responses cannot be disaggregated by program.

Still, 45 of the 46 employers who responded to the CCTC survey indicated completers were at least adequately prepared, and 22 indicated completers were well or very well prepared. The survey includes items that align with each of the six domains of the California Standards for the Teaching Profession: 1 - Engaging and Supporting All Students in Learning; 2 - Creating and Maintaining Effective Environments for Student Learning; 3 - Understanding and Organizing Subject Matter for Student Learning; 4 - Planning Instruction and Designing Learning Experiences for All Students; 5 - Assessing Students for Learning; and 6 - Developing as a Professional Educator. Based on the responses, Fresno State's programs need to work with candidates more on Engaging and Supporting All Students in Learning and Assessing Students for Learning.

Programs also gather feedback from employers at the President's Commission on Teacher Education (PCTE), an event held twice a year and attended by local site, district, and county leaders; program-specific advisory board meetings; and the Teacher Education Summit. Overall, feedback on the educators prepared by Fresno State is favorable, as evidenced by districts reaching out to hire our completers and multiple districts reaching out to partner with the university on residency programs. During the Fall 2024 PCTE meeting, a local administrator brought up the need for candidates' to be better prepared to engage in classroom management, particularly in ways that support students' social emotional well-being. This concern aligns with concerns among educators both within that state and nationally, and we are looking for ways to better prepare our candidates with these skills

In Spring 2024, we did attempt to also administer a Fresno State-specific employer survey in hopes of gathering more specific data about our completers, both in general and by program. Unfortunately, the response rate was incredibly low, with only 17 individuals responding. Clearly, we need to identify a better way to collect data from employers of our program completers.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

To date, the Preliminary Credential Programs do not have a reliable means of tracking employment rates for program completers. Anecdotally, we know that the vast majority of our program completers get jobs within the region.

In early Spring 2024, we attempted to reach out to individuals who completed a program in 2022-2023 to provide (a) their current employment status; (b) their current employer; and c) the name and contact information for their supervisor. Unfortunately, of the over 600 program completers we had in 2022-2023 across all programs, only 54 responded. Again, this is an area we need to continue to revisit so that we can better learn about the work our program completers are doing and how well, in their opinion, they were prepared to engage in this work.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

TEACHER EDUCATION: MULTIPLE SUBJECT, SINGLE SUBJECT, & EDUCATION SPECIALIST
Exit Survey:
In Spring 2023, the Fresno State Educator Preparation Programs developed an exit survey that was administered to all candidates at the time of program completion. We selected responses to four items from the 2023-2024 survey that align with aspects of Standard 1 to analyze.

Programmatically, our goal is for all completers to indicate that they Agree (5) or Strongly Agree (6) with each statement.

Exit Survey								
	Likert Scale	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	**Average**
Item 1: I am prepared to use techniques to engage and build rapport with students/clients.								
Multiple Subject	**Total**	**0**	**1**	**1**	**1**	**52**	**97**	**5.60**
	Traditional Path and Interns	0	1	1	1	33	54	5.53
	Residency	0	0	0	0	13	25	5.66
	ITEP	0	0	0	0	6	18	5.75
Single Subject	**Total**	**0**	**0**	**2**	**7**	**54**	**119**	**5.59**
	Ag Specialist	0	0	1	2	12	30	5.58
	Art	0	0	0	0	4	4	5.50

	English	0	0	0	2	10	21	5.58
	Math	0	0	0	2	11	14	5.44
	Music	0	0	0	0	1	10	5.91
	PE	0	0	0	0	1	14	5.93
	Science: Bio	0	0	1	0	3	5	5.33
	Science: Chemistry	0	0	0	0	2	1	5.33
	Science: Earth Science	0	0	0	1	2	0	4.67
	Science: Physics	0	0	0	0	0	0	N/A
	Social Science	0	0	0	0	6	11	5.65
	World Language	0	0	0	0	2	9	5.82
	ITEP (Not a subject, not counted in Single Subject Total or Average)	0	0	0	0	7	7	5.50
Education Specialist	**Total**	**0**	**0**	**0**	**4**	**15**	**29**	**5.52**
	Traditional Path and Interns	0	0	0	4	7	17	5.46
	Residency	0	0	0	0	8	12	5.60
Dual (Education Specialist + Multiple Subject)	**Total**	**0**	**0**	**1**	**0**	**8**	**15**	**5.56**
Multiple Subject BAP (Spanish and Hmong)	**Total**	**0**	**1**	**0**	**6**	**35**	**40**	**5.38**

Item 3: I am prepared to respond effectively to students/clients in regards to matters of justice, equity, diversity, and inclusion								
Multiple Subject	**Total**	**0**	**0**	**1**	**5**	**58**	**88**	**5.53**
	Traditional Path and Interns	0	0	1	3	33	53	5.53
	Residency	0	0	0	2	15	21	5.50
	ITEP	0	0	0	0	10	14	5.58
Single Subject	**Total**	**0**	**0**	**0**	**11**	**58**	**113**	**5.56**
	Ag Specialist	0	0	0	3	15	27	5.53
	Art	0	0	0	0	4	4	5.50
	English	0	0	0	2	15	16	5.42
	Math	0	0	0	4	9	14	5.37
	Music	0	0	0	0	1	10	5.91
	PE	0	0	0	0	3	12	5.80
	Science: Biology	0	0	0	0	4	5	5.56
	Science: Chemistry	0	0	0	1	0	2	5.33
	Science: Earth Science	0	0	0	1	1	1	5.00
	Science: Physics	0	0	0	0	0	0	N/A
	Social Science	0	0	0	0	4	13	5.76

	World Language	0	0	0	0	2	9	5.82
	ITEP (Not a subject, not counted in Single Subject Total or Average)	0	0	0	0	9	5	5.36
Education Specialist	**Total**	**0**	**0**	**0**	**3**	**18**	**27**	**5.50**
	Traditional Path and Interns	0	0	0	2	12	14	5.43
	Residency	0	0	0	1	6	13	5.60
Dual (Education Specialist + Multiple Subject)	**Total**	**0**	**1**	**1**	**2**	**6**	**15**	**5.32**
Multiple Subject BAP (Spanish and Hmong)	**Total**	**0**	**0**	**1**	**5**	**40**	**36**	**5.35**

Item 5: I have an appropriate understanding of the theories that support my practice.

