FRESNO STATE

Kremen School of Education and Human Development
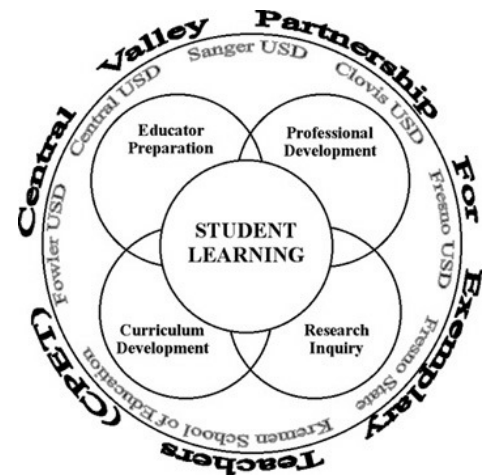
Kremen Annual Report 2014

1. **School/College/Unit Accomplishments and Goal Attainment for 2013-14**

Goal 1. Continue developments of partnerships for the preparation of professional educators. Implement the Teacher Residency with FUSD, continue multiple subject, single subject, and educational specialist partnerships with FUSD, Clovis, Sanger, and Central. Continue exploration of a south valley cohort for Linked Learning in Porterville. Continue cohorts for Educational Leadership.

Program Description: Central Valley Partnership for Exemplary Teachers

Established in 2004, the vision of the Central Valley Partnership for Exemplary Teachers (CPET) is to better prepare pre-service and in-service educators to meet the challenges of raising achievement of Title 1 schools in impoverished communities through a collaboratively-operated, field-based program. Currently, CPET is a collaboration between California State University, Fresno (CSUF) and six Central Valley school districts: Sanger, Clovis, Porterville, Fowler, Central, and Fresno Unified. Participating districts serve as equal partners striving to affect five areas of concern: student learning, educator preparation, professional development, curriculum development, and research inquiry. Initially, this work concentrated on elementary (Multiple-Subject [MS]) teacher candidates, it expanded to secondary (Single Subject [SS]), special education (Education Specialist [ES]), and school leadership in subsequent years.

The primary focus of CPET is enhanced learning and improved achievement for K-12 students in California's central valley, the most economically challenged location in the United States. Fresno is ranked third nationally in concentrated urban poverty according to the Brookings Institute and CA District 16, which encompasses Sanger, much of Fresno, and Central Unified has the lowest family income of any US Congressional District (435/435 in the nation). The Fresno region has the lowest college graduation rate of any standard metropolitan statistical area in the United States.

The **Mission of CPET** is fourfold: the preparation of new teachers, faculty development, inquiry directed at the improvement of practice, and a central focus of enhanced student achievement. The overarching goal of CPET is **improved K-12 student learning and achievement**.

The other **goals of CPET** are to: 1) Establish an innovative model of educator preparation in collaboration between K-12 and university educators, placing both coursework and field experiences at partner schools, incorporating standards-based instruction and integrating the California Standards for the Teaching Profession. 2) Enhance the ongoing professional development of partner school personnel including teachers, administrators, and paraprofessionals to mentor teacher candidates and to meet the needs of the diverse student population of the Central Valley. 3) Enhance the ongoing professional development of university faculty in "best practices" in instructional techniques, methods

of candidate preparation, and the current workings of partner schools. 4) Investigate the impact of program activities on teacher preparation and K-12 student learning.

The **key component** of the program model is to prepare and educate cohorts of teachers and school leaders on-site in dedicated district classrooms. University coursework and fieldwork experiences are completed in classrooms in the partner district. University faculty are paired with district staff that assist in aligning credential courses to procedures and methods used in the district and are encouraged to team on presenting coursework and to model effective practices in the K-12 classroom. The candidates attend many of the same professional development activities as the district staff during the academic year. Every partnership has an assigned faculty liaison that receives release time to work with the teachers and candidates at the partner schools, handle logistics, and expand opportunities. At the request of districts, CPET offers on-site graduate degrees for the district teachers. Both Reading and Curriculum and Instruction Masters have been in high demand along with Educational Administration masters and credential.

The April, 2014, accreditation visit by NCATE and a state team resulted in all standards met at all levels with no weaknesses or needed improvements. One of NCATE's commendations referred to partnerships at every level and the "culture of diversity that permeates the atmosphere."

Appendix 1 is a-nine page summary of the evidence of impact of the partners school program and program adaptations. This appendix, along with the section above is part of the application made in response to the program's nomination for the Christa McAuliffe Award, made annually by AASCU to the most outstanding teacher education program in the nation.

Goal 2. Successfully complete the NCATE and CCTC accreditation visit.

We successfully completed our NCATE and CCTC accreditation. The NCATE Team recommended all Standards met at both the initial and advanced level. They awarded our campus six commendations, found below. They found us at target level, the highest awarded, on Standards 4 and 6 that are the diversity and governance standards. The actual vote by the NCATE Board will be in the fall.

The CCTC already voted on the team's report. Accreditation was passed unanimously with no weakness or needs for improvement. The Committee on Accreditation was extremely generous with its praise. The one page NCATE summary and the CCTC summary are found in **Appendix 2.**

Goal 3. Continue working with the new Kremen and University Development hierarchy.

This year was a year of continuity for development with Sarah Schmidt gone for maternity leave. Accomplishments for development are listed below.

Major Accomplishments 2013-2014:

- Bimonthly development strategy and update meetings of Deans and Directors and development of positive working relationship.
- Continued the concentrated plan and effort to inform and expand the circle of people involved with the Kremen School of Education and Human Development and its academic programs, including reconnecting with alumni, emeriti and community members.
- Directors of Development met frequently with appropriate faculty regarding funding initiatives in order to both cultivate and steward donors.
- Continued quarterly meetings and development trainings with the newly formed Faculty Development Committee comprised of department chairs and selected faculty, to discuss ongoing training and involvement opportunities.
- Actively participated in the Kremen Alumni Chapter and the Bricks Committee and utilized events for stewardship of existing donors and cultivation of potential donors.
- Engaged the newly expanded Community Council in the strategic funding initiatives of the Kremen School and provided opportunities for them to bring partnerships to the university.
- Continued to add members to the Community Council representing the local community with regards to profession and diversity.
- Researched potential prospects utilizing Reeher and added to the prospect pool.
- Maintained and updated Kremen donor database.
- Various public and confidential major gifts were given to the Kremen School.
- Continued to implement the following processes into the Kremen Development Office: revamped filing structure, updated gift receipting process, updated and streamlined thank you process, updated stewardship plans for existing donors, began moves management process.
- Held the first donor and scholarship reception to steward donors to programs and scholarships. Contacted all existing endowment donors and scholarship donors.
- Continued strategic relationships with valley Superintendents and Associate Superintendents and planning for the South Valley Education Initiative.
- Held the Fresno Family Counseling Center event celebrating 29 years of the FFCC and the private gift to the center
- Utilized events for stewardship of existing donors and cultivation of potential donors.
- Utilized strategic marketing for development including: Holiday card, End of the year appeal from the Dean, Fresno Family Counseling Center gift announcement in the Fresno State Magazine.
- Attended and hosted donors and prospects at various events throughout the year.

Total funds raised for the fiscal year: **$785,937.**

Goal 4. Work to update the Center for Teacher Quality survey of graduates and employment supervisors.

As chair of the CSU Education Dean's Assessment Committee, Dean Beare worked with the CSU's Center for Teacher Quality (CTQ) on revision of the annual survey of teacher education graduates and their employment supervisors. Last year, there were 6934 graduates of basic credential programs, 85% of them were employed full time as teachers. Fresno State produced the largest number of Multiple

Subject teachers in the state and was second in the number of Single Subject teachers. We also received the highest return rate on the survey.

Kremen faculty have published six research articles using the survey, establishing its validity and usefulness in program improvement, thus we have a vested interested. To increase return rates and eliminate redundancy, the survey was reduced by 19 items, hopefully increasing return rate and increasing the percentage of respondents who finish all the answers. Currently only 60% of respondents answer every item.

Two articles were published this year, on the use of the survey:

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2014). Examination for bias in principal ratings of teachers' preparation. *The Teacher Educator*, *49*, 75-88.

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly*, *40*(3), 143-161.

Because there are six forms of the survey, only the Multiple Subjects teacher survey may be found in **Appendix 3**. This appendix also has copies of the two articles.

Goal 5. Complete research pertaining to the movement for "selectivity" in teacher education admittance.

