



**Kremen School of Education
and Human Development**

**Association for Advancing Quality in Educator Preparation
Accreditation Proposal
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1. Introduction / Overview and Context

The Central Valley and Fresno State Context

California State University, Fresno (Fresno State), is located in California's Central Valley, the top agricultural producing region in the country. Known simply as "the Valley," the area is sometimes called "the nation's salad bowl" for the great variety of fruits and vegetables grown here (Joint Center, 2018). 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. While this may sound idyllic, at the same time the area suffers from poverty, low education achievement, air pollution, high unemployment rates, language barriers, and crime. The area also includes migrant labor camps and "prison towns," where multigenerational families move to be near incarcerated relatives. California's Central Valley has been called "the Appalachia of the West" ("Down on the Farm," 2013).

Yet students succeed. Fresno State offers 59 undergraduate degree programs, 44 master's degree programs, three doctoral programs, 12 certificates of advanced study, and various credentials. Fresno State educates undergraduate students who move on to elite graduate programs all over the country. Our students become successful teachers, writers, politicians, entertainers, academics, and even the Chancellor of the California State University (CSU) system. With an enrollment of over 24,000 students (of which 89% are from the Central Valley), Fresno State placed among the top three best public universities in graduation-rate performance nationwide by *U.S. News and World Report*. In addition, it placed No. 2 in the category "Least Percent of Grads with Debt" among public national universities. Fresno State placed 26th out of 389 public and private colleges on *Washington Monthly's 2020 annual list* of top national universities based on social mobility, research, and promoting public service. *Money magazine* ranked Fresno 40th for "best value" universities in the United States and 7th for most transformative college, describing the university as a school "where students beat the odds by doing better than would be expected from their academic and economic backgrounds."

This public, comprehensive university was founded as Fresno Normal School in 1911 with the goal of training teachers. Located at the geographic center of California, it joined the California State University system in 1961 and was granted university status in 1972. Its 1,410-



First Graduating Class

acre campus, including the university farm, is located several miles northeast of downtown Fresno. Since its founding in 1911 the institution has evolved into the premier regional university serving Central California's diverse, growing community. Fresno State is one of 23 California State University (CSU) campuses. Fresno State is designated as a Hispanic Serving Institution (HSI) and as an Asian American Native American

Pacific Islander-Serving Institution (AANAPISI). Fresno State has received the 2020 Higher Education Excellence in Diversity (HEED) Award every year since 2014 from [INSIGHT Into Diversity](#), the oldest and largest diversity-focused publication in higher education (See Table 1.). Kremen is also proud of its support 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 and which is recognized as the most impoverished Congressional District in all of California. In addition, Fresno State hosted 515 international students from eighteen countries this past year. Kremen continues to support its students to produce the largest cohort of K-12 teachers in all of the CSU system. Nearly 3 of 4 teachers in the Fresno region are Kremen graduates, and our local schools continue to request more teachers, particularly in the areas of bilingual, math, and science education.

Table 1

Fresno State Enrollment, Fall 2019

Race/Ethnicity	N	Percent %
African American	637	2.6
American Indian	98	0.4
Asian	3,041	12.6
Hispanic	12,788	53.0
Non Resident	1,293	5.4

Pacific Islander	43	0.2
Two or more	655	2.7
Unknown	1,027	4.3
White	4,557	18.9
Total	24,139	100.0%

The university’s unique facilities include an on-campus planetarium, on-campus vineyards and orchards, a commercial winery, a Student Recreation Center, a large multi-purpose arena, and a library that boasts the largest installation of compact shelving on any single floor in the United States. Additionally, Fresno State provides over one million volunteer hours to the community.

The Kremen School of Education and Human Development (KSOEHD)

In addition to the Kremen School of Education and Human Development (Kremen) preparing more P-12 school teachers than any other public university in California, it educates counselors and educational leaders while providing professional support to the community and promoting applied research. Fresno Family Counseling Center, an innovative service to the community, is a part of the Kremen School. The Bonner Center for Character Education, also housed in the Kremen School, is a resource to support educators throughout the Central Valley and recognizes exemplary schools at its annual Conference on Character and Civic Education. Kremen’s service area includes both urban and rural districts in Fresno, Madera, Tulare, and Kings counties.

The Kremen School’s mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This unit fosters 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 those students bring to their educational experiences. Most of the Kremen graduates remain in the Valley, as they have been doing since 1911.

Kremen’s Vision Statement indicates that graduates will be community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. More specifically, it articulates a commitment to social justice and equity: “Guided by our vision for an inclusive and equitable future, the Kremen School of Education and Human Development uses innovative models to prepare high quality teachers, counselors, and administrators who act as agents of change in our community.” Integration of educational technology and performance assessment is essential to all programs.

Kremen offers three basic credentials: Multiple Subject (elementary), Single Subject (secondary), and Education Specialist (Special Education). The majority of our programs are post-baccalaureate (post-bac), non-degree programs, except for the South Valley Integrated Teacher Education Program (ITEP) that blends our undergraduate Liberal Studies degree with the Multiple Subject credential requirements. In addition, we offer a number of advanced credentials, some of which are housed in other colleges but offered under the auspices of the Kremen School of Education and Human Development (KSOEHD).

Programs housed in the Kremen School

Undergraduate

B.A. in Liberal Studies

Teaching Credentials

Multiple Subject, Single Subject, Education Specialist

Other Credentials

Early Childhood Education, Preliminary Administrative Services, School Counseling, Reading/Literacy Leadership

Graduate Degrees

M.A. in Education

Option: Curriculum and Instruction, Option: Multilingual Multicultural Education, Option: Reading-Language Arts, Early Childhood Education, Educational Leadership and Administration, Higher Ed Administration and

	Leadership, Special Education, Teaching (on line).
M.S. in Counseling	Clinical Rehabilitation and Mental Health Counseling; Option: School Counseling; Option: Student Affairs and College Counseling; Marriage, Family, and Child Counseling
Ed.D.	Doctoral Degree in Educational Leadership

Programs housed in other colleges

Agriculture Specialist, Speech Language Pathology, School Nursing, School Psychologist, School Social Worker, Deaf Education

Other Educational Programs with National Accreditation at Fresno State

At Kremen, we work with colleagues whose programs are already nationally accredited: The School Social Work/CWA PPS program is part of the 60-unit Masters in Social Work program which is nationally accredited by the Council on Social Work Education (CSWE), the School Psychology Ed.S. School Psychology Program is fully approved by the National Association of School Psychologists through 2027 under the CAEP umbrella (NASP), the Speech-Language Pathology holds national accreditation from the American Speech-Language and Hearing Association (ASLHA), and the Deaf/HH Education holds national accreditation through the Council of Education of the Deaf (CED).

Certificate, License, or Endorsement (list specific programs)	Degree Level (e.g., bachelor's, master's, post-baccalaureate, certificate only)	Number of Candidates (currently enrolled)	Number of Completers (most recently completed academic year - 2019-2020)
Multiple Subject	Post-bac (Prelim. Credential)	319 (Fall 2020)	256
Single Subject	Post-bac (Prelim. Credential)	218 (Fall 2020)	160
Ed Specialist	Post-bac (Prelim. Credential)	94 (Fall 2020)	66

Preliminary Administrative Services	Post-bac (Adv. Credential)	33 (Fall 2020)	86
Reading Specialist	Post-bac (Adv. Credential)	35 (Fall 2020)	11
Early Childhood	Post-bac (Adv. Credential)	0 (Fall 2020)	Reconstituted
Agriculture Specialist	Post-bac (Adv. Credential)	48 (Fall 2020)	34
Speech Language Pathology	Post-bac (Adv. Credential)	43 (Fall 2020)	30
PPS-School Counseling	Post-bac (Adv. Credential)	107 (Fall 2020)	41
School Nursing	Post-bac (Adv. Credential)	50 (Fall 2020)	65
PPS-School Psychology	Post-bac (Adv. Credential)	12 (Fall 2020)	11
PPS-School Social Work and Child Welfare & Attendance	Post-bac (Adv. Credential)	13	23

Connections with Alumni

The Kremen School of Education and Human Development has made a strategic effort to connect with alumni over social media and currently maintains active engagement through Facebook, Instagram, and Twitter. We first encourage our students to follow our social media channels, then create graduate spotlights during the end of the academic year. Finally, we reinforce alumni engagement by highlighting alumni accomplishments and driving alumni to join our Alumni Facebook Group. This way our students are engaged from the time they begin their studies all the way through to their job placement.