Multiple Subject	**Total**	**0**	**0**	**1**	**9**	**76**	**66**	**5.36**
	Traditional Path and Interns	0	0	1	5	43	41	5.38
	Residency	0	0	0	1	21	16	5.39
	ITEP	0	0	0	3	12	9	5.25
Single Subject	**Total**	**0**	**0**	**1**	**10**	**73**	**98**	**5.47**
	Ag Specialist	0	0	0	3	19	23	5.44
	Art	0	0	0	0	5	3	5.38
	English	0	0	0	4	17	12	5.24

	Math	0	0	0	0	12	15	5.56
	Music	0	0	0	0	4	7	5.64
	PE	0	0	0	0	4	11	5.73
	Science: Biology	0	0	0	1	3	5	5.44
	Science: Chemistry	0	0	1	0	1	1	4.67
	Science: Earth Science	0	0	0	0	2	1	5.33
	Science: Physics	0	0	0	0	0	0	N/A
	Social Science	0	0	0	1	4	12	5.65
	World Language	0	0	0	1	2	8	5.64
	ITEP (Not a subject, not counted in Single Subject Total or Average)	0	0	0	0	8	6	5.43
Education Specialist	**Total**	**0**	**0**	**0**	**6**	**19**	**23**	**5.35**
	Traditional Path and Interns	0	0	0	5	12	11	5.21
	Residency	0	0	0	1	7	12	5.55
Dual (Education Specialist + Multiple Subject)	**Total**	**0**	**0**	**0**	**1**	**10**	**14**	**5.52**
Multiple Subject BAP (Spanish and Hmong)	**Total**	**0**	**0**	**0**	**6**	**50**	**26**	**5.24**

Item 8: I can assess/evaluate the progress of students/clients.							
Multiple Subject	**Total**	**0**	**0**	**1**	**6**	**67**	**78**	**5.46**
	Traditional Path and Interns	0	0	1	3	41	45	5.44
	Residency	0	0	0	2	15	21	5.50
	ITEP	0	0	0	1	11	12	5.46
Single Subject	**Total**	**0**	**0**	**1**	**8**	**60**	**113**	**5.57**
	Ag Specialist	0	0	0	2	16	27	5.56
	Art	0	0	0	0	4	4	5.50
	English	0	0	0	3	14	16	5.39
	Math	0	0	0	0	10	17	5.63
	Music	0	0	0	0	3	8	5.73
	PE	0	0	0	0	4	11	5.73
	Science: Biology	0	0	1	1	2	5	5.22
	Science: Chemistry	0	0	0	1	0	2	5.33
	Science: Earth Science	0	0	0	0	2	1	5.33
	Science: Physics	0	0	0	0	0	0	N/A
	Social Science	0	0	0	0	4	13	5.76

	World Language	0	0	0	1	1	9	5.73
	ITEP (Not a subject, not counted in Single Subject Total or Average)	0	0	0	0	6	8	5.57
Education Specialist	**Total**	**0**	**0**	**0**	**5**	**16**	**27**	**5.46**
	Traditional Path and Interns	0	0	0	3	10	15	5.43
	Residency	0	0	0	2	6	12	5.50
Dual (Education Specialist + Multiple Subject)	**Total**	**0**	**0**	**0**	**1**	**11**	**13**	**5.48**
Multiple Subject BAP (Spanish and Hmong)	**Total**	**0**	**0**	**1**	**6**	**46**	**29**	**5.26**

Fresno Assessment of Student Teachers (FAST):

Multiple Subject and Single Subject candidates are required to pass the Fresno Assessment of Student Teaching (FAST), Fresno State's Teaching Performance Assessment. Education Specialist candidates who began the program after July 2022 must also pass the FAST.

The FAST consists of two components: the Site Visitation Project (SVP), completed in candidates' initial semester of field experience, and the Teaching Sample Project (TSP), completed in candidates' final semester of field experience. Within the TSP, teacher candidates document how they are addressing the needs of all their students in the planning, teaching, and assessing of the content. The TSP assesses candidates' ability to (a) identify the context of the classroom, (b) plan and teach a series of at least five cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) assess students' learning before, during, and after the unit, (d) document their teaching and their students' learning, and (e) reflect on the effectiveness of their teaching. Candidates are scored on seven rubrics.

We selected five of these rubrics that align with aspects of Standard 1.

Candidates must earn a minimum score of a 2 on each rubric in order to pass the Teaching Sample Project. **Programmatically, we are working towards all candidates earning a score of 3 on each rubric.**

FAST TSP		Learning Outcomes	Assessment Plan	Design for Instruction	Instructional Decision Making	Analysis of Student Learning
Fall23 Overall (115)		2.58	2.63	2.75	2.66	2.72
Multiple Subject	All (67)	2.49	2.57	2.72	2.58	2.64
	Trad/ITEP (58)	2.48	2.57	2.72	2.60	2.66
	Intern (9)	2.56	2.56	2.67	2.44	2.56
Single Subject	All (39)	2.79	2.77	2.87	2.87	2.92
	Ag (9)	2.56	2.44	2.56	2.44	2.56
	English (7)	3.14	3.00	3.00	2.71	2.57
	English-Intern (4)	2.50	2.50	2.50	2.75	2.50
	IT (1)	3.00	2.00	2.00	3.00	3.00
	Math (1)	3.00	2.00	4.00	2.00	3.00
	Math-ITEP (5)	2.40	2.80	2.80	3.40	3.60
	Music (3)	2.33	3.00	2.33	2.67	3.00
	Science (6)	3.00	2.83	3.33	3.00	3.33
	Science-Intern (3)	3.67	3.67	3.67	4.00	3.33
Education Specialist	All (7)	2.43	2.57	2.57	2.43	2.57
	Trad (1)	3.00	3.00	3.00	3.00	3.00
	Residency (2)	3.00	3.00	3.00	2.50	3.00
	Intern (4)	2.00	2.25	2.25	2.25	2.25
Dual (MS+ES)	All (2)	2.00	2.00	2.00	2.00	2.00
	Intern (2)	2.00	2.00	2.00	2.00	2.00

Final Field Experience Evaluation:

- **Multiple Subject & Education Specialist**
  Within the Multiple Subject and Education Specialist Programs, candidates are evaluated in their field placement using the Fresno Observation Rubric for Educators (FORed), which includes 14 areas that are aligned with California's Teaching Performance Expectations. For each, candidates are rated from "Unobserved" to "Developing: Consistently attempting; somewhat effective." We selected four areas that align with aspects of Standard 1 to analyze.