Standard 3.2 of the new CAEP accreditation standards under which our campus will be evaluated refers to "raising the bar" on selectivity to be admitted to an educator preparation program. The National Center for Teacher Quality (NCTQ), a right wing agency devoted to attacking educator preparation as done by colleges and universities, has selectivity as its Standard 1. Because the mission of the CSU is access to higher education and the Kremen Schools motto is "Leadership for Diverse Communities" we have professional philosophical differences with both of these issues.

As a result, both a review of the literature and a causal/comparative evaluation of these standards was conducted. The review consisted of an examination of every article in the CAEP knowledge base pertaining to Standard 3.2 as well as every article in the NCTQ database for its Standard 1. This may be found in Appendix 4.

Standard 3.2 states that programs must have a mean GPA of 3.0 for admitted candidates and scores above the 50th percentile on the SAT, ACT, or GRE as of 2014. By 2020 the mean score must be at the 67th percentile on the tests. The President of CAEP/NCATE, Jim Cbulka, flew to California to meet with CSU Education Deans Executive Committee in January and returned on May 1st to meet with the entire Deans group. I summarized the review, presented Dr. Cbulka with a copy, and presented California data described below.

To summarize the reviews, the CAEP references as well as secondary sources cited by the references, totally fail to make even a minimal case for limiting admission to programs based on high school or college tests. The CAEP document was a mass of errors, wrong authors, wrong titles, and attribution of findings simply not present in the articles cited. It is troubling that the major, and soon the only,

national accreditation body for educator preparation used such a weekly written, poorly researched document lacking an empirical data base to support a standard for entering the most important profession to our country's future. The NCTQ knowledge base cited many of the same articles as CAEP, though more accurately. Neither made the case for keeping students out of teacher education based on high school tests, or any tests.

On Thursday May 2nd, Beverly Young, Vice Chancellor for Teacher Education of the CSU, contacted Linda Darling-Hammond, Chair of the CCTC and the foremost teacher education scholar in the country, and shared about the review of literature. Dr. Darling-Hammond responded with a request to me for review as well as permission to share it with Diane Ravitch, the primary national critic of NCTQ and proposed federal regulations to rank teacher education program on factors such as selectivity for admission.

The review presented to Dr. Cbulka was written by Paul Beare, Susan Tracz, and Colleen Torgerson. Cbulka also received a copy of the results of our study of 480 Fresno State graduates that showed no correlation between SAT, CBEST, or GAP and employment supervisor ratings of our graduates. A second data set was acquired from the CSU including employment supervisor ratings of 11,724 teacher program graduates as well as test scores from the graduates CSU MENTOR files. Two analyses were done, the evaluations overall and in 16 composite areas of teaching were compared between those above and below the 50th percentile on the SAT or ACT as well as those above and below the 67th percentile. The basic finding was of **no significant difference** in employer ratings between the groups. This will continue as a goal in 2014-15 and I will be attending "Day on the Hill" in Washington D.C. in June to share the research with members of Congress and educational staffers.

Appendix 4 is a manuscript just submitted that summarizes this work.

Goal 6. Move the Single Subject Program toward a Linked Learning focus.

This year the revised single subject credential was offered for the first time with every course having a Linked Learning lens. The number of required units is the same, 34. We are moving to more partner school sites next year including one Linked Learning Cohort on site in Porterville. We are a partners with Porterville and Tulare County on a $15 million grant that was announced as funded May 30, 2014. I also was part of a panel presentation on Linked Learning at a state-wide Linked Learning Conference in Sacramento in April, 2014.

Goal 7. Work to maintain diverse hiring practices in Kremen. This goal will include employment of at least one bi-lingual Spanish speaker in the Counseling program.

This was the most difficult year in faculty searching of the last decade. Kremen had eight tenure track searches and hired only four faculty. It was the first year where we became less diverse rather than more diverse of the last ten. The four successful searches added new faculty in C & I, Early Childhood, and two in Rehab Counseling. One Rehab faculty is Black, the other three are White. Three are female, one is male. To date, over the last ten years of hiring, the following is the diversity track record for the school:

New Kremen Tenure Track Hires by Gender and Ethnicity

	N	%
Men	11	29%
Women	27	71%
Black	5	13%
Latino	9	24%
Asian	6	16%
White/non-Hispanic	18	47%
Total	**38**	

Goal 8. Successfully move Fresno Family Counseling to a safer and more suitable location.

This goal was not accomplished. The Foundation had signed the lease agreement for an additional two years, thus we are housed in the same location. We did contract with a private security firm to escort our students to and from their cars after dark and to monitor the property's alarms, the Fresno City Police do no want to respond because it is a University program and Fresno State Police Department will not respond because it is more than ½ mile from campus.

We have identified a new potential office site at Herndon and First Street and are preparing to inspect it.

Goal 9. Establish a Bi-lingual Dual Immersion preschool room in the Huggins Center.

The Bi-lingual Dual Immersion preschool room will open in fall 2014, overseen by Dr. Laura Alamillo as well as the Dr. Barbara O'Neill, the new Huggins Center Director who starts in August. The room will be self-supporting as well as a valuable laboratory and training site for our new Bi-lingual Dual Immersion masters degree. Kremen has taken an active role in the region's Dual Language Consortium, working with them to our mutual benefit.

Goal 10. Deal effectively with the proposed revised budget formula.

The proposed formula counteracts most if not all of the Kremen actions to manage the budget the last 5 years thus it will be a challenge for the faculty and staff.

Our projected carry forward is shown below. This is satisfactory at this point in time.

KSOEHD
FY   2013

Division	Description	CFS Balance (Apr 30)	Staffing Projections (May-Jun)	Misc Staffing Projections (May-Jun)	Operating Projections (M...	Augmentations	Projected Balance
29210	Kremen School of Education	$1,001,804	$101,450	$60,000	$100,000	$81,000	$821,354
29211	Counseling & Special Education	$152,034	$263,092	$2,500	$4,000		-$117,558
29212	Curriculum Teaching & Ed Teach	$422,404	$324,243	$2,000	$1,000		$95,161
29214	Ed Research Administration	$233,251	$206,716	$1,000	$2,000		$23,535
29215	Literacy & Early Education	$270,936	$282,511	$2,000	$2,000		-$15,575
29216	Liberal Studies Program	$34,135	$15,000	$0	$1,000		$18,135
29217	Education/Human Development	$23,254	$0	$0	$10,000		$13,254
	Total	**$2,137,818**	**$1,193,012**	**$67,500**	**$120,000**	**$81,000**	**$838,306**

Anticipated Augmentations		
CST Support	$25,000	
CVELI (.5 Boris	$41,000	
MSTI (Fry-Bohlin)	$15,000	
	$81,000	6

Goal 11. Promote the Pipeline to Teaching Project in alliance with Fresno Unified School District.

Fresno Unified and the Kremen School hold regular **Pipeline to Teaching Project** meetings. District demographics have demonstrated that our region is losing males of color prior to high school graduation simultaneous with decreasing numbers of males of color entering the university and specifically, teaching. Additionally, district data demonstrates that teachers of color are producing higher achievement for students from the same demographic group, particularly Latino and Hmong. Convinced that this is a major issue the partnership is attempting to reverse the trend. These meetings have agreed upon meeting norms and an established agenda format that is followed for each meeting. This has led to establishing a future teachers academy in the Linked Learning model in Fresno Unified.

Additionally, two campus programs have been tied to this. The first is **Community Based Learning** operated by the Kremen School Office of Teacher Recruitment, whereby Fresno State students are employed to be before school and after school aides in the district. This employment pays well and keeps the students from before forced into other less rewarding part time employment. At the same time, it provides them experience with children in schools. With California's one-year mandate, this is important experience that more traditional undergraduate programs can provide with multi-year credential programs. Currently over 600 Fresno State undergraduates are so employed.

Bilingual Programs. Annually, funding is provided to our **CA Mini-Corp** program for 52 bi-lingual Fresno State students who provide summer tutoring to the children of migrant families and who during the academic year work as aides assisting English learners. While mainly working with Spanish speakers, we also supply the services in Hmong. Fresno has our nation's second largest Hmong population and children of Hmong descent comprise 8% of the local schools. The Kremen School offers the **nation's only certification program for Hmong teachers of English as a second language**. In response to partner district requests, Kremen has initiated a master's degree program in Bilingual Dual Immersion education. This fall we are opening a bilingual Spanish pre-school to prepare candidates who will progress to the dual immersion elementary school programs. Achievement data in the bilingual dual immersion classrooms shows learning exceeds the English immersion programs.