Alumni job placements and accomplishments are highlighted on social media throughout the calendar year. The Kremen School Communications Specialist interviews alumni and writes stories, along with photography, to highlight accomplishments and reinforce the overall quality

of our educator preparation programs. Alumni and students have positive reactions to seeing alumni at their place of work making a difference in students' lives and the community. This also encourages potential students to learn more about the program.

Through social media posts, students and alumni tag the Kremen School when giving praise and suggestions. The Communications Specialist monitors these posts and conversations and forwards them to the appropriate individuals within the Kremen School. It is important for leadership and faculty to be aware of their students' and alumni's feedback in order to improve the program for future students. To increase alumni engagement, the Kremen School plans to encourage alumni to join the Alumni Facebook Group in an end of program email blast.

**Assessment Measures: Standard 1
Candidate and Completer Performance**

Program completers perform as professional educators with the capacity to support success for all learners.

Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:

Standard 1a

Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

Category	Measure	Status
Admissions	-Undergraduate GPA -CTC requirements such as subject matter competency (CSET exam or coursework)	-In use -In use
Program	-CTC/CAPE Matrices with course standard alignment -Course Syllabi -Candidate Performance (final grade) in content courses	-In use -In use -In use
Clinical Experience	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -FAST II: Site Visitation Project and Teaching Sample Project or CalAPA -Final evaluation	-In use -In use -In use
Post-Completion	-CSU Exit Survey or PASC Completer Survey -CSU Year-One Completer Survey -Stakeholder Feedback (districts/county offices)	-In use -In use -In use

Standard 1b

Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

Category	Measure	Status
Admissions		
Program	-CTC/CAPE Matrices with course standard alignment -Course Syllabi -Candidate Performance (final grade) in content courses -Writing Sample (Graduate Writing Requirement)	-In use -In use -In use -Planned

Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -FAST II: Site Visitation Project and Teaching Sample Project or CalAPA -Final evaluation	-In use -In use -In use
Post-Completion	-CSU Exit Survey or PASC Completer Survey -CSU Year-One Completer Survey	-In use -In use

Standard 1c

Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.

Category	Measure	Status
Admissions		
Program	-Course Syllabi -Candidate Performance (final grade) in content courses	-In use -In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -FAST II: Site Visitation Project and Teaching Sample Project or CalAPA -Final evaluation	-In use -In use -In use
Post-Completion	-CSU Exit Survey -PASC Completer Survey/Cohort Survey Group -CSU Year-One Completer Survey	-In use -Planned -In use

Standard 1d

Assessment of and for student learning, assessment and data literacy, and use of data to inform practice.

Category	Measure	Status
Admissions		
Program	-Course Syllabi	-In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -Competency Tasks (fieldwork) -FAST II (Site Visitation Project and Teaching Sample Project) and CalAPA -Final evaluation	-In use -In use -In use -In use

Post-Completion	-CSU Exit Survey or PASC Completer Survey -CSU Year-One Completer Survey	-In use -In use
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Standard 1e

Creation and development of positive learning and work environments.

Category	Measure	Status
Admissions		
Program	-Course Syllabi	-In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides	-In use
	-FAST II (Site Visitation Project and Teaching Sample Project) or CalAPA	-In use
	-Final evaluation	-In use
Post-Completion	-CSU Exit Survey or PASC Completer Survey -CSU Year-One Completer Survey	-In use -In use

Standard 1f

Dispositions and behaviors required for successful professional practice.

Category	Measure	Status
Admissions	-Pre-Candidate Commitment Statement Multiple Subject, Dual, Education Specialist Single Subject (and on TK20)	-In use
Program	-Course Syllabi	-In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides	-In use
	-FAST II: Site Visitation Project and Teaching Sample Project or CalAPA	-In use
	-Analysis of FAST responses with coaches	-Planned
	-Final evaluation	-In use
Post-Completion	-Post-Candidate Commitment Statement -CSU Exit Survey or PASC Completer Survey -CSU Year-One Completer Survey -Stakeholder feedback (district/county offices)	-In use -In use -In use -In use

**Assessment Measures: Standard 2
Completer Professional Competence and Growth**

Program Completers adapt to working in a variety of contexts and grow as professionals.

Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of additional settings and community/cultural contexts. For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of students' identities, or in all types of school environments. Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers.

Standard 2a

Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.

Category	Measure	Status
Admissions	-Fresno K16 Partnership and Grant efforts	-Planned
Program	-Course Syllabi -Candidate Performance (final grade) in relevant courses -Master's Degree Research Projects -University/District Partner agendas -Collaborative Calls and Planning with Administrative School Leadership	-In use -In use -In use -In use -In use
Clinical Practice	-Office of Clinical Practice Placement Info Tracker -Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -FAST II: Site Visitation Project and Teaching Sample Project or CalAPA -CSU Completer Exit Survey Qs: 23-31 -Final Evaluation	-Planned -In use -In use -In use -In use
Post-Completion	-CSU Completer Exit Survey -CSU Master Teacher Effectiveness Survey -CSU Employer Survey Qs: 8-11 -CSU Year-One Completer Survey -Kremen Community Council/Stakeholder/Advisory Board Feedback -Presidential Commission on Teacher Education	-In use -In use -In use -In use -In use -In use

Standard 2b

Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.

Category	Measure	Status
Admissions		
Program	-Course Syllabi -Candidate Performance (final grade) in relevant courses	-In use -In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -CSU Employer Survey Qs: 12,13,15,16 -FAST II: Site Visitation Project and Teaching Sample Project or CalAPA	-In use -In use -In use
Post-Completion	-Kremen Community Council/Stakeholder/Advisory Board Feedback -CSU Employer Survey Qs: 8, 10-19 -CSU Year-One Completer Survey	-In use -In use -In use

Standard 2c

Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts.

Category	Measure	Status
Admissions		
Program	-Course Syllabi -Candidate Performance (final grade) in relevant courses	-In use -In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -CSU Completer Exit Survey Qs: 9-13 (SS)	-In use -In use
Post-Completion	-Kremen Community Council/Stakeholder/Advisory Board Feedback -CSU Employer Survey Qs: 8, 9,12,13, 18-20 -CSU Year-One Completer Survey	-In use -In use -In use

Standard 2d

Support students' growth in international and global perspectives.

Category	Measure	Status
Admissions		

Program	-Course Syllabi -Candidate Performance (final grade) in relevant courses	-In use -In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -CSU Completer Exit Survey Qs: 1, 4, 5, 7, 8	-In use -In use
Post-Completion	-Kremen Community Council/Stakeholder/Advisory Board Feedback -CSU Employer Survey Qs: 12,13, 15-19 -PASC Completer Focus Group -CSU Year-One Completer Survey	-In use -In use -In use -In use

Standard 2e

Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection on their own practice.