Programmatically, the goal is for candidates to be **rated as at least Developing by their Final Evaluation**.

****In preparing this report, we discovered that a number of coaches had not entered final evaluation scores into our data management system, and so the data we are presenting here is incomplete. We will be working to ensure all coaches enter these data into the system in the coming semester.

Field Experience Final Evaluation from Fall 2023 - Spring 2024							
		Unobserved: Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting; somewhat effective	**Average**
Area 1: Caring Community							
Multiple Subject (including BAP & Dual)	**Total: 136**	0	0	16	43	77	**4.45**
Education Specialist	**Total: 53**	0	1	3	4	44	**4.74**
Area 8: Varied Strategies							
Multiple Subject (including BAP & Dual)	**Total: 120**	0	0	17	43	60	**4.36**
Education Specialist	**Total: 65**	0	0	1	20	44	**4.66**
Area 11: Subject Matter Knowledge							
Multiple Subject (including BAP & Dual)	**Total: 119**	0	0	20	36	63	**4.36**
Education Specialist	**Total: 43**	0	0	3	12	28	**4.58**
Area 14: Monitoring Student Learning & Adjusting Instruction							

Field Experience Final Evaluation from Fall 2023 - Spring 2024							
		Unobserved: Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting; somewhat effective	**Average**
Multiple Subject (including BAP & Dual)	**Total: 120**	0	2	22	37	59	**4.28**
Education Specialist	**Total: 50**	0	0	2	18	30	**4.56**

- **Single Subject**

   Within the Single Subject Program, candidates are evaluated in their field placement using a rubric that addresses five areas, each of which is aligned with California's Teaching Performance Expectations. For each, candidates are rated from "Does Not Meet Expectations - 1" to "Exceeds Expectations - 4."
   We selected three areas that align with aspects of Standard 1 to analyze.
   Programmatically, the goal is for candidates to be rated as at least "Meets Expectations - 2" by the time of their final evaluation.

Single Subject Final Evaluation • Fall 2023 - Spring 2024					
	Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	**Average**
Monitoring Student Learning and Making Adjustments During Lessons					
Total: 154	**1**	**15**	**82**	**49**	**3.16**
Ag Specialist:31	0	5	19	7	3.06
Art:7	0	0	7	0	3.00

Single Subject Final Evaluation • Fall 2023 - Spring 2024					
English: 33	0	3	17	13	3.30
Math: 19	0	9	10	0	2.53
Music: 12	0	1	9	2	3.08
PE: 9	0	0	1	8	3.89
Science (Biology, Chemistry, Geoscience, & Foundational Science): 16	1	0	8	7	3.31
Social Science: 11	0	2	5	4	3.18
World Language: 16	0	2	6	8	3.38
Subject-Specific Pedagogy					
Total: 154	**1**	**24**	**75**	**54**	**3.18**
Ag Specialist: 31	0	8	13	10	3.06
Art: 7	0	0	6	1	3.14
English: 33	0	5	16	12	3.21
Math: 19	0	7	9	3	2.79
Music: 12	0	2	10	0	2.83
PE: 9	0	0	2	7	3.78
Science (Biology, Chemistry, Geoscience, & Foundational Science): 16	1	1	6	8	3.31
Social Science: 11	0	0	4	7	3.64
World Language: 16	0	1	9	6	3.31

AGRICULTURE SPECIALIST CREDENTIAL

Candidates pursuing the Single Subject credential in Agriculture simultaneously pursue an Agriculture Specialist credential, which is supported by the Agriculture Education department in the College of Agriculture Science and Technology. Faculty working within this program selected their own measures in alignment with Standard 1 to analyze.

Measure	Definition of Success	Candidate/Completer Success
T-14 Occupational Experience in the Agriculture Industry form • Necessary for content knowledge & professional development.	Students will have culminated at least 3,000 hours of occupational experience in production agriculture.	SP 23 Mean (5457) Range 3640-8600 FA 23 Mean (5244) Range 3000-15150 SP 24 Mean (7918) Range 3260-27600 FA 24 Mean (4382) Range 3019-7000
CI161: Methods & Materials Curriculum Project	Candidates will earn a grade of "C" (70%) or better. The project components include: • Course Outline • Unit Outline • 3 Lesson Plans	FAl 23 Mean (193.6) Range 170-200 pts. SP 24 Mean (186) Range 171-200
Ag Specialist Graduate Survey	Overall mean scores of 3.00 or greater would indicate that Graduates are at least "Adequately Prepared" to teach the Core Agriculture Areas and Agricultural Education Professional Competencies.	Not scheduled until 2026
AgEd 150 Career Development Project and Presentation	Overall scores for the CDE presentation assignment. The desired measurement outcome is 80%. Students will understand and perform the duties of an FFA Advisor. This assessment	SP 24 Mean Score= 97.75

	measures students' proficiency in understanding the FFA advisor's role in supervising Career Development Activities. In this assessment, students are asked to demonstrate their knowledge of CDE events, ability to create a PowerPoint presentation, and ability to effectively communicate the steps necessary to help students participate in CDE events.	