The final activity related to the pipeline project is our ongoing **instructional rounds** with FUSD. With on-going consultation from Robert Marzano, the partnership has initiated an on going series of instructional rounds. Faculty from Fresno State, Fresno Pacific University, and Fresno Unified School District, including the instructional leaders from each (e.g., Dean, Partnership Coordinator, Associate Superintendent for Instruction, HR Director, Field Experience Directors, etc.) gather once per month and spend a morning in a different school. The day starts with an orientation with the Principal followed by two hours of classroom visits and observation. The primary purpose of the observations is to compare instructional practices being taught to candidates with those of the teachers being observed. A chief benefit of this approach resides in the discussion and de-briefing that takes place among observing faculty and administrators at the end of the observation as well as in subsequent self-reflection. Along with visiting K-12 classrooms, the team has visited University pedagogy-focused classes in the partner schools. This has been extremely beneficial. The achievement data and other ratings for each visited building are studied and connections with achievement and pedagogy have been made. One result, all Fresno State faculty were provided a copy of Webb's *Depth of Knowledge*

Levels and Karin Hess's book, *A Guide for Using Webb's Depth of Knowledge* which was immediately incorporated into the faculty's thinking and instruction in pedagogy courses.

2. Professional Accomplishments – Top Five Challenges

It is not possible to respond to the top five challenges without being somewhat redundant with the previous section. The goals set for the school were the challenges we faced as a school and I faced as dean. It is possible to rank these challenges and talk about how the school responded. While the attainment on the goals will be made public, distributed to our faculty and staff, the way that each challenge was handled as described below is more confidential.

Top Challenges

1. NCATE/CCTC Accreditation
The accreditation process validated the exemplary programs and collaboration that exists at Fresno State. This cycle we started even earlier than last time and we delegated responsibilities across numerous individuals. Program coordinators across three departments, credential coordinators across seven colleges, and six standards coordinators from within Kremen were all core faculty. These six standard assignees were Carol Frye Bohlin, Linda Hauser, Sarah Lam, Jose Lomeli, Kien Pham, and Janine Quisenberry. The two faculty with the most accreditation experience, Robin Chiero and Colleen Torgerson split the six standards, supervising and assisting those faculty (Robin for one and two, Colleen for three through six).   Jim Marshall oversaw the operation and Laura Rabago constructed the electronic exhibit room. This organization was so exemplary that the CCTC asked if they could share it with other campuses as the model for electronic exhibits. Laura is THE essential staff member of the school and is amazingly competent.

Jim organized people very well and met individually with coordinators about their exhibits and reports a number of times. We had monthly coordinator meetings and a one-day retreat for all faculty where we reiterated our assessment model, program framework, goals, etc. We tried to make everything fun, for example playing NCATE Jeopardy rather than lecturing to convey information.

We have planned a celebratory event for the fall, inviting all who participated. It will be after NCATE formally votes on the accreditation. The CCTC already voted and was extremely complementary about our programs.

2. Relationship with Fresno Unified
Fresno Unified is the largest school district in our service region and is about the same size as our other three largest partners, Central, Sanger, and Clovis, combined. Fresno receives a large amount of attention statewide because of its size and close relationship with Long Beach. Fresno is making great strides in improving instruction. Some background information as to why this challenge is required.

Perhaps seven years ago there was a strained relationship, stemming largely from Superintendent Hanson communicating to the then Secretary of Education Jack O'Connell that 60% of Fresno State teacher education graduates were "not qualified to teach." The Secretary then repeated this in speech to the CSU Board of Trustees.

Needless to say, this was brought to my attention by the Chancellor's Office. Upon investigation, the statement was based on a screening instrument Fresno uses to cut down on the number of interviews

they must give to applicants. It is an on-line test, Gallup's *Teacher Insight.* It consists of multiple choice and true false questions that are supposed to predict dispositions.

A typical question on the exam is "What is the most important principle to follow?
> To work hard
> To be honest
> To be respectful
> To be helpful

Other representative MC question stems are:
Should a teacher intentionally entertain students?
Can you put into words what others are feeling?
How do you convince people of your honesty?
How effective is punishment in getting a student to learn?
What is your mission?
Are you a why person?

The test **not** intended to measure content knowledge, pedagogy, or anything "that can be learned." It is a "non-discriminatory" way to cut down on numbers. It does not discriminate between ethnicities, thus it is legal, even though it provides no information. Gallup will not provide the district with candidates' scores nor will they allow any research to be done with the instrument. I investigated this and wrote a brief review based entirely on Gallup's own publications. The instrument predicts nothing, has a .1 correlation with principal evaluation and a negative correlation with achievement. I sent the review to Superintendent Hanson.

This was done with the utmost respect but it apparently upset the district and Gallup. Gallup flew in three lawyers to meet with me and not deny what was in the review but basically say they were on staff to litigate if the review were to be published.   They successfully intimidated me but really the meeting just served to embarrass the district.

It also became quickly apparent that the Superintendent views his peer as the President of the University and not the Provost or Dean of Education. Subsequently we began working with Kim Mecum, HR director for FUSD and perhaps the Superintendent's closest advisor. Through that process, the relationship has just blossomed where we partner with FUSD on probably more initiatives than with any other district. A number of accomplishments have resulted:

1. FUSD was concerned with multiple contacts from the University reaching out to personnel in the district. Their preference was all contacts and requests come from one person. They asked that this be Colleen Torgerson, who is our Partnership Coordinator based on previous work and trust built with her. (Theoretically Colleen receives six units of release time for partner schools, in reality she takes none, teaching six units and working for Dennis Nef for six units). There are occasional breaches in the policy where faculty from outside Kremen contact schools and personnel. When this occurs, FUSD brings it to our attention and we attempt to educate.   It is interesting that they seem to think that University faculty can be controlled by simply telling them the policy. It also serves programs in that Colleen has a contact to make the requests or clarify issues.

2. FUSD is concerned about recruiting sufficient teachers, particularly males of color. We meet two or three times per semester as the Pipeline to Teaching group to plan and carry out many activities.

3. FUSD determined that their Single Subject math and science teachers at the middle school level were not succeeding because the could not deal with the developmental issues of the children they teach. The district proposed that we jointly plan a Multiple Subject program that would prepare middle school math and science teachers. We recycled a federal grant that was rejected and presented it to the Bechtel Foundation. It was funded for $750,000 and became our Teacher Residency Program (TRP) which is starting its second cohort May 2014. Each candidate receives a $12,500 stipend. Courses are co-planned and co-taught by district and university faculty. The second cohort students will earn a Masters degree in addition to the credentials. Bechtel has just given the CSU a $3,000,000 grant making it clear that some of the money should go to support this program.

4. Because of the continual shortage of special education teachers, FUSD asked us to create a partnership of dual enrollment, Special Education and Multiple Subject teachers. It is a two year program and has been successful except the course order has allowed some students to take teaching jobs before they finish the SpEd component.   Though they are promised jobs at the end, there is no commitment on the students' part because they receive no fiscal support. (The TRP graduates have a three year employment commitment to teach in FUSD or repay their stipend.) We will start a new cohort a year from fall and restructure offerings to prevent this early withdrawal.

5. Kremen has a five-year history of working with Linked Learning through a Irvine Foundation grant written by Colleen Torgerson and myself. FUSD is just starting this approach and has submitted a $15M proposal to the state with us as one of the partners. The plan would be to develop a cohort partnership program of single subject, Linked Learning teachers housed in the district.

6. Student teaching placements are a continuing issue with the district in that Principals and University supervisors do not always select the strongest instructors as master teachers. Resultantly we moved to centralized placement whereby our Field Experience Office works directly with a single district contact point on placements. That person is retiring at the end of this year and the district asked Colleen Torgerson and Janine Quisenberry to serve on the interview panel to select a replacement. FUSD administrators have also met with us and are directly contact schools to secure strong placements.

3. Discord in Educational Research and Administration Department

Since the departure of a particularly disruptive faculty member a few years ago, the Educational Research and Administration (ERA) Department had been copacetic.   This recently changed. With retirements and new hires the composition of the faculty was altered. The main focus of this program should be producing K-12 school leaders, as it is our largest single-track graduate program. There is also a small program in higher education leadership and the department faculty also teach in the

doctoral program. This year the full time tenure track faculty composition became three higher ed and three research faculty, out numbering the four K-12 faculty. Resultantly there was continual conflict, a failed search, and more than a little unhappiness.