Category	Measure	Status
Admissions	-Pre-Candidate Commitment Statement Multiple Subject, Dual, Education Specialist Single Subject (and on TK20)	-In use
Program	-Course Syllabi -Candidate Performance (final grade) in relevant courses	-In use -In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -CSU Completer Exit Survey Qs: 17 – 19, 32 -FAST II: Teaching Sample Project	-In use -In use -In use
Post-Completion	-CSU Employer Survey Qs: 21 - 23 -CSU Master Teacher Effectiveness Survey -CSU Year-One Completer Survey	-In use -In use -In use

Standard 2f

Collaborate with colleagues to support professional learning.

Category	Measure	Status
Admissions		
Program	-Course Syllabi -Candidate Performance (final grade) in relevant courses	-In use -In use
Clinical Practice	-Coach observation feedback/Competency Tasks (Fieldwork) Rubrics/Scoring Guides -CSU Completer Exit Survey Qs: 17 – 19	-In use -In use

	-FAST II: Teaching Sample Project	-In use
Post-Completion	-Kremen Community Council/Stakeholder/Advisory Board Feedback -PASC Completer Focus Group -CSU Employer Survey Q: 21 -CSU Master Teacher Effectiveness Survey -CSU Year-One Completer Survey	-In use -In use -In use -In use -In use

Explanation of Data Measures

Measure: CSU Teacher Credential Program Completer Survey	
Programs: Teacher preparation programs	
Description: The California State University’s Education Quality Center (EdQ) oversees the administration of a completer-survey to exiting candidates of all CSU teacher-preparation programs. The survey is available year-round and campuses are encouraged to make completion of the survey a component of graduates’ final paperwork. The survey contains items asking about candidates’ perceptions of various aspects of the preparation program and the field placement experience. Campuses have access to annual results from the survey by utilizing the EdQ Dashboard . Results can be disaggregated by various measures including campus, year of completion, respondent race/ethnicity, and type of credential. Note: the CTC also distributes a Credential Program Completer Survey which gives an overall view of CA Educator Preparation Programs.	
Evidence regarding validity	<p>Used systemwide, the survey serves as a valid measure of program completers’ perceptions of the teacher preparation program because it asks questions directly aligned with the California Teacher Performance Expectations and California Standards for the Teaching Profession. Additionally, the survey’s content is tailored to the type of program each respondent completed, making the content valid for each individual. For example, the survey for a Single Subject English program completer contains an item about how well the program prepared them to develop students' understanding and use of academic language and vocabulary whereas the survey for a Single Subject Social Science program completer contains an item about how well the program prepared them to develop students' Historical Interpretation skills. All program completers respond to items asking about their preparation of general pedagogical skills, such as their perception of how well the program prepared them to differentiate instruction in the classroom. In this way, the survey is a valid measure of completers’ perceptions of the program.</p>
Evidence regarding reliability	<p>Uncertainty about evaluation findings comes from two principal sources: the number of evaluation participants and the extent of their concurrence with each other. The evaluation findings become increasingly certain to the extent that the questions are answered by increasing numbers of program completers and their employment supervisors. Each year the data set yields the percent of respondents who gave specified answers to each item and includes reliability estimates in the form of confidence intervals based on the number of respondents and the concurrence or homogeneity of responses. The CSU Deans of Education grouped together questions into "composites" (e.g., Preparing for Equity and Diversity in Education) for a more reliable interpretation. The reliability for the composite scores for the system and the individual</p>

	campuses generally range from 0 to 2 percentage points at the 90% confidence level.
Evidence regarding Fairness/ Trustworthiness	<p>The existence of this CSU-wide service allows each campus to track the effects of program changes designed to improve performance. Because the instrument was designed and is implemented systemwide with graduates throughout the state, we believe it is a fair and trustworthy measure.</p> <p>Fresno State has initiated a college-wide data summit to consider the findings of this statewide survey and triangulate them with campus data, including the percentage of First Generation students, access to resources like scholarships, and culture and context of the cohorts in which prospective teachers are placed. Through this triangulation process, we are able to determine the alignment of the finding from the survey with our other measures, further assuring us of the survey's trustworthiness as an instrument. In the process, we are also able to inform the impact on program changes on our own students with respect to the unique diversity of culture and needs in the Central Valley.</p>

Measure: CTC Employer Survey
Programs: Teacher preparation programs
<p>Description: Until 2018, the CSU distributed an employer survey to employers of recent graduates of CSU teacher preparation programs. Like the CSU completer survey, the employer survey items were tailored to the type of preparation program from the new teacher completed (Multiple Subject, Single Subject-Math, Single Subject-English, Education Specialist, etc.). Beginning in 2019, the CTC now sends out an annual employer survey (which employers can complete from Oct. 1 to Dec. 31) that compiles evidence about the extent to which K-12 teachers who are recent graduates of credential programs are prepared for their most important teaching responsibilities.</p> <p>Survey items target the following areas: Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Students for Learning, Developing as a Professional Educator, and an overall assessment of how well prepared graduates of the institution are to be teachers.</p> <p>The results are disaggregated for CSUs, UCs, Private, and Local Education Agencies. 79% of respondents are principals. Of the 766 employers who responded to the survey in 2018-2019 (the last year for which data are available), 53% employed are recent graduates from a CSU teacher preparation program. Note: the CSU also distributes an Employers of Year One</p>

[Teachers Survey](#) for the 23 CSU campuses. Each campus receives both an individual and an aggregated report.

<p>Evidence regarding validity</p>	<p>This instrument (and its previous iteration administered by the CSU) has been used to evaluate the effectiveness of residency, online, and traditional Educational Preparation Programs (EPP) across the State of California for more than a decade. All items included in the survey identify areas aligned with the California Standards for the Teaching Profession and the Teaching Performance Expectations.</p>
<p>Evidence regarding reliability</p>	<p>The reliability of the survey comes from two principal sources, the number of participants who respond and the extent of the concurrence of their responses with one other. The evaluation findings become increasingly certain to the extent that the questions are answered by increasing numbers of employers. Each year the data set yields the percent of respondents who gave specified answers to each item and includes reliability estimates in the form of confidence intervals based on the number of respondents and the concurrence or homogeneity of responses.</p>
<p>Evidence regarding Fairness/Trustworthiness</p>	<p>Data were not constructed with bias, and data show positive predictive value (statistical parity) among groups and support equalized odds.</p> <p>The existence of this statewide instrument allows us to examine trends in perceptions of employers of our graduates across the CSU system and compare them with employers of graduates from other types of programs. Because it is implemented systemwide with employers throughout the state, we believe it is a fair and trustworthy measure.</p> <p>Fresno State has initiated a college-wide data summit to consider the findings of this statewide survey and triangulate them with campus data, including the percentage of First Generation students, access to resources like scholarships, and culture and context of the cohorts in which prospective teachers are placed. Through this triangulation process, we are able to determine the alignment of the finding from the survey with our other measures, further assuring us of the survey's trustworthiness as an instrument. In the process, we are also able to inform the impact on program changes on our own students with respect to the unique diversity of culture and needs in the Central Valley.</p>

Measure: [CTC Master Teacher Survey](#)

Programs: Teacher preparation programs

Description: Beginning in 2018, the CTC has administered a survey that is completed by mentor teachers who support our teacher candidates. The survey, administered between September 1 and December 31, examines the effectiveness of individual teacher preparation programs approved to operate in California. Each mentor teacher who completes the survey has worked with one or more student teachers from the identified teacher preparation program during the student teacher’s final student teaching placement.

In 2018-2019 (the last year for which data are available), approximately 20% of all teachers who served as mentor teachers in California responded to the survey. Of those who responded, 46% served as mentor teachers for CSU teacher preparation programs.