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

TEACHER EDUCATION: MULTIPLE SUBJECT, SINGLE SUBJECT, & EDUCATION SPECIALIST
Exit Survey:
In Spring 2023, the Fresno State Educator Preparation Programs developed an exit survey that was administered to all candidates at the time of program completion. We selected four items from the 2023-2024 survey that align with aspects of Standard 2 to analyze.

Programmatically, our goal is for all completers to indicate that they Agree (5) or Strongly Agree (6) with each statement.

Exit Survey								
	Likert Scale	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	**Average**
Item 10: I have skills to successfully collaborate with others in the workplace.								
	Total	**0**	**0**	**1**	**1**	**45**	**105**	**5.67**
Multiple Subject	Traditional Program and	0	0	1	1	24	64	5.68

Exit Survey								
	Likert Scale	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	**Average**
	Interns							
	Residency	0	0	0	0	12	26	5.68
	ITEP	0	0	0	0	9	15	5.63
Single Subject	**Total**	**0**	**0**	**0**	**2**	**50**	**130**	**5.70**
	Ag Specialist	0	0	0	2	11	32	5.67
	Art	0	0	0	0	4	4	5.50
	English	0	0	0	0	9	24	5.73
	Math	0	0	0	0	8	19	5.70
	Music	0	0	0	0	2	9	5.82
	PE	0	0	0	0	4	11	5.73
	Science: Biology	0	0	0	0	3	6	5.67
	Science: Chemistry	0	0	0	0	1	2	5.67
	Science: Earth Science	0	0	0	0	1	2	5.67
	Science: Physics	0	0	0	0	0	0	N/A
	Social Science	0	0	0	0	3	14	5.82
	World Language	0	0	0	0	4	7	5.64
	ITEP (Not a subject, not	0	0	0	0	4	10	5.71

Exit Survey								
	Likert Scale	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	**Average**
	counted in Single Subject Total or Average)							
Education Specialist	**Total**	**0**	**0**	**0**	**3**	**15**	**30**	**5.56**
	Traditional Path and Interns	0	0	0	2	9	17	5.54
	Residency	0	0	0	1	6	13	5.60
Dual (Education Specialist + Multiple Subject)	**Total**	**0**	**1**	**0**	**2**	**11**	**11**	**5.24**
Multiple Subject BAP (Spanish and Hmong)	**Total**	**0**	**0**	**1**	**2**	**32**	**47**	**5.52**
Item 14: I have learned to establish goals for my own professional growth and engage in self-assessment, goal setting, and reflection								
Multiple Subject	**Total**	**0**	**0**	**1**	**2**	**51**	**98**	**5.62**
	Traditional Path and Interns	0	0	1	2	31	56	5.58
	Residency	0	0	0	0	13	25	5.66
	ITEP	0	0	0	0	7	17	5.71
	Total	**0**	**0**	**0**	**8**	**53**	**121**	**5.62**

Exit Survey								
	Likert Scale	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	**Average**
Single Subject	Ag Specialist	0	0	0	4	9	32	5.62
	Art	0	0	0	0	4	4	5.50
	English	0	0	0	1	11	21	5.73
	Math	0	0	0	1	9	17	5.59
	Music	0	0	0	0	1	10	5.91
	PE	0	0	0	0	6	9	5.60
	Science: Biology	0	0	0	0	3	6	5.67
	Science: Chemistry	0	0	0	1	1	1	5.00
	Science: Earth Science	0	0	0	0	3	0	5.00
	Science: Physics	0	0	0	0	0	0	N/A
	Social Science	0	0	0	0	5	12	5.71
	World Language	0	0	0	1	1	9	5.73
	ITEP (Not a subject, not counted in Single Subject Total or Average)	0	0	0	0	6	8	5.57
Education Specialist	**Total**	**0**	**0**	**0**	**4**	**16**	**28**	**5.50**
	Traditional Path and Interns	0	0	0	3	9	16	5.46

Exit Survey								
	Likert Scale	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	**Average**
	Residency	0	0	0	1	7	12	5.55
Dual (Education Specialist + Multiple Subject)	**Total**	**0**	**0**	**0**	**1**	**8**	**16**	**5.60**
Multiple Subject BAP (Spanish and Hmong)	**Total**	**0**	**0**	**2**	**6**	**33**	**41**	**5.38**

Fresno Assessment of Student Teachers (FAST):

Multiple Subject and Single Subject candidates are required to pass the Fresno Assessment of Student Teaching (FAST), Fresno State's Teaching Performance Assessment. Education Specialist candidates who began the program after July 2022 must also pass the FAST.

The FAST consists of two components: the Site Visitation Project (SVP), completed in candidates' initial semester of field experience, and the Teaching Sample Project (TSP), completed in candidates' final semester of field experience. Within the TSP, teacher candidates document how they are addressing the needs of all their students in the planning, teaching, and assessing of the content. The TSP assesses candidates' ability to (a) identify the context of the classroom, (b) plan and teach a series of at least five cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) assess students' learning before, during, and after the unit, (d) document their teaching and their students' learning, and (e) reflect on the effectiveness of their teaching. Candidates are scored on seven rubrics.

We selected two of these rubrics–Students in Context and Reflection and Self-Evaluation–that align with aspects of Standard 2 to analyze.

While candidates must score a 2 to pass, programmatically, our stretch goal is for all candidates to score a 3.

FAST TSP		Students in Context	Reflection and Self-Evaluation
Fall23 Overall (115)		2.78	2.59
Multiple Subject	All (67)	2.66	2.51
	Trad/ITEP (58)	2.66	2.52
	Intern (9)	2.67	2.44
Single Subject	All (39)	3.03	2.79
	Ag (9)	2.67	2.33
	English (7)	3.14	3.00
	English-Intern (4)	3.00	2.75
	IT (1)	3.00	2.00
	Math (1)	3.00	2.00
	Math-ITEP (5)	3.00	2.60
	Music (3)	3.00	2.67
	Science (6)	3.00	3.17
	Science-Intern (3)	4.00	4.00
Education Specialist	All (7)	2.86	2.43
	Trad (1)	3.00	2.00
	Residency (2)	3.00	3.00
	Intern (4)	2.72	2.25
Dual (MS+ES)	All (2)	2.00	2.00
	Intern (2)	2.00	2.00

Final Field Experience Evaluation:

- **Multiple Subject & Education Specialist**

Within the Multiple Subject and Education Specialist Programs, candidates are evaluated in their field placement using the Fresno Observation Rubric for Educators (FORed), which includes 14 areas that are aligned with California's Teaching Performance Expectations. For each, candidates are rated from "Unobserved" to "Developing: Consistently attempting; somewhat effective."

