

**Program/Project Annual Report**  
**Central Valley Partnership for Exemplary Teachers**  
**July 1, 2012 – June 30, 2013**

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**Purpose of Program/Project:**

Preparing teachers who are knowledgeable in their subject matter and exemplary in their ability to promote student learning begins with early field experiences, progresses in teacher preparation programs, and continues through induction. Exemplary teaching requires a commitment to lifelong learning. Darling-Hammond, Hammerness, Grossman, Russ, and Schulman (2005) suggest that effective preparation programs are well integrated with strong connections between the coursework and clinical field experiences and have a consistent vision of good teaching practice. The Transforming Teacher Education through Clinical Practice (2010) states “The education of teachers in the United States... must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses... Partnerships should include shared decision-making and oversight on candidate selection and completion by school districts and teacher education programs. This will bring accountability closer to the classroom, based largely on evidence of candidates’ effective performance and their impact on student learning” (p. ii).

The Kremen School has adopted these critical design factors and is working to be a leader both in our region and nationally in promoting successful reform efforts. Educators are diligently preparing teachers and working with Valley schools to assist schools in closing the achievement gap.

The Kremen School of Education and Human Development’s Partnership for Exemplary Teachers (“Partner Schools”) offers one viable approach. Partner Schools are collaborative ventures between schools, school districts, and teacher preparation programs in universities, which are designed to improve student learning, to strengthen teacher education, to promote professional development, and to support collaborative inquiry. Partner Schools are an enhancement of the Professional Development School (PDS) model. PDSs are collaborations formed through partnerships between professional education programs and P–12 schools and are often compared to teaching hospitals. As practicing professionals, both teaching and medicine require a sound academic program and intense clinical preparation. The teaching hospital was designed to provide such clinical preparation for medical students and interns; PDSs serve the same function for teacher candidates and in-service faculty. Both settings provide support for professional learning in a real-world setting in which practice takes place. The Partnership for Exemplary Teachers is absolutely essential to preservice teacher education.

**Administrative Housing of Program/Project:**

A clear statement of how the Program/Project is housed administratively within an existing department, program, College/School, and a description of how this unit functions organizationally, including its organizational structure, how responsibilities are assigned, and descriptions of any existing relationships with other public or private agencies or organizations.

Partnerships are housed in the Kremen School. The Coordinator has a one-course release each semester to work with the districts and agencies. The Associate Dean and the Partnership Coordinator work with the Chairs and Program Coordinators to set the schedule and assign course times. The Program Coordinators make recommendations to the Chairs for faculty used in the programs. Faculty load and assignments do not change.

### **Major Accomplishments 2012-2013**

- a. A description of the accomplishments of the unit this year including a list of related achievements, scholarly works, or other results of the unit.

In the 2012-13 academic year the Kremen School greatly expanded their partnership preparation of teachers and administrators. This approach to clinical preparation is supported in research, through accreditation and professional organizations, and through data collected from our graduates. The partnerships included: 5 in Multiple Subject (Clovis [2], Sanger, Central [ECE] and FUSD; 3 in Single Subject (FUSD [2] and Sanger); 1 in Special Education in FUSD; and 9 educational administration cohorts (Fresno, Visalia, Central, Kings Canyon...). These partnerships included courses on-site, fieldwork placements in the district whenever possible, and for some classes the district's lens or a co-teaching arrangement.

The DUAL (Education Specialist and Multiple Subject credentials) cohort of 25 teacher candidates began at Ayer Elementary in the fall 2012. The site was elected by FUSD administration and multiple meetings were held the prior spring and summer to set up the new cohort. The principal, Lynn Salazar, welcomed the candidates and has provided space, support and master teachers for their preparation. The candidates in turn complete assignments that target content with students at-risk providing additional support to these students. The candidates have completed half of their classes on-site and will complete final student teaching for both credentials next year. Their placements are being made through joint planning with the district.