Evidence regarding validity

This instrument has been used to evaluate the effectiveness of residency, online, and traditional Educational Preparation Programs (EPP) across the State of California. Items align with the California Standards for the Teaching Profession.

Items on the survey are tailored to the type of credential program the candidate completed: Multiple Subject, Single Subject (in specified content area), and Education Specialist.

Survey items include “How well prepared was your student teacher to do the following” in several areas: Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Students for Learning, and Developing as a Professional Educator.

Evidence regarding reliability

The reliability of the instrument comes from two principal sources, the number of responders and the extent that their responses concur with one other. The instrument becomes increasingly reliable to the extent that the items are answered in similar ways by increasing numbers of mentor teachers. Each year the data set yields the percent of respondents who gave specified answers to each item and includes reliability estimates in the form of confidence intervals based on the number of respondents and the concurrence or homogeneity of responses.

Evidence regarding Fairness/Trustworthiness

Data were not constructed with bias, and data show positive predictive value (statistical parity) among groups and support equalized odds.

The existence of this statewide instrument allows us to examine trends in perceptions of individuals who serve as master teachers across the system and compare them with perceptions of individuals who serve as master

	<p>teachers for other types of programs. Because it is implemented systemwide with master teachers throughout the state, we believe it is a fair and trustworthy measure.</p> <p>Fresno State has initiated a college-wide data summit to consider the findings of this statewide survey and triangulate them with campus data, including the percentage of First Generation students, access to resources like scholarships, and culture and context of the cohorts in which prospective teachers are placed. Through this triangulation process, we are able to determine the alignment of the finding from the survey with our other measures, further assuring us of the survey's trustworthiness as an instrument. In the process, we are also able to inform the impact on program changes on our own students with respect to the unique diversity of culture and needs in the Central Valley.</p>
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Measure: CSU Year-One Completer Survey	
Programs: Teacher preparation programs	
<p>Description: The California State University's Education Quality Center (EdQ) oversees the administration of a survey of all individuals who completed a CSU teacher-preparation programs after their first year on the job. The survey is administered annually April through July. In April, the EdQ Center emails an initial survey invitation to all completers of MS-SSES Credential Programs serving as first-year teachers in public schools, charter schools, or private schools in all locations. Follow-up reminders are sent every two weeks throughout the duration of the survey window.</p> <p>In addition to asking questions about the completer's demographics and educational background, the survey also contains items to capture data about the school where the completer is employed. Additionally, the survey includes items asking about candidates' perceptions of various aspects of the preparation program and the field placement experience. Campuses have access to annual results from the survey by utilizing the EdQ Dashboard. Results can be disaggregated by various measures including campus, year of completion, respondent race/ethnicity, and type of credential. Note: the CTC also distributes a Credential Program Completer Survey which gives an overall view of CA Educator Preparation Programs.</p>	
Evidence regarding validity	<p>Used systemwide, the survey serves as a valid measure of graduates' perceptions of how well the teacher preparation program prepared them for their first-year of teaching because it asks questions directly aligned with the California Teacher Performance Expectations and California Standards for the Teaching Profession.</p> <p>Additionally, the survey's content is tailored to the type of program each respondent completed, making the content valid for each individual. For example, the survey for a Single Subject English teachers contains an item about how well the program prepared them to</p>

	<p>develop students' understanding and use of academic language and vocabulary whereas the survey for a Single Subject Social Science teacher contains an item about how well the program prepared them to develop students' Historical Interpretation skills. Similarly, surveys sent to teachers with Multiple Subjects credentials or Educational Specialist credentials respond to items directly aligned to standards associated with their credentials.</p> <p>All graduates respond to items asking about their preparation of general pedagogical skills, such as their perception of how well the program prepared them to differentiate instruction in the classroom. In this way, the survey is a valid measure of completers' perceptions of the program.</p>
<p>Evidence regarding reliability</p>	<p>Uncertainty about evaluation findings comes from two principal sources: the number of evaluation participants and the extent of their concurrence with each other. The evaluation findings become increasingly certain to the extent that the questions are answered by increasing numbers of program completers and their employment supervisors.</p> <p>Each year the data set yields the percent of respondents who gave specified answers to each item and includes reliability estimates in the form of confidence intervals based on the number of respondents and the concurrence or homogeneity of responses. The CSU Deans of Education grouped together questions into "composites" (e.g., Preparing for Equity and Diversity in Education) for a more reliable interpretation. The reliability for the composite scores for the system and the individual campuses generally range from 0 to 2 percentage points at the 90% confidence level.</p>
<p>Evidence regarding Fairness/Trustworthiness</p>	<p>Data were not constructed with bias, and data show positive predictive value (statistical parity) among groups and support equalized odds.</p> <p>The existence of this CSU-wide service allows each campus to track the effects of program changes designed to improve performance. Because the instrument was designed and is implemented systemwide with completers throughout the state, we believe it is a fair and trustworthy measure.</p> <p>Fresno State has initiated a college-wide data summit to consider the findings of this statewide survey and triangulate them with campus data, including the percentage of First Generation students, access to resources like scholarships, and culture and context of the cohorts in which prospective teachers are placed. Through this triangulation process, we are able to determine the alignment of the finding from the survey with our other measures, further assuring us of the survey's</p>

	trustworthiness as an instrument. In the process, we are also able to inform the impact on program changes on our own students with respect to the unique diversity of culture and needs in the Central Valley.
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Measure: [PASC Completer Survey](#)

Program: School leadership program

Description: The Preliminary Administrative Services Credential Program Completer survey is administered annually between September 1 and August 31 to program completers who have been recommended for the Preliminary Administrative Services Credential. Included within the survey are items that ask about the overall effectiveness of the program, the completer’s job role, and the completer’s race and demographics.

Survey items and results are available in the CTC Data and Resources section of the Credential Program Completer Surveys- Preliminary Administrative Services.

In 2018-2019, the last year for which data are available, the survey was completed by 2,194 program completers, 93% of those who accessed the survey. Of those, 36.7% completed a CSU program.

Evidence regarding validity	The survey was designed to align with the California Professional Standards for Education Leaders (CPSEL), which are aligned with the California Administrative Performance Expectations (CAPEs). All survey items have been validated by the administrative bodies to determine their validity and are standardized across the larger systems
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Evidence regarding reliability	All survey items are assessed annually by the CTC to determine their reliability based on the responses received from program completers.
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Evidence regarding Fairness/Trustworthiness	<p>Because this instrument is administered statewide to candidates of all programs (CSU, University of California, private institutions, and local education agencies), we believe in its fairness as an instrument. Additionally, we believe the data the instrument yields are trustworthy because the survey is administered by the CTC, the statewide accrediting agency.</p> <p>Fresno State has initiated a college-wide data summit to consider the findings of this statewide survey and triangulate them with campus data, including the percentage of First Generation students, access to resources like scholarships, and culture and context of the cohorts in which prospective teachers are placed. Through this triangulation process, we are able to determine the alignment of the finding from the survey with our other measures, further assuring us of the survey’s trustworthiness as an instrument. In the process, we are also able to</p>
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	inform the impact on program changes on our own students with respect to the unique diversity of culture and needs in the Central Valley.
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Measure: <u>Pre- and Post- Teacher Candidate Commitment</u>	
Description: Complementing the 23 CSU Completer Exit Survey of graduates, the Teacher Candidate Commitment is an instrument administered upon entrance and exit from the program. The California Commission on Teacher Credentialing (CCTC) requires all candidates to demonstrate personality and character traits that satisfy the standards of the teaching profession through a 9-item measure of these traits. Thus, Fresno State developed this commitment statement that students complete as part of their entrance requirements and when they complete their credential program.	
Programs: Teacher preparation programs only	
Evidence regarding validity	Items included within the commitment statement align with the dispositions CTC requires of candidates credentialed to teach within the state. It should be noted that commitment statements rely upon self-reported dispositions, which can be inaccurately represented.
Evidence regarding reliability	Reliability of the candidate’s commitment is dependent upon self-reported dispositions that can be inaccurately represented.
Evidence regarding Fairness/ Trustworthiness	The commitment statement is intended to reinforce the values of fairness among the candidates as well as an expectation of non-biased dispositions of the candidates toward students of all backgrounds, languages, cultures, and experiences. In the instance when incoming candidates or exiting graduates perform aberrantly on this commitment statement, they are identified, counseled, and advised about their pursuit of the profession. In the rare instance of candidates not agreeing with the necessary commitments, they may resubmit.