We selected three areas that align with aspects of Standard 1 to analyze.

****In preparing this report, we discovered that a number of coaches had not entered final evaluation scores into our data management system, and so that data we are presenting here is incomplete. In the coming semester, we will be working to ensure all coaches enter their scores into the data management system.

Programmatically, the goal is for candidates to be rated as at least Developing by their Final Evaluation.

Field Experience Final Evaluation • Fall 2022 - Spring 2023		Unobserved: Not yet evident (1)	Attempting: Aware, may not be effective (2)	Exploring: Attempting, minimally effective (3)	Emerging: Consistently attempting, limited effectiveness (4)	Developing: Consistently attempting; somewhat effective (5)	Average
Area 2: Inclusive Learning Environment							
Multiple Subject (including BAP & Dual)	**Total: 126**	0	0	18	46	71	**4.39**
Education Specialist	**Total: 63**	1	4	8	49	1	**4.73**
Area 6: Funds of Knowledge							
Multiple Subject (including BAP & Dual)	**Total: 119**	0	1	18	46	54	**4.39**
Education Specialist	**Total: 48**	0	1	4	14	29	**4.48**
Area 12: Content Accessibility							
Multiple Subject (including BAP & Dual)	**Total: 109**	0	0	20	38	61	**4.34**
Education Specialist	**Total: 46**	0	0	2	13	31	**4.63**

- **Single Subject**

Within the Single Subject Program, candidates are evaluated in their field placement using a rubric that addresses five areas, each of which is aligned with California's Teaching Performance Expectations. For each, candidates are rated from "Does Not Meet Expectations - 1" to "Exceeds Expectations - 4."

We selected three areas that align with aspects of Standard 1 to analyze.

Programmatically, the goal is for candidates to be rated as at least "Meets Expectations - 2" by the time of their final evaluation.

Single Subject Final Field Experience Evaluation • Fall 2022 - Spring 2023						
		Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	**Average**
Maintaining Effective Environments						
Single Subject	**Total:**	**1**	**22**	**83**	**48**	**3.16**
	Ag Specialist:	0	8	14	9	3.03
	Art:	0	0	6	1	3.14
	English:	0	4	16	13	3.27
	Math:	0	6	13	0	2.68
	Music:	0	0	11	1	2.92
	PE:	0	0	2	7	3.78
	Science (Biology, Chemistry, Geoscience, & Foundational Science):	1	0	6	8	3.31
	Social Science:	0	2	4	5	3.27
	World Language:	0	1	9	5	3.31

Single Subject Final Field Experience Evaluation • Fall 2022 - Spring 2023						
		Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	**Average**
Addressing Needs of All Students						
Single Subject	**Total**	**1**	**40**	**69**	**44**	**3.01**
	Ag Specialist	0	10	12	9	2.97
	Art	0	1	5	1	3.00
	English	0	6	20	7	3.03
	Math	0	12	6	1	2.42
	Music	0	3	9	0	2.75
	PE	0	0	1	8	3.89
	Science (Earth Science and Physics)	1	2	6	4	3.19
	Social Science	0	3	4	4	3.09
	World Language	0	3	6	7	3.25

AGRICULTURE SPECIALIST

Candidates pursuing the Single Subject credential in Agriculture simultaneously pursue an Agriculture Specialist credential, which is supported by the Agriculture Education department in the College of Agriculture Science and Technology. Faculty working within this program selected their own measures to align with Standard 2.

Measure	Definition of Success	Candidate/Completer Success
Exit Evaluations of Professional Objectives	***Candidate Academic Performance Indicators (2.a-2.f)*** Candidates will complete five public relations objectives identified in the EHD 155 B Exit evaluation of professional objects. On a 5.0 scale, candidates will score 5.0.	FA 23 Mean (5.0) SP24 Mean (5.0)
AGR 281: Agriculture Education Project to benefit the local community.	***Candidate Academic Performance Indicators (2.a-2.f)*** Based on the project rubric, candidates are encouraged to strive for a 50-point score out of 55 points possible.	SP 23 Mean (54.8) FA 23 Mean (54.5) SP 24Mean (54.6)
Professional Competencies Means Scores.EHD 155A	***Candidate Academic Performance Indicators (2.a-2.f)*** Completing all seven competency areas identified by the Professional Competency form used to track professional experiences in EHD 155A.	SP 23 Mean (6.75 FA 23 Mean (6.96) SP 24 Mean (7.0)

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

During the 2022-2023 academic year, we initiated two new events in an effort to strengthen connections among all stakeholders within the Teacher Education Program. We continued to build on and refine these during the 2023-2024 academic year.

Teacher Education Summit:

The first event is the Teacher Education Summit, which we see as a way to continue to strengthen ties among all involved in our initial teacher education programs–faculty, coaches, and mentor teachers. The purpose of this Summit is to create spaces to have conversations about each Teacher Education program (Multiple Subject, Single Subject, and Education Specialist) across these three different groups. The day included a panel of recent program completers who shared about their experiences in the program and the extent to which the program prepared them for the real world of teaching. These perspectives serve as one form of data for faculty, coaches, and mentor teachers to reflect on. Additionally, participants were provided with program-specific phase/course overviews, FAST data from recent years, responses to the CSU Educator Quality Center survey from Spring 2023, and demographic data from recent years.