The failed searches resulted in part, from a difference in philosophy. The young higher ed and research faculty wanted to fill positions with skilled researchers, already published, fresh out of college with no consideration for actual experience of leadership in schools.   They were extremely verbal and insistent on documented research skills. It clearly resulted in the failed searches in Ed Admin and Special Education, which had more search committee members from outside SpEd than from inside. A second difficulty was caused by the scheduling of research courses. Traditionally, Susan Tracz did this but over time, complaints were generated concerning the timeliness of the scheduling and particularly the scheduling for courses in our cohort partner school placements. Each semester there are seven or eight on-site cohorts and the timing and location of those offerings are not negotiable. Resultantly the Chair appointed a single program coordinator for the department and designated her to schedule all the courses, in consultation. Consultation was then perceived as not happening or working. The discord was also driven by some personal ambitions and some personal problems by faculty not named here. After many meetings with search committees, all four departments department in the school, and each individual involved (in one case over 20 individual meetings), a resolution was determined.

The three research faculty were moved to the Curriculum and Instruction Department. One subsequently took a higher paying job, with tenure and half the teaching load, at a university near his family. The voting majority in ERA (changing to Educational Leadership in the fall) is now with the K-12 leadership faculty and will continue assuming our searches next year are successful. One of the faculty re-located to C & I is not happy, even though she suggested the solution originally. That has been assuaged in part by awarding her a 12-month contact to assist with doctoral candidate research in the summer (paid for by the doc program). She also will work with the C & I Chair on scheduling research classes, still with the understanding that cohort times and locales are not negotiable.

4. Budget/Enrollment Challenges

Budget Challenge
For the 11 years it has been repeatedly stated by some deans and by the Academic Senate Budget Committee that the Kremen School is overfunded. Last year I was told every member of the Senate Budget Committee feels this is true. The best response to this false belief is the quote, "There is nothing more unfair than equal treatment of unequals," (Felix Frankfurter).

It is difficult to determine if the new budget formula will work. If schools are allowed to increase WTUs disproportionate to FTEs and if all schools/colleges are punished equaling for the FTEs overage instead of tying it to the school/college that went over, then it will fail.

Kremen's problem with the budget formula is that we, by necessity, have staffing, field experience costs, accreditation costs, and release time that exceed that of the other schools and colleges. The chart below is for 2012-13, but it serves to exemplify the difficulty. Incidentally, for that year Fresno State produced the most Multiple Subjects teachers and the second most Single Subject teachers of any campus in the state.

How Educator Preparation is Different

Release Time All Schools and Colleges Support

All eight schools/colleges have the following costs. We have perhaps more coordinators because the graduate programs cut across departments, thus the department chairs don't do double duty.

Program coordinators
PPS, Rehab Counseling, MFT, Grad Overall, Higher Ed, C & I, MAT, Reading, Ed Admin, Bilingual, Early Childhood Ed @ 6/yr each =   **66 WTUs**

Chairs
CER, C & I, LEBSE, ERA @ 12/yr =   **48 WTUs**

New Faculty
For 2012-13 4 @ 6 each =   **24 WTUs**

Kremen awards no research release time with stateside money, as does many other of the schools/colleges.

Costs Specific Only to Educator Preparation
Kremen has expenses that NO other school/college has to expend. These are not optional or our choice to reward faculty. The response from the Senate Budget Committee to this list was that "all programs are complicated" and that we control costs.

The first unique budget expense is for the Basic Credential and Liberal Studies Coordinators. These faculty spend hours and hours per week on a multitude of duties outside of the usual scheduling, recruiting, orienting done by graduate coordinators. Liberal Studies is the largest single track major on campus. These students are advised by our staff and overseen by a coordinator, yet we only teach one three-unit class in the major. It is a huge FTES source for each of the seven other schools and colleges, who generally relegate the instruction to part time lecturers.

Liberal Studies & Basic Credential Coordinators
Multiple Subject, Single Subject, SpEd, & Liberal Studies @ 12/yr each = **48 WTUs**

Duties of the three basic credential coordinators aside from recruiting and advising includes organizing and scheduling courses in our partnerships, that are the large majority of offerings. The work with Clinical Practice staff on placements. They work with Dr. Torgerson in aligning partnerships. For example, Dr. Ahkhavan has had regular trips to Porterville twice each month to plan for that fall cohort. Each trip uses an entire workday.
The coordinators have to assist with FAST administration and scoring. They have to file a Improvement and Accountability Program Report (IAP) each spring summarizing all program changes, interventions, faculty development, etc. and the effect it had on the results of the annual survey of program completers and their employment supervisors. Every other year they have to file the Biennial Report to the CTC, this is 20-30 pages for each of the 19 credentials we offer.

Clinical Practice Specific   **109 WTUs**

The largest source of unreimbursed costs is the assigned time required for clinical experiences. The Senate Budget Committee this year said they believed that there should be no units assigned for clinical supervision that did not involve the direct supervision of student teachers. That is of course, impossible and patently absurd. Below I will briefly delineate the costs of operating our program that do not generate dollars in the budget formula. ** below see a breakout of these costs.*

Teacher Performance Assessment

The Fresno Assessment of Student Teachers (FAST) is embedded in our courses. Every other campus in California uses an external TPA, either the PACT or the State TPA. These require paying external scorers or companies $400 per student. It is against state law to pass this cost on to students. Students that have to repeat cost exponentially more. Because we developed our own and embedded it classes, and score it ourselves, we saved the University over $120,000 each of the last eight years. We do award three WTUs/semester for the FAST coordinator and pay $5000 each summer for the statistical work required by the state to demonstrate that the instrument is unbiased and reliable. We spend perhaps $2000/year on thank you gifts for the faculty who do the scoring each semester. This totals to the equivalent cost of **9 WTUs**

Subtotal for Basic Credentials and Clinical Practice   166 WTUs = $448,000*

Other expenses not reimbursed but not optional

Mileage for teaching off campus and supervision	**$80,000**
Fresno Family Counseling Rent	**$22,800**

(There is not sufficient on-campus space to provide the 10,000 hours of individual and group counseling delivered by MFT candidates as part of their training)

Graduate Admissions Tech	**$34,000**
Credential Admissions Tech processes 500 apps to program, CBEST, RICA, CSET, TPA	**$36,000**
Credential Analyst - Contact with CCTC for 800+ credentials/yr	**$46,000**
Room 100 Lib Studies Advising 55 walk-ins 80 appointments/wk	
2 advisors @ $44,000 each	**$88,000**
Career Counselor @ 40%	**$30,000**
Receptionist For Ed Service Center	**$30,000**
Student Assistants	**$30,000**

Accreditation Costs

CAEP/NCATE	dues $6,000 visit $10500	$16500
CCTC		$11500
CACREP		$5000
AACTE		$6000
Subtotal		**$39,000**

Extra costs not faced by any other school or college   **$963,800**

Pass Through $ for Liberal Studies and EHD   **$650,000**

Net expenses not faced by other programs and not considered in the Budget Formula +   **$313,000/Year**

* Following is the breakout of the Clinical Practices expenses listed above.

400 placements per semester for teaching credentials
100 rehab placements per semester
200 Counseling placements per semester (includes running 2 clinics)
150 EHD 50

FT Director Janine Quisenberry =	30 WTUs
Internship Coordinator Rich Firpo (take $ for this)	30 WTUs
Full time Assistant	$30,000
Student Teaching Support (not supervision) seminars, Partnerships	58 WTUs
Co-Teaching + substitute pay for 300 teachers/year ($30,000)	12 WTUs

19 off campus cohorts spring 2013, 9 Ed Ad, 8 basic credential, 2 masters (mileage, equipment, etc)
Master Teachers Training independent of Co-Teaching and only for full time student teaching equals
3-400 year individuals eligible. Master Teacher Conference plus
3 Units of tuition if they choose to use them totals $20,000

Summary on Budget

We cannot and will not stop doing school partnerships, or co-teaching. There is no way to reduce staff below current level. There are no stateside dollars used for release time or faculty research. This year our carry forward will have reduced by over $300,000. This small of a loss is only possible because of faculty who perform duties in lieu of dedicated release time. Two examples are the Partner School coordinator who waives six WTUs each semester, the Associate Dean who also directs the doctoral program. No one took assigned time for accreditation that normally would be a least a course per semester leading up to two courses per semester the final year. The doctoral program picks up the full salary of a number of faculty who also teach masters degree courses. CalStateTEACH pays staff salaries for people who do multiple Kremen duties besides.