Measure: Undergraduate GPA	
Programs: Teacher preparation programs only	
Description: As part of the admission process, our Admissions Analyst checks each applicant’s undergraduate GPA. The CTC/CSU/Fresno State expectation is that applicants will have earned either a 2.67 overall GPA as an undergraduate or 2.75 in the last 60 units.	
Evidence regarding validity	Undergraduate GPA is a commonly used metric in admission as an indicator of expected academic success of candidates in teacher preparation programs.

Evidence regarding reliability	Undergraduate GPA is used by admission evaluators to assess the academic ability of candidates and is commonly used throughout the field. GPA requirements are established by the California Commission on Teacher Credentialing and by Executive Order of the California State University Chancellor.
Evidence regarding Fairness/ Trustworthiness	All candidates have completed the same requirements. Potential students who are not admitted can file a petition for Special Consideration which is considered by a committee. The good faith of a provider of the data as well as the provider’s reputation assure that the data represents what it is supposed to represent and that there is no intent to misrepresent. Regional accreditation is required for all transcripts.

Measure: Course grades/Candidate Performance in Courses	
Programs: Teacher preparation programs only	
Description: Credential candidates must maintain a 3.00 GPA in all credential courses with no individual grade lower than a “C”. Any grade listed as “I”, “IC”, “WU”, “NC”, “D”, or “F” does not meet Fresno State’s credential program requirements.	
Evidence regarding validity	Course grades of ‘C’ or ‘Credit’ are required for program completion. Therefore, with few exceptions, all candidates must complete and receive a ‘C’ grade or better for the articulated courses. Faculty hired to teach within the programs are considered experts in their specific field and all have relevant experience for the content of the courses which they are teaching. CTC requires a 3.0 GPA for the preliminary credential.
Evidence regarding reliability	Requirements in courses stay relatively consistent over time since they are aligned with the CCTC program standards. In addition, the courses are staffed by the same faculty, on the whole.
Evidence regarding Fairness/ Trustworthiness	Course grades are required at the end of the course. With few exceptions, all program completers must complete and receive a grade for courses taken. For each course, specific details are provided within course syllabi about requirements for course assignments and to earn a passing grade.

Measure: Commission on Teacher Credentialing (CTC) Requirements, Subject Matter Competency	
Programs: Teacher preparation programs only	
Description: All candidates must demonstrate subject matter competency through passing scores on the CSET or earning a degree from a major approved by the CTC as a waiver program.	
Evidence regarding validity	The CTC has established content standards associated with each field of teacher preparation. In order to earn the status of an approved waiver to the CSET, programs must document how their program includes content in each of the standards. Programs must also go through a rigorous review process conducted by the CTC, which assesses how closely aligned the program is with each of the required standards. The CSET also is aligned with these standards.
Evidence regarding reliability	Since waiver programs must be reviewed and approved by the CTC, there is evidence of consistency across California. Moreover, at Fresno State all candidates' test scores and transcripts are reviewed by the Credential Admissions Analyst to verify passing scores and/or possession of an approved degree to meet subject matter competency.
Evidence regarding Fairness	Potential students may select either method to establish Subject Matter Competency: coursework or the CSET. Subject area advisors may suggest that candidates who have earned degrees that are not approved by the CTC take coursework or workshops that will help students pass the CSET. They also share resources related to CSET test preparation. When potential students are unsuccessful in attempts to pass the CSET, advisors may suggest that candidates fulfill this requirement through additional coursework.
Evidence regarding Trustworthiness	The good faith of a provider of the data as well as the provider's reputation assure that the data represents what it is supposed to represent and that there is no intent to misrepresent. Regional accreditation is required for all transcripts.

Measure: Coach Observation Rubrics
Programs: Teacher preparation programs only
Description: Although at present we use an observation form available in TK20, we are in the process of transitioning to the New Teacher Project (TNTP) Core rubric , which Chico State adapted to align with the CTC Standards.

Evidence regarding validity	We are currently in the process of adopting the New Teacher Project (TNTP) Core Rubric, as adapted by Chico State to align with the CTC Standards. We selected this version of the rubric because it was specifically adapted to measure the standards required by the CTC for teacher preparation, making it a valid tool.
Evidence regarding reliability	The TNTP Core has been field-tested and adopted by universities throughout the United States. We also will be able to compare our results with Chico State, one of our sister CSU campuses. Within Fresno State, all coaches undergo professional development on using the observation rubrics which includes norming sessions.
Evidence regarding Fairness	This observation rubric was developed with four areas to help observers and teacher candidates focus on essential pillars of good teaching. We believe that this simple but comprehensive tool will better serve the needs of our teacher candidates, creating opportunities for specific feedback that will be more easily digested and internalized. TNTP Core also was developed with the foundational belief that all students can learn “rigorous material, regardless of socioeconomic status.” Kremen shares this belief.
Evidence regarding Trustworthiness	The four focal areas of the TNTP Core Rubric—culture of learning, essential content, academic ownership, and demonstration of learning—are all areas essential to high-quality instruction. The language used within the rubric is clear and direct and provides effective feedback for teacher candidates. Additionally, as a nationally-used tool, the rubric has been used across contexts and grade levels, demonstrating its versatility. As we are currently in the process of adopting this tool, we are also in the process of providing professional development for all coaches to ensure that it is in a consistent way across programs.

Measure: External Stakeholder Meetings	
Programs: Teacher preparation and school leadership programs	
Description: There are a number of sustained activities with external stakeholders which continue to ground Kremen in best practices and rich, reciprocal partnerships.	
Convenes Bi-Annually	<i>Presidential Commission on Teacher Education.</i> Initiated by former Fresno State President John Welty and continuing through our current President Joseph Castro, this bi-annual meeting addresses core issues of accreditation, reform, models of education preparation, assessment, funding networks, community partnerships, and state and national current teacher education trends. It is hosted by the President and is facilitated by Kremen faculty and administration. Attendees include

	regional superintendents, administrative leaders, faculty, and community leaders. (Last attendance n = 65)
Convenes Monthly	<i>Cohort Meetings.</i> Student teacher candidates and teacher residents are mostly divided into small subgroups ranging from 11 to 28 teacher candidates, each with their own mentor teacher. Cohort leaders are Fresno State faculty, and they convene regular reporting meetings and coach trainings for mentor teachers and university coaches. Meeting agendas and training notes are archived from each meeting and inform the adaptations and adjustments to the programs in response to local developments in the district.
Convenes Bi-Annually	<i>Kremen Community Council.</i> Constituted by donors, community leaders, Fresno State alumni, university faculty, superintendents from the Central Valley, business owners, parents, and other stakeholders, this group convenes to inform the community about recent developments in teacher education, counseling education and educational leadership. (Last attendance n = 43)
Convenes every semester	<i>Dean’s Advisory Board.</i> This panel of school leaders includes Kremen faculty of teacher education and educational leadership, community leaders, and a representative group of superintendents of more than 23 school districts in 5 counties. It is a group which provides direct feedback and updates for Kremen’s programs and their school related impact.
Administered Annually	<i>Stakeholder Survey.</i> Each year Kremen administers a survey for its partner schools to evaluate the effectiveness of its teacher preparation efforts.
To be convened twice per semester	<i>Advanced Certificates and Extended Teacher Education Programs.</i> Kremen has not facilitated strong and continuous communications with the programs on campus who also prepare school personnel. These programs are housed in different Colleges on the university campus and some of them are currently nationally accredited through other organizations. These include: 1) Agricultural Education, 2) Deaf Education, 3) School Nursing, 4) Social Work 5) School Psychology, and 6) Speech-Language Pathology. It is our plan to improve this communication and expand our practices in Kremen to make them more consistent across Fresno State’s campus in preparing school personnel.