Following the opening session, participants were placed into program-specific small groups that include a mix of faculty, coaches, and mentor teachers. They were asked to reflect on what was shared by the panel, the additional data shared, and their open experiences with the program. Additionally, they were invited to share their concerns and their recommendations. Small groups then came together by program to share the highlights of their discussions and determine areas for the program to address moving forward.

In total, 65 full-time and part-time Teacher Education faculty, coaches, and mentor teachers participated. At the end of the day, we invited participants to share their feedback on the event with us. Overall, participants valued the opportunity to come together. From the 23 who provided feedback, the average rating of the overall value of the day was 5.6, on a 1-6 scale. Comments included, "I loved this experience and look forward to attending more of these" and "Thank you so much for hosting this amazing training! More please!"

The 2025 Teacher Education Summit is scheduled for March 1, 2025, and will also include specific workshops for mentor teachers about elements of our program, including an overview of course sequences, sessions providing professional development on key content areas, and an in-depth overview of the FAST.

Teacher Education Orientation/Induction:
The second event is the Teacher Education Orientation/Induction, which we now aim to hold at the beginning of each semester for candidates beginning their clinical practice. In fact, the first iteration of this event in Fall 2023 revived a pre-COVID Induction Ceremony that served to welcome new candidates into the field of teaching. The event includes not just new candidates, but also coaches, mentor teachers, and faculty as a way to bring together our entire Teacher Education community. The day began with a general session for all that included a welcome from the Dean and an overview of the day, followed by the entire group reading the Educator's Affirmation. All candidates then heard from a panel of program completers, while coaches and mentors heard from a panel of veteran coaches and mentor teachers.

Following the opening session, candidates, coaches, and mentors then attended three program-specific sessions: One led by the Office of Clinical Practice that provided an overview of clinical practice expectations, one led by the program coordinator that

provided program-specific details, and one led by the Fresno Assessment of Student Teachers (FAST) coordinator. After, everyone gathered for lunch, with the opportunity to gather within and across programs.

While we continue to run into obstacles with this event–including finding the staff to support it–with each iteration, we also make improvements that help each successive event to be more successful than the last.

Literacy Updates:
Like many states across the country, California developed new Multiple Subjects and Education Specialist Program Standards and a new Teaching Performance Expectation specifically focused on literacy and literacy instruction. All programs were required to submit extensive documentation for review by literacy experts assembled by the Commission on Teacher Credentialing in early October. This documentation included updated syllabi, with specific explanations to highlight how coursework aligns with the standards; updated clinical practice evaluations; updated MOUs; and details about professional development for faculty, coaches, and mentor teachers.

In Summer 2024, faculty and coaches began to meet to determine how to revise courses and clinical practice expectations to ensure alignment with the new expectations.

Related to this, California also eliminated the Reading Instruction Competence Assessment for Multiple Subject and Education Specialist candidates, as of June 2025, to be replaced with a literacy performance assessment integrated into the Teaching Performance Assessment. Because Fresno State has its own TPA, this meant revising the FAST to include a Literacy Performance Assessment. Beginning in Spring 2024, literacy faculty came together to examine the existing FAST and the Literacy Performance Assessment requirements and then make revisions. The revised FAST was submitted to the Commission on Teacher Credentialing for approval to pilot in Fall 2024.

Teacher Education Handbook:
In 2023-24, we undertook a massive project to create a single Teacher Education Handbook that would be used by all programs. We realized that, with each program having its own handbook, policies were not uniformly updated, causing confusion both internally and externally. We worked together to align policies to ensure they were consistent across programs. By having one document, we can ensure that when an update is made, it is made for everyone. The current handbook is only available electronically so that users can use the "find" feature to locate information.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

TEACHER EDUCATION: MULTIPLE SUBJECT, SINGLE SUBJECT, & EDUCATION SPECIALIST

	Standard 1
Goal 1 for the 2023-24 year	Select key data sources within each program to analyze candidate performance
Actions	- Build connections with temporary faculty to create alignment across courses - Ensure common syllabi across course sections - Select key assignments and develop common evaluation tools to use
Expected outcomes	- Common syllabi to be taught across sections of the same course - Common key assignments within each course
Reflections or comments	We have realized that faculty teaching the same course often teach very different syllabi and have few opportunities to connect. We also realize that we need better ways to collect data on our candidates during their time in the program to be able to evaluate their success and to engage in our own program improvement. But we realize a first step to making any of this happen is to build connections among the faculty who teach different sections of the same course.
	Standard 2
Goal 1 for the 2023-24 year	Aspect 2b: Review course syllabi to ensure attention to culturally responsive educational practices

Actions	● Spring 2025: Course-alike meetings during TE Retreats 　○ Examine syllabi to look for evidence of attention to culturally responsive educational practices 　○ In courses where there is little or no evidence, support faculty in making revisions
Expected outcomes	More focused attention to culturally responsive educational practices within courses
Reflections or comments	Although our program claims to have culturally sustaining pedagogy as part of its foundation, we have realized that our courses may not foreground this knowledge. Our hope is to engage in an audit of the coursework we ask candidates to complete to ensure that, in fact, culturally responsive educational practices are at the center of our preparation programs.
Goal 2 for the 2023-24 year	In preparing our 2023-2024 Annual Report, we realized that we did not address this goal, and so we are listing it again: ● Within programs, approach Aspect 2d as a puzzle of practice to think about how to meaningfully integrate within coursework
Actions	● Spring 2025: 　○ Course-alike meetings during TE Retreats 　○ Invite faculty to examine syllabi together to look for ways to infuse attention to international and global perspectives on education 　○ Support faculty in making course revisions, including in-class activities and assignments
Expected outcomes	We hope to be able to develop a meaningful way of engaging candidates in supporting students' growth in international and global perspectives
Reflections or comments	Our programs have struggled with how to address supporting students' growth in international and global perspectives. By approaching this as a puzzle of practice, we hope to develop meaningful course assignments/activities.
	Standard 3
Goal 1 for 2024-2025	Engage program faculty and coaches in regular analysis of programmatic data
● **Actions**	● Share key data sources with faculty and coaches at regular Teacher Education

	retreats, including
	    ○ End-of-Semester Field Evaluation scores
	    ○ SVP and TSP scores
	    ○ Exit Survey Responses
	● Invite faculty and coaches to reflect together on data
	● Ask course-alike groups to identify common measures related to their courses that can be collected and analyzed
	● Ensure both faculty and coaches are involved in these conversations