Every school/college budget has been reduced during the recession, Kremen has been reduced the most. We will no longer receive funding on FTES but it illustrates the differences in reduction among schools and colleges.

	Amount of Reduction per FTES	Amount by which KSOEHD's Reduction Exceeded Each Other School/College
CAH	**$450.13**	**($889.07)**
CHHS	**$603.38**	**($735.82)**
COSS	**$251.90**	**($1,087.30)**
CSB	**$885.07**	**($454.13)**
CSM	**$741.22**	**($597.98)**
JCAST	**$905.75**	**($433.45)**
KSOEHD	**$1,339.20**	**NA**
LCOE	**$512.19**	**($827.01)**

Enrollment/Scheduling Challenge

Every year for the past decade the University scheduling and FTES allocation has been a serious challenge. Part of the difficulty led to a large increase in students attending National University, an abhorrent development for children of the valley. Almost every change in enrollment rules result to Kremen having to receive special dispensations, never knowing how many students we can admit or the cutoff dates. Frequently students have been turned away, leading to the common belief that Fresno State is not opened in general or specifically for teacher education. Because of the one-year nature of the program, students are more likely to make the poor decision to attend a for-profit proprietary school rather than wait another year to get in Fresno State.

Because of the graduate only, one-year nature of our program two factors make our students apply late. One is, they look for work and don't get it then decide to add a credential or a graduate degree, or, they get a job and must be enrolled in a program to maintain employment. Wishing they would apply like other students will not make it occur. It has always been this same pattern.

YEAR	ACTUAL	TARGET	Footnote #	% of Target
2013/14	1394	1401	10	99.5%
2012/13	1310	1260	9	104%
2011/12	1228	1169	8	105.1
2010/11	1169	1150	7	104.9
2009/10	1168	1268	6	92.11%
2008/09	1369	1245	5	109.96%
2007/08	1295	1245	4	104.02%
2006/07	1264	1145	3	110.39%
2005/06	1104	1100	2	100.36%
		1250 (original)		
2004/05	1234	1240	1	99.52%
		1600 (original)		
2003/04	1581	1575		100.38%

The table above shows the Kremen FTES targets and attainment for the last 11 years. The two red figures represent the original target for those years, eventually lowered to the black figure when it appeared we would not hit that original target. The footnote numbers refer to the relevant explanations below.

1. In 2003-04 Kremen made its target, the following year the CO, through executive order instituted the rule that Multiple Subjects candidates had to pass all three parts of the CSET prior to

admission. Enrollment in that program plummeted. KSOEHD FTES target was reduced by 360 with those FTES being distributed to other schools and colleges.

2. In 2005-06 Kremen reduced the units required in the Multiple Subject program to 34 and eliminated all pre-requisites in accordance with the demands of the outgoing Provost and Education Dean. This was the least number of units in the CSU. In the same year the University quit distributing Unitrack FTES to the schools and colleges. Resultantly, Kremen's FTES was reduced another 150 with those units being distributed to the other schools and colleges.

3. In 2006-07 Kremen instituted partner schools and began offering tutorials for the areas covered by the CSET. Also, the Liberal Studies major was completely revamped aligning to the content standards, meaning it covered the material covered by CSET. Resultantly we exceeded our target by 10%, but were not rewarded with return of the just reduced FTES.

4. For 2007-08 KSOEHD target was raised exactly proportionate with the other schools and colleges despite having been reduced 500 that were distributed internally.

5. For 2008-09 recruitment of graduate students and additional tutorials raised enrollment but again only resulted in the same proportionate FTES target increase as received by each school and college

6. In 2009-10 the CO declared no spring admits. This harmed KSOEHD disproportionate to the other schools and colleges, because we have no UG major, we schedule exactly the number of sections we need to serve the students we admit and the students are here for one or two years, depending on program. We thus must enroll new students each semester to replace those that finished the previous term. There is no pool of students waiting to take classes and we cannot raise FTES by simply offering another section, as can be done in all the schools with GE and/or Liberal Studies courses, which is all schools except Kremen.
   The result of this was that we missed our target by 100 after having spent hundreds of hours working to hit it exactly in the fall, due to the threatened penalties for going over target.

7. In 2010-11 the entire campus has to decease FTES. We were decreased proportional to everyone else despite being the only school having been reduced below its target from years prior. President Welty had to direct Joyal to allow late admits and keep Mentor open for our programs

8. In 2011-12 the President approval was required to keep Mentor open for KSOEHD.

9. In 2012-13 we were given a reasonable increase in FTES and still had to obtain the President's approval to keep Mentor open for KSOEHD. We were allowed to have spring admits of on-site cohorts. We were among the only programs in the CSU to allow clearance to do this, because of our school partnerships and agreements with school districts for the on-site placements.

10. In 2013-14 cabinet action was required to allow spring admits and keep Mentor open. We were only allowed enough to fill cohorts and keep faculty fully engaged. Our target was increased because we took on teaching and overseeing of University 1. The mixed message of the campus closed for spring but open for some Kremen programs continued to cause stress and extra work by our faculty and staff.

Summary: What we have repeatedly requested is an arrangement whereby we are given our target and allowed to admit students until we hit it. We will make the target and not exceed it. The University cannot continue to have each year be "new never before experienced event" where we have to beg for an exception to ever changing deadlines and rules pertaining to spring admits.

Summer Enrollment

Kremen basic credential cohorts and Counseling Practicum have been allowed to operate stateside in the summer, we need this to continue. The credential cohort students are all starting the University anew.   They have graduated from Fresno State or somewhere else. They are not eligible for financial aid so the classes are run through continuing education.

The Counseling practica are too expensive for Continuing Ed to be able to put them there. We have to have a limited number of candidates to supply counselors at our contracted sites. Clients do not stop needing services at the end of the semester.

This agreement has been in place since the move to CGE for summer a number of years ago.

5. Completing Searches

This was a serious challenge completing searches in 2013-14. The job market was up and candidates had multiple offers. Teacher education is traditionally very difficult in terms of recruiting outside of Educational Foundations generalists. Special Education and K-12 Ed Leadership are among the most difficult searches to fill at any university.   Historically Kremen has done the best job of recruiting diverse faculty. This last year we had difficulty recruiting anyone qualified.

The only challenge was not a lack of applicants, it was poorly executed searches in the case of Special Education and Educational Administration. Both searches had a majority of faculty not from the field being hired. They recommended candidates who were not acceptable to the Department Chair or the Dean and refused to recommend qualified candidates who were preferred by the chairs and Dean. This is a situation we can correct through better guidance on committee composition.

We also are going to go for more general description of qualifications instead of trying specifically detail knowledge required. Broader descriptions will increase the pools but not decrease the quality of candidates. This suggestion came from Diane Volpp, whose assistance was appreciated.

Summary Narrative for 2013-14

During the past academic year the school and I accomplished most of the objectives we targeted. Certainly the list of goals and challenges describe that process fully. One way to examine this year is to break it into the traditional areas of Teaching, Scholarship, and Service but also add Leadership due to my position as Dean.

Teaching
This year I taught two courses, SpEd 233 Special Educator as Researcher and EDL 588 Writing for Publication. For the former course, Dr. Torgerson and I combined two sections into one and team-taught. It was a large class of over 24 however the result was quite satisfactory. In the spring there were eight students in my doctoral course, all finished the course and seven of the eight completed their dissertations and graduated this spring. I also served on two doctoral dissertation committees and four masters committees during the year.

Scholarship
This past academic year scholarship products included two published articles and four significant presentations. Not included is ongoing research or the use of scholarship to make leadership decisions.

Publications.
Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2014). Examination for bias in principal ratings of teachers' preparation. *The Teacher Educator*, *49*, 75-88.
Beare, P**.,** Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly*, *40*(3), 143-161.

Presentations.
September 30, 2013   **TESCU/ The Renaissance Group** Annual Conference, "Promoting Use of the Common Core Standards in a Teacher Residency Program." Washington, DC

February 28, 2013   **American Association of Colleges for Teacher Education** Annual Conference. "Assessing Partnership Effectiveness: Using K-12 Student Achievement, Value Added, Employer and Graduate Surveys, TPAs, and Qualitative Focus Groups." Orlando, FL

March 1, 2013   **American Association of Colleges for Teacher Education** Annual Conference. "The Renaissance Group: Educational Renaissance Journal." Orlando, FL

April 10, 2014 **CA Linked Learning Alliance Convening,** "A Case Study in Building Regional Systems to Support Linked Learning Implementation – the Tulare/Kings County Story. Sacramento,

Grants. I am listed as a PI or collaborator on a number of grants however my actual responsibility varies. I do not like to take credit for any grants that I do not actually write and I try to write none, delegating that responsibility. For example, somehow I am PI on our Reading and Literacy Grant however I have virtually nothing to do with its submission. We worked with Fresno Unified to received $750,000 from Bechtel for our Teacher Residency Program. Irvine Foundation just sent us

$50,000 to support the Partner School program in Porterville and we received the final year of funding from Connect Ed for Linked Learning.