General Notes About Measures

1) ***Subject Matter Competency:*** In California, the Commission on Teacher Credentialing (CTC) requires that teacher candidates be Subject Matter Competent (SMC). The CTC has developed standards for each content area (for example, Multiple Subject/ Elementary, English, Math, etc.) which can be completed in two ways: 1) Passing the appropriate California Subject Examinations for Teachers (CSET) or 2) completing a program in the content area that has been approved through a rigorous evaluation process. According to the CSU Completer Exit Survey, 45% of our students establish SMC through the CSET and 55% through coursework at Fresno State (53%) or another campus (3%). Students in all universities in California must adhere to this requirement, yielding rich data possibilities. The CSU Chancellor's Office administers a completer survey; Fresno State has a 100% participation rate due to the efforts of our Credential Analyst. The results of this survey reveal that of 52 measures in our Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments, 46 of the measures earned a score in the 90% range and 8 score in the 80% percent range for positive perception. Although the overall score for the CSUs is higher (85% is the lowest score as compared to 80% at Fresno State), Fresno State also has a much higher completion rate than other campuses, therefore, we believe that our survey data is more accurate and comprehensive than the results of other campuses.

Moreover, internal data collected in our content areas also reveal the successes we have in preparing students to connect content to the classroom. As an example, in our English Education program, students must complete a set of coursework approved by the CTC, but they must also create a portfolio which includes artifacts that demonstrate their learning in 8 standards developed by the CTC. They then participate in a portfolio interview where two faculty members ask a set of questions related to their knowledge of content and how they will use what they've learned as an undergraduate in the teaching field. In place for more than 10 years, this process has created a shift in the preparation of our students who make connections between coursework and teaching, begin developing their teacher identities as undergraduates, and display professionalism within this process. Although the coordinator of our English Education program (who is housed in a different college) has been collecting data about student success and preparation, Kremen could do more to support the analysis of this data. Even so, the curricular alignment in content areas throughout California gives us the opportunity to analyze our teacher preparation efforts with other universities.

2) ***CSU Completer Exit Survey:*** One of the methods we use to compare teacher preparation efforts is the CSU Completer Exit Survey administered by the Chancellor's Office. In the Planning Instruction and Designing Learning Experiences for All Students domain, Fresno State again earns high marks, scoring 88% or above in overall positive perception in all

areas, which is 1% higher than the overall CSU score. This comparison allows us to see that the CSUs are roughly aligned in our teacher preparation efforts.

- 3) ***Fresno Assessment of Student Teachers (FAST)***. Although most of the California State University campuses use the CalTPA (administered by Pearson) to assess student teacher's proficiency in California's Teacher Performance Expectations (TPEs), Fresno State developed its own in-house system, the Fresno Assessment of Student Teachers, which is now in its second iteration (FAST II). Fresno State is the only campus within California to use this two-part system: the Site Visitation Project and the Teaching Sample Project. Because we operate independently of the Pearson EdTPA and the CalTPA, we have a need to make clear to AAQEP the process by which the FAST tasks are validated as well as how they are routinized into our programmatic options. Developed over a number of years with the support of the Renaissance Group and a Title II grant, the FAST addresses each of California's TPEs. Each assessment is scored by at least two faculty members, including the university coach assigned to mentor the teacher candidate. Mandatory calibration sessions are held annually, and all scorers must participate in the norming process each year. The inter-rater reliability is higher than the norm for such assessments. Moreover, students who fail the assessment have the opportunity to revise and resubmit. In an article by Torgerson, Macy, Beare, and Tanner (2009), the FAST's reliability, validity, and fairness are described explicitly. Torgerson et. al. found that, although there were some differences by gender and ethnicity, "none of these differences was great enough to affect overall passing scores on any task" (77). More recently, Kremen has reduced the number of FAST tasks by half, integrated content related to the assessments into coursework, continued to use the same scorers (some of whom have scored the FAST for more than a decade), and worked to revise and improve the FAST based on feedback from coaches/scorers, faculty, and students. One of the benefits of using this in-house assessment is that it is free to our students while every other university in California uses the costly Pearson-administered assessment. We continue the process of explicitly structuring the two FAST II tasks and scaffolded support for our teacher candidates into the courses, syllabi, and overall program offerings to insure success on the assessment. Curricular alignment of the tasks with the offerings for all 500 students in multiple certification programs (e.g., SS, MS, and Ed Specialist) is the responsibility of the FAST II Coordinator, which is a paid position within Kremen.

General Notes About the Educational Context

- 1) ***Transitions of Leadership and Vision***. The Kremen School of Education and Human Development has a long history of success in preparing the largest number of K-12 educators in the State of California and also in producing educators that standard measures have deemed as highly qualified or "well-prepared." This legacy has been upheld for decades through a variety of leadership styles and faculty demographics. Currently, Kremen faculty body is quite diverse and represents demographics of many cultures, backgrounds,

experiences, and linguistic traditions. The faculty is well-equipped to serve an underrepresented student body and to advance social mobility. Because of its diverse faculty and rich programs, Fresno State is well-prepared to address issues of equity and diversity and is ranked third nationally for advancing economic opportunity for low-income students. Fresno State holds the dual distinction of being a Hispanic Serving Institution (HSI) as well as an Asian American Native American Pacific Islander-Serving Institution (AANAPISI) and is committed to supporting more than 2,800 students in undergraduate, credential, graduate, and doctoral programs. In addition to training the region's teachers, the Kremen School trains ethically-informed counselors and educational leaders, while providing professional support to the community and promoting applied research.

Since the last accreditation report to NCATE, the Kremen Dean's position, serving the Provost as the chief administrative and academic officer, has seen three different leaders. The current Dean, hired July 1st, 2020, provides leadership to 69 full-time tenured/tenure-track faculty, 133 temporary faculty, and 21 staff. A strong body of literature published by Kremen faculty and administration has challenged many common beliefs surrounding standardized placement examination, entrance qualification, and the quality of preparation in various settings (See Appendix B). Such research has documented the effectiveness of local assessments, programs, and initiatives and has contrasted local findings with trends across the State of California. For example, a study published by Beare et al. (2012) demonstrated that previous research which demonstrated that higher-needs school sites offered inferior experiences for student teachers and that their preparation was diminished by the social context was completely unsubstantiated. This study serves as just one example of equity research conducted by Kremen faculty that challenged the common knowledge used to evaluate and certify teachers.

Since the time of these reports, there has been turnover among both faculty and administration. Kremen faculty and administrators have refocused their efforts and repositioned themselves more along the role of interventionists. Rather than looking at quantitative numbers and conducting assessments "from afar," many faculty-led initiatives have been undertaken to actively change the school landscape as well to better support culturally responsive learning and equity issues. In doing so, the focus has been less on shifting policy at the state and national levels and more on shifting local policies to affect change in our region in the immediate. Research grants and initiatives of this kind add a different dimension of qualitative analysis to the work of evaluating teachers as faculty engage in ethnography, case studies, and other manner of qualitative research, often reliant upon narrative and discourse methods.