A new and exciting partnership will begin in Fall 2013 – The Teacher Residency program with FUSD that is partially funded through a Bechtel grant. The 2012-13 year was spent in planning, recruiting, selecting and setting up the program. This year the Coordinator for Partnerships has met approximately once a week with administration to plan and set meetings. Faculty were assigned to participate in at least monthly meetings to design the program which will focus on a Multiple Subject credential with a 4-8<sup>th</sup> grade lens and candidates will earn foundational credentials in math and/or science. Each semester has identified changes related to math/science emphasis, urban school issues, and grades 4-8<sup>th</sup>. The faculty from both institutions have also spent time related to Common Core and the instructional shifts required. The candidates and mentor teachers will be selected by early summer and candidates are provided a \$2,500 stipend to participate with a commitment to work for the district for three years. Planning will continue for a second cohort and for a Master degree program in 13-14.

b. Numbers of on and off campus participants

**Kremen Cohorts 2012-2013**

**Fall 2012**

<b>Multiple Subject Credential</b>	<b>N</b>	<b>Program Units</b>
Sanger	27	34
Fresno Dual (MS/SpEd)	24	60
Visalia	19	34
Clovis (Pinedale/Nelson)	27	34
Clovis (Jefferson I-done fall)	24	34

**Spring 2013**

<b>Multiple Subject Credential</b>	<b>N</b>	<b>Program Units</b>
Clovis (Jefferson II)	23	34
Clovis (Weldon)	18	34
Central (Early Childhood focus)	21	34

**Spring 2013**

<b>Single Subject Credential</b>	<b>N</b>	<b>Program Units</b>
Fresno (Ahwahnee)	28	34
Fresno (Sunnyside)	20	34
Sanger (WAMS)	20	34

**Fall 2012**

<b>Educational Administration</b>	<b>N</b>	<b>Program Units</b>
Kings Canyon (graduated)	18	31
Fresno Leadership	24	31
Clovis	14	31
Sanger	18	31
Visalia	22	31
Chancellor's Fellows	15	31
Central	19	31
Higher Ed/Middle Leaders	21	31

**Spring 2013**

<b>Educational Administration</b>	<b>N</b>	<b>Program Units</b>
Fresno Leadership (graduated)	24	31
Clovis (graduated)	14	31
Sanger (graduated)	18	31
Visalia (graduated)	22	31
Chancellor's Fellows	15	31
Central	19	31
Hi Ed/Middle Leaders (grad 10)	21	31

**Spring, 2013 (Both cohorts graduated)**

<b>Reading Masters</b>	<b>N</b>	<b>Program Units</b>
Visalia	13	34
Clovis	19	34

- c. An evaluation of the effectiveness of these activities

Each year the partnerships for basic credentials (MS, SS, ES) are disaggregated to determine effects and needs in the CTQ survey of teachers and employers one year out. Partnership candidates as teacher indicate significantly higher efficacy seen in answers 10 – 20% higher than peers who went through a traditional program. This has been published in Comparison of the Effectiveness of Three Pathways, *Action in Teacher Education*, 34, 368-380, 2012.

### **Sources of Funding**

- a. A statement on sources of funding and how funds are being generated and expended through the California State University, Fresno Foundation.  
Occasional clerical support from staff funded by the Foundation to prepare schedules and support faculty.

- b. Funds including income from service and product sales  
None

- c. Other revenues and expenditures  
Funding for this service is only in faculty time; the course release for the Coordinator and one course release for a faculty member assigned as a liaison for some specific partnerships. These funds are provided by the School and are presented and an approved recommendation by the Budget Committee in the School is made to the Dean

### **Space and Equipment Utilization**

This program requires no space on campus, in fact it releases space to the university for other classes. The Coordinator negotiates with the school districts for space and that is provided at no charge. Some instruction equipment has been purchased for use at the school site classroom such as projectors, SmartBoards. These are purchased through technology resources that are approved by the technology committee or they are purchased through department resources.

### **Goals and Objectives 2013-2014**

1. Develop a plan for future partnerships through the 2015-16 school year.
2. Assist in leading the implementation of the TR with FUSD in 2013-14 and plan for the second cohort in 2014-15.
3. Develop a plan for a South Valley cohort for Single Subject to begin in fall 2014. This cohort will have opportunity for Linked Learning placements.
4. Develop plan for a second DUAL credential cohort in FUSD to begin in 2014-15.
5. Provide professional development opportunities and meetings to support and improve faculty interactions at partnership sites.