Service
The Kremen School is a school of service. As Dean, I try to demonstrate that by example. Instead of putting service activities in paragraph format, it is probably easiest and most informative to list these. The list does not include University Service activities like the Athletic Advisory Committee, Engineering Dean Search Committee, or the multitude of groups that are part of the Dean's role (PLT, etc.) or KSOEHD (10 committees).
- AACTE Governmental Relations Committee, 2012-14. This includes visiting Congressional offices each summer and meeting with representatives and staffers about teacher preparation issues.
- Executive Committee, Teacher Education Counsel of State Colleges and Universities, 2012-2015.
- Executive Committee, California State University Deans of Education, Member 2007-2014, Chair 2010-2011.
- Chair , CSU Education Deans Assessment Committee 2012-2014. Work with Center for Teacher Quality in development and operation of the national model in teacher education assessment.
- Chair, University High School Board of Trustees, 2010-14, Member 2005-14, Fresno, CA.
- Board of Directors, Sierra Foothills Conservancy, 2009-2014.
- Board of Directors, Springboard Schools, 2005-09; Pivot Learning Partners, 2009-2014.
- Board of Governors, *The Renaissance Group*, 2008-14.
- CSU/Bechtel Educator Preparation Initiative, Member, 2014-2015
- Madera Compact Business/Education Partnership, Madera, CA, 2004-2014.

Leadership
A dean's major role is to provide leadership to a school or college. This I try to do daily, as I try to provide leadership statewide in the CSU. I am the senior Education Dean in the CSU by four years, thus through longevity if nothing else I have a strong voice with this group, a group that produces 10% of all teachers in the United States each year.

I am not sure what constitutes evidence of leadership however I am not ashamed to put forward the Kremen budget management over the last eleven years, our move from the middle of the pack to the largest CSU teacher credential producer, and our very successful national and state accreditation efforts. Other evidence for which I can claim credit for has been the development of two on-line masters, the first on campus as well as the third, and the push for internationalization of our faculty. A group went to India this year on an educational journey and three faculty are going to Ecuador this summer. In the past, groups went to China, Ghana, and Costa Rica.

The Kremen School has been managed in a way that allows the faculty to follow their passion. When they have an idea or a vision, it is leadership's job to see that it can be fulfilled. The school is full of projects that were a faculty member's vision that came to fruition because of encouragement and support. These include incredible projects such as Fresno Family Counseling, CVELI, Mediator Mentors, Teaching Fellows, NASA Research Center, INTERESC, Central California Children's Institute, Fansler Center, the four subject matter projects, Mini-Corp, Teacher Internship, etc. Particular satisfaction has come from helping move some newer faculty into leadership positions. Sarah Lam, Laura Alamillo, Fred Nelson, Cathy Yun, Nancy Akhavan, and Jenelle Pitt all moved into

roles that help build confidence that there will be leaders to replace those that have moved the school forward the last ten years. The current leaders are, as a rule, in their 60s thus a new generation will have to take charge of the mission and vision of Kremen before another decade elapses.

Self Rating

I hate self-rating. The Minnesota in me says always be humble, and I, as they say, have much to be humble about. Every year I am incredibly grateful when I am allowed another year to work at the university level, and particularly at this University. The former sentiment has not changed the last 35 years, the latter for 12 years.

The formal five year evaluations of deans seem to focus almost entirely on surveys of faculty and staff that seems reflective of popularity and not accomplishments. I do not know how a popularity poll of my performance would turn out today and I am not sure how important the result would be. I feel that I have been satisfactory in leadership and teaching, commendable in scholarship, and outstanding in service to the faculty, school, and educator preparation. I have done my best and no dean could try any harder to fulfill the mission and vision of our school, providing leadership for diverse communities while preparing skilled professionals who will make a difference in one of the nations most challenged communities.

Kremen Annual Report 2014

Appendix 1

Summary of the Evidence of Impact for the Partner School Program
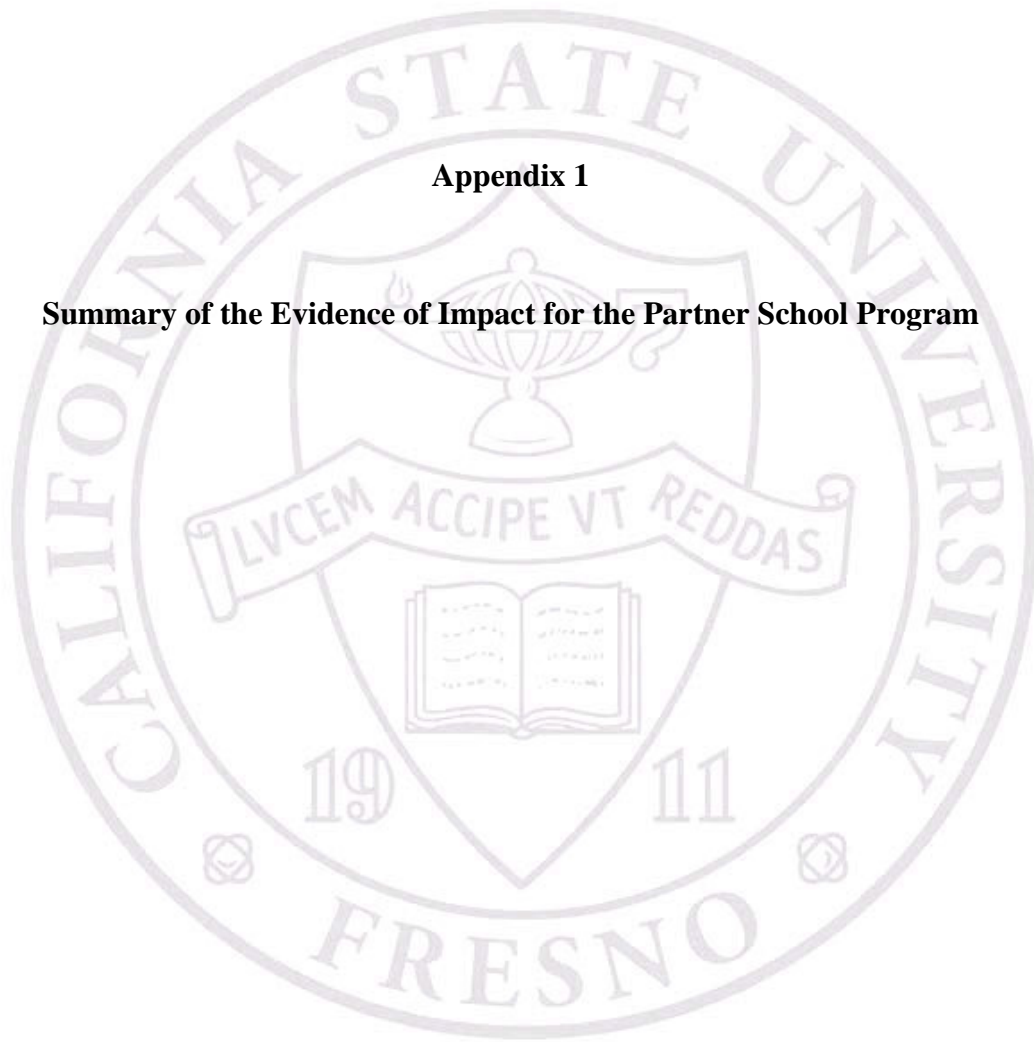
Application for the CHRISTA McAULIFFE Award

Central Valley Partnership for Exemplary Teachers
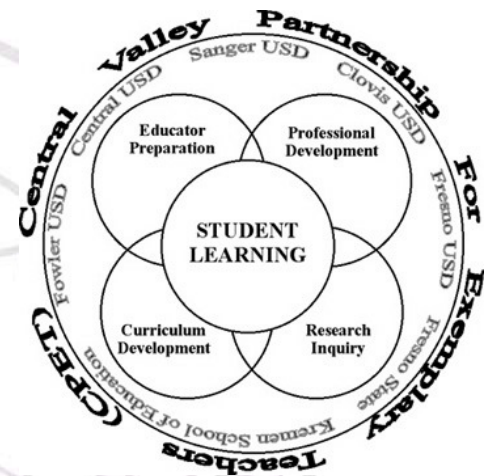Kremen School of Education and Human Development