One example of a current, locally focused initiative is the Title V grant entitled "Enseñamos en el Valle Central." It is a five-year, federally-funded Developing Hispanic Serving Institution (DHSI) collaboration focused on expanding pathways for future bilingual and

Latinx teachers beginning in high school and continuing through community college. It is an effort to grow our own diverse pool of teacher candidates, establishing explicit partnerships with local community college campuses. These are strategic partners who continue to provide a strong pipeline from high school to higher education among minoritized students of color generally, and Latinx communities in particular. An intentional extension of this grant has been the revision of our Bilingual Authorization Program led by those faculty engaged in this funded initiative. This program revision will streamline course alignment so that language content and pedagogical approaches can be offered within the same courses housed within Kremen. Our goal is to expand the use of dual immersion in bilingual schools and classrooms across the Central Valley.

The SECREd Garden project provides another example of our intensive efforts to be both responsive and proactive toward issues of equity. Kremen houses the Huggins Early Education Center, which is accredited by the National Association for the Education of Young Children (NAEYC). In addition to providing early childhood education, Huggins provides professional development to Kremen students and local educators onsite, as well as hosting leadership institutes and workshops for local early childhood education professionals with the mission of advancing the knowledge and strengthening the early childhood education community. These programs directly benefit both socioeconomically disadvantaged and culturally diverse children—infant through five years of age—as well as children with special needs. Recently, one of Kremen’s graduates initiated the STEAM Experiences through Community, Research, and Education (SECREd) Garden as an outdoor demonstration garden that emphasizes connections of science and environmental education with local agricultural traditions. The garden will support the growing need for play-based outdoor learning, science experiences, and garden-based education while also providing a space for interdisciplinary research. Currently in progress, the garden will include seasonal fruits and vegetables, native plants, student garden boxes, row crops, fruit trees, water features and erosion demonstrations, walking trails, and covered meeting/demonstration area.

Transitions to Residency Models. Fresno State has operated under a cohort model of teacher education in order to establish more supportive and collaborative relationships surrounding our educator preparation. Most cohorts consist of 20-25 students spread across a given school district. The goal is to improve communication with teachers and administration within the district. Additionally, the partnerships aim to provide guidance from Kremen regarding both best teacher practices and the TPEs expected by the State of California and how they are enacted within the district.

In recent years, Fresno State has reformulated several of its cohorts under the model of teacher residencies. Teacher Residencies have specific advantages over traditional teacher education models and are typically guided by specific goals (Learning Policy Institute, 2017). Because of the economic and cultural context of the Central Valley described in our introduction, and the prolific impact Kremen has in providing teachers to the region (3 of 4

teachers are graduates of Kremen), the goals that inform the work of our Teacher Residencies are to: a) increase the number of culturally responsive teachers in the region; b) diversify the pool of teachers in both rural and urban settings; and c) increase the number of teachers who stay in the teaching profession for a minimum of five years. A separate goal for one of our residency programs is to increase the number of teachers prepared for bilingual education contexts, as this is one of the top two areas of teacher need in the State of California. These goals address looming teacher shortages, perceived and real divisions between university programs and clinical experiences, and the lack of diversity in the teacher population.

The immersive year-long clinical placements allow our Teacher Residents to engage in first-hand professional experience accompanied by reflection that prepares them to engage effectively in different contexts; demonstrate the ability to communicate with and foster relationships with families/guardians/caregivers; create productive learning environments that reflect culturally relevant pedagogies; establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection; and collaborate with colleagues to support professional learning. As such, Kremen's innovative residency models directly address professional learning contexts connected to AAQEP Standard 2.

The expected outcomes of our residencies are to offer educational and economic opportunities to incoming Fresno State students, create opportunities for increased collaboration and placement of graduates across the region, and foster the creation of a culture of collaborative professionalism that will improve student performance, enhance school leadership, increase teacher retention, and strengthen school-community engagement. Like the nation, the Central Valley represents wide and growing disparities in wealth and opportunity, and school districts mirror the inequities related to such disparities. A key challenge, then, is to prepare teachers and school leaders to be agents of transformation while simultaneously providing professional development partnerships that support schools in cultivating cultures of collaborative professionalism (Hargreaves and O'Connor, 2018). A group of faculty involved in one of the residency models recently wrote and had a book chapter accepted that focuses on the role of the residency model in guiding the development of candidates' knowledge of culturally sustaining pedagogy (Billen, Hart, Soltéro-Lopez, Wahleithner, Horsley, & Alamillo, forthcoming).

Consistent with models of successful teaching residencies, Fresno State has sought financial support through grant and donor opportunities to fund these residencies. These funds drive support and operating expenses to: a) pay mentors in schools on-site to educate and connect our teacher residents with the culture of the school, b) support university coaches in educating and raising the professional standards of our pre-service teachers/residents to use research-proven practices of effective teaching while addressing diversity, equity, and inclusion issues at their teaching site, c) embed the residents as co-teachers in classroom settings for sustained, authentic teaching experiences as they earn state certification, d) offer

summer professional development for residents and the wrap-around staff support for residents, and e) offer paid stipends to all residents during their residency.

Description of Challenges, Revisions, and Innovations

- 1) *Transitions in research and evaluation.* As mentioned above, Kremen has oscillated between two distinct eras of research and impact. During the 2006 - 2012 time period, much research conducted by Kremen faculty held a strong focus on quantitative data and debate of policies and measures, comparing Fresno State graduates with those across the state. The goal of much of this research was to shift policies at the state and national levels. In the last five years, Kremen faculty and administration have concentrated their efforts more locally, initiating anti-racist pedagogies, culturally and linguistically sustaining learning, and establishing new kinds of professional learning communities. These new efforts examine and call to reform localized policies through qualitative research and intervention measures.

Along the journey of refocusing our efforts on innovative strategies for actively changing the local context toward social justice and equity reform, faculty have maintained the high, 4+4 teaching loads typical of a teaching institution within CSU. Despite this heavy teaching load, faculty actively work on community projects, secure grants, and address inequities through research. Although we have a strong impact in the community, we need to continue to increase documenting, evaluating, and publishing our outcomes. We have recently revived the effort to focus on using evidence and data to drive the decisions about policies and practices internal and external to teacher preparation within the school. Kremen has now instituted a biannual “Data Summit,” inviting faculty and staff to closely examine trends of incoming students, graduation rates, course success and failure averages, and other issues related to addressing equity, diversity, and inclusion issues. In these ways, Kremen faculty and staff have been exploring focused strategies to maximize the success of the university's diverse student body.

We have recognized in our initiation of this new accreditation process that we have a wide variety of data sets from which we pull our evidence. These data sets are housed among different and unconnected networks and are difficult to combine for an overall assessment across programs. One of the noted challenges is the separation of undergraduate records from graduate students and advanced certificate students. We are working with the Fresno State Director of the Office of Institutional Effectiveness to remedy these siloed and disparate systems so that we can understand a more comprehensive evaluation of student success and progression throughout programs. We are also seeking to add to this revised system a process for better tracking our students post-graduation, as CSU does not consistently offer its employer survey, and record-keeping efforts have revealed specific gaps in our understanding of post-graduation student employment. It is widely held that more than 75% of all teachers in our region were prepared in Kremen. Still, absolute confirmation of that fact remains elusive. The proposal process of our accreditation efforts has illuminated areas for

continuous improvement in our ability to understand completely the impacts of Kremen, with the post-completion measures identified as one of the largest gaps.

