

**Table 4.8: Sample Program Modifications**

Program	Modification	Process Used to Identify and Implement Modification
Basic Credential: <i>Multiple Subject Program</i>	Adopting a new rubric, a version of The New Teacher Project’s (TNP) 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.	After feedback from coaches that the rubric being used to evaluate candidates’ field placement work was too unwieldy, Program Leadership identified existing rubrics that might suit our needs. We shared these with Coaches who would be using the rubrics and evaluated the strengths and limitations of each.
Basic Credential: <i>Education Specialist Program</i>	In-Progress Modifications: More focused instruction in courses on (1) developing curriculum and modifying instruction for students with special needs and (2) developing IEPs and holding team meetings	In Fall 2020, the Education Specialist Program faculty developed a needs-assessment survey based on the Education Specialist TPEs that was distributed to 121 current students and recent alumni. A total of 33 individuals responded to the survey. Moving forward, the survey will be administered each semester.
Advanced Credential: <i>Preliminary Administrative Services Credential Program (PASC)</i>	Realignment of courses to include CalAPA skill and knowledge.	In order to ensure our candidates were as well prepared as possible to pass the CalAPA, we engaged in the following: field testing the assessment; having faculty trained as CalAPA scorers; and engaging in a standard setting work session. After reflecting on these experiences and what we were doing in our courses, we realized we needed to make changes.
Advanced Credential: <i>School Psychology</i>	<p>Specific changes to coursework:</p> <ul style="list-style-type: none"> <li>• Additional theory and training in implementation of the Patterns of Strengths and Weaknesses model for identification of specific learning disabilities</li> <li>• Incorporation of systematic assessment for autism into our coursework</li> <li>• Addition of counseling coursework and increased coverage of response to crises, such as suicides and shootings via the PREPaRE training</li> <li>• Increased discussion of systems-level responses associated with social emotional learning and Positive Behavior Intervention and Supports</li> </ul>	<p>Program faculty developed a survey with items based on the current training standards of the National Association of School Psychologists (NASP). The survey was emailed to field supervisors, local administrators/employers, and alumni of the program, and respondents were asked to indicate district or agency need on a scale from strong need to no need, and also to rate the CSU, Fresno training program as need met, partially met, not met, or unable to judge. There were 54 responses (54% response rate); three-fourths were CSU, Fresno graduates ranging from 1991 to 2017, with the majority graduating during this review period (2011-2017).</p> <p>Analysis of individual items and standards indicated areas where we can add to our training. As expected in a field closely aligned with special education, knowledge of assessment measures and eligibility criteria and skills in synthesizing information and report writing were rated as strongly needed by almost all respondents.</p> <p>Another area of need rated as critical was mental health. Mental health and trauma-informed schools are foci of our national organization as well, and clearly mental health services in the schools are needed today.</p>