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Program Description: Central Valley Partnership for Exemplary Teachers

Established in 2004, the vision of the Central Valley Partnership for Exemplary Teachers (CPET) is to better prepare pre-service and in-service educators to meet the challenges of raising achievement of schools in impoverished communities through a collaboratively-operated, field-based program. This school-university partnership has become invaluable and mutually beneficial to the entities involved. It has constantly evolved and is currently collaboration between California State University, Fresno (CSUF) and six Central Valley school districts: Sanger, Clovis, Porterville, Fowler, Central, and Fresno Unified. Participating districts serve as equal partners striving to affect five areas of concern: student learning, educator preparation, professional development, curriculum development, and research inquiry. Initially, this work concentrated on elementary (Multiple-Subject [MS]) teacher candidates, it expanded to secondary (Single Subject [SS]), special education (Education Specialist [ES]), and school leadership in subsequent years. It has also led to the proliferation of other areas of partnership furthering the vision of faculty and leaders from all the institutions.

The primary focus of CPET is enhanced learning and improved achievement for K-12 students in California's central valley, the most economically challenged location in the United States. Fresno is ranked third nationally in concentrated urban poverty according to the Brookings Institute and CA District 16, which encompasses Sanger and much of Fresno and Central Unified has the lowest family income of any US Congressional District (435/435 in the nation). The Fresno region has the lowest college graduation rate of any standard metropolitan statistical area in the United States. Only by enlisted the resources of multiple agencies and programs can the partners begin the educational and economic resurgence needed in the valley.

The **Mission of CPET** is fourfold: the preparation of new teachers, faculty development, inquiry directed at the improvement of practice, and a central focus of enhanced student achievement. The overarching **Goal** of CPET is improved K-12 student learning and achievement.

The other **goals of CPET** are to: 1) Establish an innovative model of educator preparation in collaboration between K-12 and university educators, placing both coursework and field experiences at partner schools, incorporating standards-based instruction and integrating the California Standards for the Teaching Profession. 2) Enhance the ongoing professional development of partner school personnel including teachers, administrators, and paraprofessionals to mentor teacher candidates and to meet the needs of the diverse student population of the Central Valley. 3) Enhance the ongoing professional development of university faculty in "best practices" in instructional techniques, methods of candidate preparation, and the current workings of partner schools. 4) Investigate the impact of program activities on teacher preparation and K-12 student learning.

The **key component** of the program model is to prepare and educate cohorts of teachers and school leaders on-site in dedicated district classrooms. University coursework and fieldwork experiences are completed in classrooms in the partner district. The university and participating districts serve as partners striving to affect student learning, educator preparation, professional development, curriculum development, and research inquiry. University faculty are paired with district staff that assist in aligning credential courses to procedures and methods used in the

district and are encouraged to team on presenting coursework and to model effective practices in the K-12 classroom. The candidates attend the same professional development activities as the district staff during the academic year. Every partnership has an assigned faculty liaison that receives release time to work with the teachers and candidates at the partner schools, handle logistics, and expand opportunities. At the request of districts, CPET offers on-site graduate degrees for the district teachers. Both Reading and Curriculum and Instruction Masters have been in high demand along with Educational Administration masters and credential.

The April, 2014, accreditation visit by NCATE and a state team resulted in all standards met at all levels with no weaknesses or needed improvements. One of NCATE's commendations referred to partnerships at every level that and the "culture of diversity that permeates the atmosphere."

Evidence of Impact
California is not a data-rich state, Governor Brown vetoed a bill to allow tracking of teacher graduates and their individual effect on achievement. It is also a state that does not allow an undergraduate major in education and mandates that basic credential programs can be completed in one year. We do however have school specific data, by each student subgroup. Also available is rich employer and teacher survey information gathered at the end of the graduates' first year of professional practice. This, along with the K-12 data, informs our practice and leads to program changes. A third source of data completed with support from the Carnegie Foundation in collaboration with the CSU's Center for Teacher Quality was a value added study that covered not only Fresno but five other large urban districts in California. This data examined the effect being taught by a CSU teacher graduate.

For 2012-13 Fresno State produced the largest number of Multiple Subjects teachers and second most Single Subject teachers of any AASCU institution in California. Because of the broad reach of CPET, data on every school impacted cannot be displayed. Instead, we will share the K-12 achievement growth overtime relative to Sanger Unified School District (USD), Sanger housed cohorts for every aspect of our partnership. The data will show the academic achievement on the California mandated tests for each school as well as the ethnic, SES, and English Learner data for each school. In the last academic year CPET had a varied number of cohorts of 20-30 candidates in the following:

6   Multiple Subject (elementary) sites (**Sanger**, Fresno, Visalia, 2 Clovis, Central)
3   Single Subject (secondary) sites (**Sanger**, 2 Fresno)
6   Educational Administration district sites (Clovis, **Sanger**, 2 Fresno, Central, Visalia)
2   Reading Masters sites (Visalia, Clovis)
1   Dual (Special Ed/Multiple Subject) site (Fresno)
1   Teacher Residency leading to Multiple Subject and math or science foundational credential
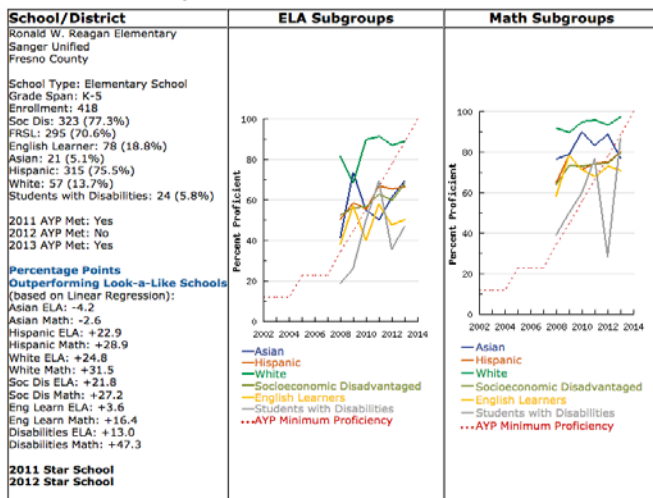2   Curriculum and Instruction Masters sites (**Sanger**, Visalia)

Next year, at district requests, we are adding a second Teacher Residency cohort site in Fresno, secondary partnerships in Washington-Union and in Porterville, with a Linked-Learning (CTE) emphasis, and two **Curriculum and Instruction MA cohorts,** Fresno and **Sanger** Unified.

School Achievement Data: The table below shows the achievement in English Language Arts (ELA) and Math for the 10,752 student Sanger Unified School District overall. The following page has graphs for the achievement growth in the buildings housing partnership cohorts. **Sanger also has housed three cohorts of Educational Administration, two of reading masters, and two of curriculum and instruction masters students as well as taking part in other program adaptations that will be described including CVELI coaching, Mediator Mentors, CA Mini-Corp, Community Based Learning, and Co-Teaching.**
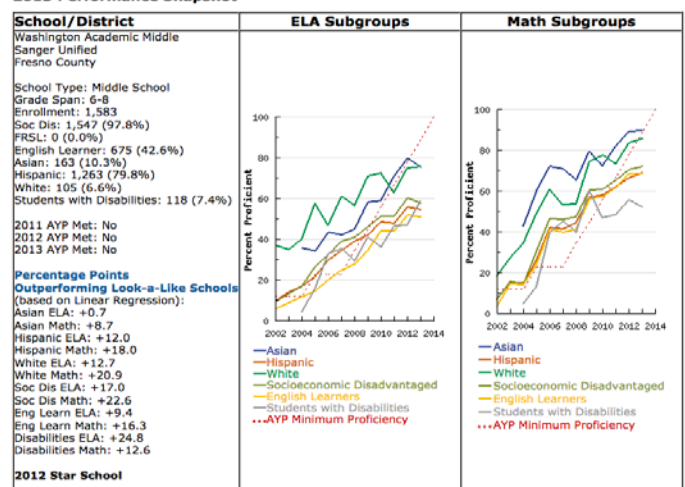
Percent of Sanger Students Proficient or Advanced on Statewide Testing and Growth Over Time