- 2) ***Revising teaching rubrics.*** Over the last five years, we've had some flux in the observation feedback rubrics we use with our teacher candidates. In response to the critiques of traditional teaching assessments and the need to establish rich criteria for teacher evaluation, Grossman (2010) and others (NRC, 2010; NCTR, 2015) identified three necessary shifts for moving toward a clinically-orientated teacher preparation program including: a) restructuring clinical experiences, emphasizing competency-based assessments aligned to district and/or state measures; b) revising courses to include more theory-to-practice connections and opportunities for simulations and rehearsals; and c) building authentic and substantive collaborations with schools and school districts. Two Kremen faculty initiated an intensive effort to develop and implement a rubric to address all of these three shifts. These two faculty members developed a comprehensive feedback rubric (Continuum of Reflective, Engaging, and Accessible Teaching or CREATE) that integrated equity and culturally and linguistically responsive pedagogy into the clinical practice feedback cycle. The CREATE Rubric was developed over a period of 18 months in collaboration with a second higher education partner and three of the major area school districts in a collaborative process. CREATE Rubric development was launched in concert with other initiatives and innovations at Kremen, which were all part of a comprehensive program revision and rebranding effort. The rubric development was incorporated into a larger strategic plan and vision to use resources and leverage existing relationships in creative ways to accomplish the work.

While the work to develop the rubric as an observation tool was a promising and exciting development, the rubric itself proved to be too unwieldy to fully implement. A 15-page rubric with 6 possible ratings in 14 different areas, CREATE wasn't practical as a feedback tool for observations. Moreover, the faculty involved in its creation did not include coaches in developing the tool, which led to resistance in implementation. Subsequently, one of the faculty members involved in its development left the university and the other has stepped back from leadership roles in Kremen. In spite of its potential, we ultimately had to move away from using the CREATE rubric. After two years of working to resolve the anxiety that grew out of this era, we are finally at a more positive place in terms of coach consultation and support. We learned a great deal from this process: when implementing change in programs, we need to be more inclusive and consultative, especially with those who will be implementing change. At present, we are in the second year of adopting a new rubric, a version of The New Teacher Project's (TNTP) Core rubric adapted by Chico State to foreground the California Teacher Performance Expectations. The decision to use this rubric was made with full participation and consultation of stakeholders. The current Multiple Subject program coordinator and faculty member leading this process worked with two coaches to identify several different rubrics and sought feedback from coaches and faculty in our programs before making the decision of which rubric to adopt. We plan to begin

implementing the TNTP Core rubric within the next year and are hopeful that this rubric will allow us to begin a new cycle of data collection about our teacher preparation efforts.

- 3) ***Responding in an era of virtual instruction (COVID-19)***. Like all colleges and universities nationwide, Fresno State went entirely to a virtual instruction model in March 2020. All Kremen faculty had to adapt their instruction to an entirely virtual experience by Executive Order 1064 from the CSU Chancellor's Office. This order is still largely in effect for the vast majority of our students as few schools have opened to receive our students. In response, Fresno State's Center for Faculty Excellence provided faculty support through professional development and technology training focused on academic uses of technology. However, the support provided has gone further than just teaching technology and pedagogy. The workshops faculty have attended have addressed the topics of creating and maintaining rich learning communities online, addressing bias and emotional stress in online communities, and even inclusion strategies. Over the summer, the campus spent \$1.2 million on professional development for faculty, with the bulk of the funds going toward stipends for faculty who enrolled in online-teaching. Faculty members focused on shifting their instruction to asynchronous classes or using a flipped model of instruction where students watch short, taped lectures on their own and use class time for discussion. They have also been trained on best practices in holding open office hours, creating regularly scheduled times in which students can pop in to ask questions, and holding whole class Zoom sessions.

Despite concerns that our students might not want to continue to study online in the fall, Fresno State has increased its enrollment count for Fall 2020. In some ways, we consider it a reflection of our ability to be responsive to student needs and our commitment to help our students complete their credential despite hurdles they may face. Moreover, the Fresno State Provost was quoted in a national article, "That's a sign...of how necessary students consider a college education (to be) to give them a leg up in a struggling economy. A lot of our students don't have wealthy parents who can simply say, 'You can take a year off and I'll pay for your apartment'" (McMurtie, 2020).

In spite of the professional development faculty received and their willingness to continue to teach all courses online for nine months, faculty and student fatigue, feelings of disconnectedness, and emotional strain persist. In addition, the push toward entirely virtual experiences revealed many existing inequities in our communities. Many students at Fresno State live in multigenerational households, where privacy is scarce, resources are limited, and the internet is unreliable. In response to our emergent understanding of connectivity, our university distributed over 8000 devices and hotspots for internet connectivity and productivity free of charge. In addition, the need to design courses that do not require a lot of bandwidth to participate was key, as was allowing flexibility with attendance when students may need to help younger siblings, their own children, or older relatives.

We continue to struggle to both protect our students from exposure to COVID-19 in public schools while continuing to seek options that are acceptable to the California Teaching Commission (CTC) for achieving the 600 hours of clinical practice and demonstration of all the TPE's. We are seeking the advice of the Chancellor's office as well as other CSU Colleges of Education monthly to be responsive to our students' need to complete their credential, with the goal of ultimately attaining gainful employment in education. The students and faculty have shown resilience and dedication facing the unknown timelines and obstacles with the pandemic. They are determined, and they succeed.

APPENDIX A: Glossary

AP	Advanced Placement (AP) college-level courses for high school students.
API	Academic Performance Index (No longer administered. Use California School Dashboard instead)
BCLAD	Bilingual, Crosscultural, Language and Academic Development (BCLAD) certification
BTTP	Bilingual Teacher Training Program
CLAD	Crosscultural, Language and Academic Development (CLAD) certification
Coach	Formerly student teaching supervisor
Credential	Certification, licensure
Cohort	Group of students who take classes together, either in a residency program or in an evening cohort
CSU	California State University
CTC	Commission on Teacher Credentialing
EL	English Learner
ELD	English Language Development
FAST II	Fresno Assessment of Student Teachers (For TPEs); developed in house and approved by the CTC
FTE	Full-time Equivalent
GELAP	General Education Limited Assignment Teaching Permit to fill a staffing vacancy or need
IHE	Institutes of Higher Education
Intern Program	University Interns enroll in education courses while they teach full time as an employee of a school district under the supervision of experienced professionals from a university.
Intern Teacher	Candidate serves as the teacher of record while still completing pedagogical preparation for the preliminary credential.
IPOP	Inquiry and Puzzles of Practice

Key Stakeholders	Community Colleges, School districts, Graduates,
Mentor Teacher	Formerly Cooperating teacher, host teacher, master teacher
MS	Multiple Subject
P-12	Pre-kindergarten through twelfth grade.
PPS	Pupil Personnel Services Credential (School Psychology, School Counseling, School Social Work and Child Welfare and Attendance)
RICA	Reading Instruction Competence Assessment (RICA)
SDAIE	Specially designed academic instruction in English
SELAP	Special Education Limited Assignment Teaching Permit
SPED	Special Education
SS	Single Subject
Supplementary Authorization	Subjects added to Multiple Subject, Standard Elementary, Single Subject, Standard Secondary, and some Special Secondary Teaching Credentials
TK20	Data management system used in association with clinical practice
TPA	California's Teaching Performance Assessment. An Advanced Placement (AP) assessment of their teaching performance with K-12 public school students as part of the requirements for earning a preliminary teaching credential.
TPE	California's Teaching Performance Expectations
Unit	All credential programs at Fresno State, both basic and advanced
URM	Under-represented minority

APPENDIX B.: REFERENCES AND ADDITIONAL DOCUMENTATION

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