● **Expected Outcomes**	Improved faculty engagement in continuous improvement efforts to support ongoing programmatic revisions
● **Reflections or Comments**	To date, faculty have been minimally involved in analyzing program-specific data. We are hoping that by scheduling regular Teacher Education convenings with a focus on analyzing program-specific data and providing space for faculty to meet in course-alike and phase-alike groups, faculty will begin to use data to make changes to their courses.
Goal 2 for 2024-2025	Hold a Mentor Teacher Conference to build connections with Mentor Teachers
● **Actions**	● Invite faculty to propose sessions to share about coursework with mentor teachers ● Invite mentor teachers to attend a Mentor Teacher Conference ● Plan a day that will both include ways to share information with mentor teachers but that will also elicit feedback from them in order to strengthen connections
● **Expected Outcomes**	Our hope is to strengthen connections among mentor teachers by ensuring they understand programmatic expectations, including coursework content, clinical practice requirements, and FAST requirements.
● **Reflections or Comments**	We have provided few opportunities for mentor teachers to have direct connections to our programs. We realize that they often provide information to candidates that runs counter to what the candidates are learning in the programs. Our hope is to clarify expectations for everyone.
Goal 3 for 2024-2025	Strengthen internal communication systems
● **Actions**	● Hold regular teacher education leadership meetings ● Ensure all necessary individuals are included and feel like they have a voice

● **Expected Outcomes**	By creating spaces for all involved in Teacher Education leadership, we hope to clarify program policies and procedures and to eliminate confusion within programs.
● **Reflections or Comments**	We have multiple program pathways with different individuals leading each. Currently, there is no specific time for these individuals to connect and ensure that their programs are still in alignment, which has led to much confusion. By creating spaces for programs to come together to share updates and review changes within pathways, we hope to bring closer alignment across the pathways.
Goal 4 for 2024-2025	Create orientations for new full-time and part-time faculty each semester
● **Actions**	● At the beginning of each semester, create an orientation for new full-time and part-time faculty working in Teacher Education ● Determine key content that needs to be shared, including course sequences, clinical practice expectations, FAST details, and course syllabi ● Ensure the orientations are scheduled at times when faculty can attend
● **Expected Outcomes**	● Better understandings of program expectations ● Better understandings of how courses fit within programs
● **Reflections or Comments**	We have realized that we often assume faculty understand how programs work and how their courses fit within programs. In reality, they are never explicitly provided this information. By holding orientation meetings at the beginning of each semester, we will hopefully do a better job onboarding new faculty.
	Standard 4
Goal 1 for the 2023-24 year	Continue Teacher Education Summit, including mentor teachers, coaches, faculty, and district partners
Actions	● Encourage participation in the Teacher Education Summit in email notifications and beginning of the semester orientations ● Prepare data to share with participants ○ Ensure data is disaggregated in ways that allow it to be meaningful (by pathway, etc.) ● Provide clear spaces/mechanisms for participants to provide feedback on the programs

	● Ensure notetakers in each breakout room so that conversations are recorded
Expected outcomes	Improved connections with stakeholders Meaningful conversations/feedback from individuals representing all facets of the program
Reflections or comments	We held our first Teacher Education Summit in Spring 2023, and it was very well-received. We are hoping to build on that success by making it into an annual event, with improvements based on feedback we received from last year's participants.
Goal 2 for the 2023-24 year	Create Teacher Education Advisory Board
Actions	● Identify key individuals to serve on an advisory board, including faculty, coaches, mentor teachers, district partners, and employers or completers ● Schedule regular meetings (2-3/year) ● Determine agendas ● Determine data to share ● Create a plan to share findings from the Advisory Board with program faculty
Expected outcomes	● Ensuring our programs are responsive to the needs of the local context
Reflections or comments	Although there are spaces for local administrators to share input on our programs, these space often have multiple agendas and goals. Our hope is to convene a body that will serve to provide feedback and guidance just on our Teacher Education programs and that will help us consider ways to improve the work we do.

AGRICULTURE SPECIALIST

Ag Specialist: Standard 1:Candidate and Completer Performance	
Goal 1 for 2024-2025	Create/Modify Data Collection Process
● **Actions**	Explore options for collecting more data specific to the Agriculture Specialist Credential. Create a data entry system for the three Ag-Ag-Specialist evaluation forms to allow students, mentor teachers, and university supervisors to input data.
● **Expected Outcomes**	We will develop a process for capturing this data in a format that can be compiled into a searchable database and utilized to determine candidate strengths and weaknesses. One

	form of data collection instrument would facilitate comparison and identification of areas of improvement.
● **Reflections or Comments**	Data collection is occurring in two ways: the Exit Survey for Credential Completers was created to capture performance program evaluation, and the data sheet compiled during the students' initial and final student teaching experiences. We need to investigate the nuances of different programs to do so, if it is allowable by OCP.
Goal 2 for 2024-2025	Examine and update the EHD 154A and the AGRI 280 Seminar curricula to provide more instructional time to improve student performance on the Site Visitation and Teaching Sample assignments.
● **Actions**	Provide an overview of the SVP and TSP project rubrics and how to interpret them. Create templates to assist students in completing the requirements.
● **Expected Outcomes**	Expected outcomes for this action item include increasing students scoring a (3) "Meets Expectations at a High Level" based on the prior semesters' SVP/TSP scores.
● **Reflections or Comments**	While the focus has been on the TSP for 2022-24, the faculty will develop a framework to assist students in completing the SVP requirements based on the rubric components.

Ag Specialist: Standard 2: Completer Professional Competence & Growth	
Goal 1 for 2024-2025	Utilize the Advisory Committee to help identify potential growth areas in our program.
● **Actions**	Work with the advisory committee to identify areas of concern/weakness that our cooperating sites feel need to be addressed in our curriculum.
● **Expected Outcomes**	The first outcome is increased active dialogue during advisory committee meetings to identify actionable items our faculty and cooperating teachers can address. The second outcome would be a renewed connectedness between the university faculty and our high school site cooperating teachers.
● **Reflections or Comments**	The last two meetings revealed the need for an Agri-Science methods course and increased

	opportunities for student teachers to teach at least a unit in agri-science mechanics. This led to the faculty offering a topic course in agri-science methods in the fall of 25, which they will evaluate to decide whether to include it in the program requirements.
Goal 2 for 2024-2025	Update Competency Forms to include a rating system
● **Actions**	Review and update the EHD 155A Competency Checklist and the EHD 155B Exit Evaluation of Objectives Checklist.
● **Expected Outcomes**	Developing a performance rating for each section of the checklists based on the single subject Mid-Term and Final Evaluation scale of 1-4 (does not meet expectations - exceeds expectations).
● **Reflections or Comments**	These are shared documents with all five major universities that provide agricultural education credentials. We will investigate the options of working with the other universities to update the records or create a similar document with the rating criteria for internal use.

Standard 3: Quality Program Practices	
Goal 1 for 2024-2025	Develop a Plan to replace Tenure Track Faculty in AGED
● **Actions**	Develop and implement a plan for adding new faculty and securing replacements for vacant faculty positions, utilizing input from the Ag Ed Advisory Committee.
● **Expected Outcomes**	Outcomes include support in the form of a motion to recommend two new tenure track hires in the AGED Program. Meeting with the Dean by the Advisory Committee Chairperson, AGED Faculty lead, and ASAE Department Chair to discuss the enrollment needs and possibilities of either increasing time to completion by students or potential decrease in opportunities for graduate students to pursue a master's degree due to the lack of tenure track faculty to advise and mentor them.
● **Reflections or Comments**	We have been approved to advertise one tenure-track AGED Position. We also are dealing with the challenge of being short an Ag Communications/Leadership Faculty due to Dr. Culbertson's move to Texas A&M

Goal 2 for 2024-2025	AGED Faculty Planning Retreat
● **Actions**	Agricultural Education faculty meet at the end of each academic year to reflect on our student's performance and develop strategies for program improvement.
● **Expected Outcomes**	Planning and implementing a faculty planning retreat before the beginning of the fall semester. Review last year's seminar topics, review student performance and address student and stakeholder concerns.
● **Reflections or Comments**	In the fall of 2024, an AGED/Communication Retreat was held to review last year's program and make suggestions. The AGED/Communications program has decided to hold planning meetings twice monthly to keep current on student and department needs and plan seminar topics.

Ag Specialist: Standard 4:Program Engagement in System Improvement	
Goal 1 for 2024-2025	Review and revise the Agricultural Education Student Outcomes Assessment Plan (SOAP).
● **Actions**	
● **Expected Outcomes**	Complete an updated SOAP document to include an additional assessment piece for Justice, Equity, Diversity, and Inclusivity (JEDI). Review, analyze, and update student learning outcomes.
● **Reflections or Comments**	We have been working on aligning the SOAP document and the data sources used for the accreditation process.
Goal 2 for 2024-2025	Identify opportunities and develop strategies to recruit a more diverse student population.
● **Actions**	- We will work through our JCAST Ambassador program to increase the focus on recruiting minority students into our Agricultural Education undergraduate program. Efforts will begin in 2022-23 to develop strategies and seek opportunities for recruiting minority students. - We will identify influential minority students in our undergraduate program and

		advise/mentor them to increase their participation in our outreach program and recruitment efforts. ● This work will continue in 2024-25.
	● **Expected Outcomes**	The JCAST Ambassador Program will create a new Outreach/Recruitment program aimed at low socio-economic areas within an hour's drive of Fresno.
	● **Reflections or Comments**	Last year, a group of Ambassadors completed 35 high school presentations, significantly impacting our local area. The goal is to increase the number of presentations this year.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Stronger Cohesion Across Programs
An ongoing goal within our Teacher Education programs is to improve the cohesion across programs. In 2023-24, Teacher Education program coordinators and pathway coordinators began to meet monthly to discuss program practices, but we continued to run into hiccups, particularly among the different pathways that lead to a specific credential.

Additionally, coordinators also meet with key staff members–including those who support clinical practice, advisors, and the credential analyst–on a monthly basis as well.

An ongoing goal for the 2024-2025 academic year is to continue to work to improve internal communications among all involved in Teacher Education and to improve external communications with prospective candidates, current candidates, and district partners.

Internship Pathway Revisions
Historically, our programs have not allowed candidates to become interns–or teachers of record–until their final semester in a teacher preparation program. However, we realized this did a disservice to individuals hired on emergency licenses as they were forced to either quit teaching or pursue a credential elsewhere. After getting input from district partners, we have realized we need to revise our policy while also creating additional supports to ensure individuals who are interns are able to be successful.

Clarify Coach Expectations and Improve Support
An ongoing concern across programs has been inconsistencies in the support provided by coaches across programs. In preparing this report, we realized that many of the coaches have not followed the expected practice of entering final evaluation data into our Data Management System. Moving forward, we realize that we need to clarify what the expectations are of coaches and develop a way of holding coaches accountable for these expectations.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The biggest regulatory change, mentioned above, is the newly adopted Commission on Teacher Credentialing Program Standard for literacy and the accompanying Teaching Performance Expectation 7, which focuses on literacy. All programs were expected to be in alignment with TPE 7 as of July 1, 2024. Programs were required to submit documentation for review by October 5, 2024. Fresno State submitted its documentation and is currently awaiting feedback.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Juliet Wahleithner, Director of Educator Preparation Programs	Dr. Sergio La Porta, Interim Dean, Kremen School of Education & Human Development

Date sent to AAQEP:	December 20, 2024