% of Students in each Subgroup		English/Lang Arts			Math		
		2004	2013	Growth	2004	2013	Growth
11%	Asian	28	70	42	50	85	35
69%	Hispanic	20	58	38	24	69	45
16%	White	60	80	20	50	82	32
81%	SES Disadvantaged	20	60	40	25	70	45
36%	English Learners	10	56	46	20	66	46
8%	Students w/ Disabilities	8	50	42	10	50	40

Ronald W. Reagan Elementary, Sanger Unified
2013 Performance Snapshot

School/District	ELA Subgroups	Math Subgroups
Ronald W. Reagan Elementary Sanger Unified Fresno County		

School Type: Elementary School
Grade Span: K-5
Enrollment: 418
Soc Dis: 323 (77.3%)
FRSL: 295 (70.6%)
English Learner: 78 (18.8%)
Asian: 21 (5.1%)
Hispanic: 315 (75.5%)
White: 57 (13.7%)
Students with Disabilities: 24 (5.8%)

2011 AYP Met: Yes
2012 AYP Met: No
2013 AYP Met: Yes

Percentage Points
Outperforming Look-a-Like Schools
(based on Linear Regression):
Asian ELA: -4.2
Asian Math: -2.6
Hispanic ELA: +22.9
Hispanic Math: +28.9
White ELA: +24.8
White Math: +31.5
Soc Dis ELA: +21.8
Soc Dis Math: +27.2
Eng Learn ELA: +3.6
Eng Learn Math: +16.4
Disabilities ELA: +13.0
Disabilities Math: +47.3

2011 Star School
2012 Star School

— Asian
— Hispanic
— White
— Socioeconomic Disadvantaged
— English Learners
— Students with Disabilities
··· AYP Minimum Proficiency

Washington Academic Middle, Sanger Unified
2013 Performance Snapshot

School/District	ELA Subgroups	Math Subgroups
Washington Academic Middle Sanger Unified Fresno County		

School Type: Middle School
Grade Span: 6-8
Enrollment: 1,583
Soc Dis: 1,547 (97.8%)
FRSL: 0 (0.0%)
English Learner: 675 (42.6%)
Asian: 163 (10.3%)
Hispanic: 1,263 (79.8%)
White: 105 (6.6%)
Students with Disabilities: 118 (7.4%)

2011 AYP Met: No
2012 AYP Met: No
2013 AYP Met: No

Percentage Points
Outperforming Look-a-Like Schools
(based on Linear Regression):
Asian ELA: +0.7
Asian Math: +8.7
Hispanic ELA: +18.0
Hispanic Math: +12.0
White ELA: +12.7
White Math: +20.9
Soc Dis ELA: +17.0
Soc Dis Math: +22.6
Eng Learn ELA: +9.4
Eng Learn Math: +16.3
Disabilities ELA: +24.8
Disabilities Math: +12.6

2012 Star School

— Asian
— Hispanic
— White
— Socioeconomic Disadvantaged
— English Learners
— Students with Disabilities
··· AYP Minimum Proficiency

Graduate and Employer Surveys: Every year since 2001 the CSU has administered the Systemwide Evaluation of Professional Teacher Preparation Programs (SEPTPP) to all graduates of its educator preparation program and their employment supervisors. Fresno State's response rate last year was 86% for graduates and 64% for employers. The 110-item survey has an overall score and 16 composite scores for specific areas of teacher preparation. It has been extensively researched, is valid and reliable, and is frequently referred to as the model nationally for the rest of educator preparation. Fresno State faculty have published five articles using the instrument to evaluate programs and program changes. One study compared the level of preparation of graduates prepared in partner school cohorts, on-campus cohorts, and as interns. All three groups had the same courses, instructors, and texts. The latter two groups took classes on the Fresno State campus, the student teaching sites varied across 80 districts for the traditional group. Interns hold an "emergency" credential where they are the teacher of record thus have no master teacher. The CPET graduates rated their overall preparation superior by 12 points (out of

100) overall and 10-20 points higher in every composite group such as teaching reading, teaching math, managing the classroom, etc. Qualitative interviews produced a similar finding.
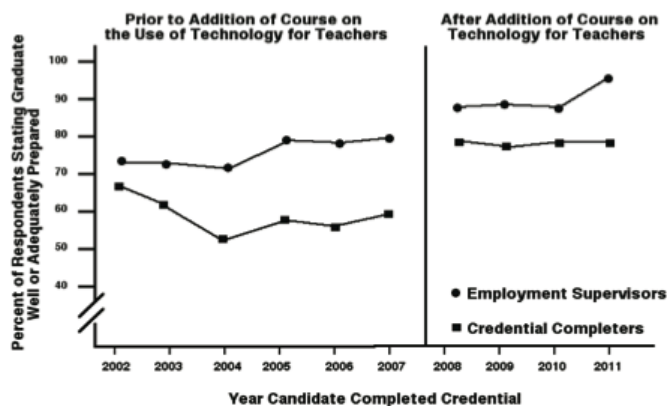
Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2012). Examination of alternative programs of teacher preparation on a single campus. *Teacher Education Quarterly*, *39*(4), 55-74.

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2014). Examination for bias in principal ratings of teachers' preparation. *The Teacher Educator*, *49*, 75-88.

Chiero, R., Tracz, S., Torgerson, C., Marshall, J., & Beare, P. (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*, *34*, 368-380.

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, *39*(1), 159-173.

The SEPTPP data was also used to assess program changes. For example, feedback from partner districts indicated that elementary candidates were not adequately prepared to use technology. Resultantly, the faculty designed and added a pre-requisite course. The graph below shows graduate and employer ratings of preparation in using technology before and after the addition of the course.

References for the article describing the research sited above as well as articles describing the effect of changes on gradate and employer ratings are listed below.

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly*, *40*(3), 143-161.

FAST: The Fresno Assessment of Student Teachers (FAST) is the only independently developed, state approved, system of teacher performance assessment (TPA) in California, the first state to require a high stakes TPA. Valid and reliable, FAST was developed by the Fresno State faculty based on nearly ten years of effort on Teacher Work Samples through *The Renaissance Group* partnership. Candidates must use FAST to demonstrate student learning based on their teaching. FAST is embedded in coursework, allows for remediation, and is not simply a hurdle for candidates but a well-planned effort to improve both the performance of candidates and the preparation program. Systematic attempts to improve the program have been instituted based on FAST results and alignment with supervisor ratings of teachers at the end of their first year of practice has been demonstrated.

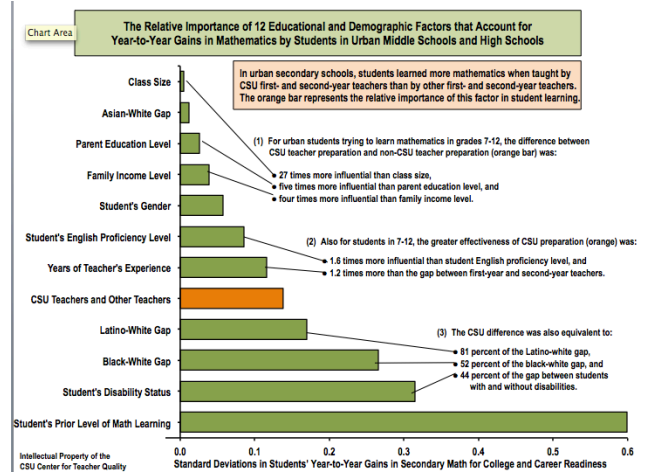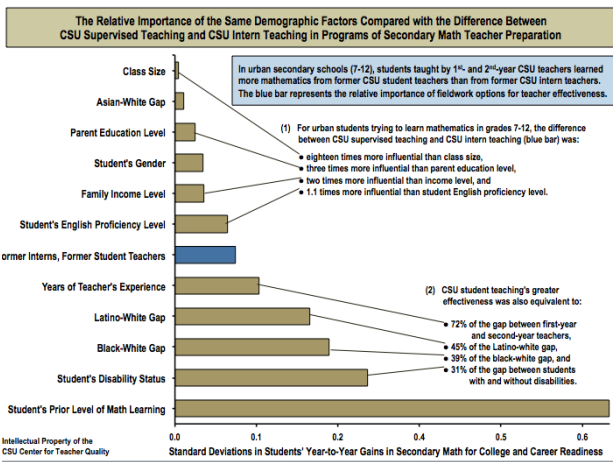An example of program intervention effects based on FAST data is described below.
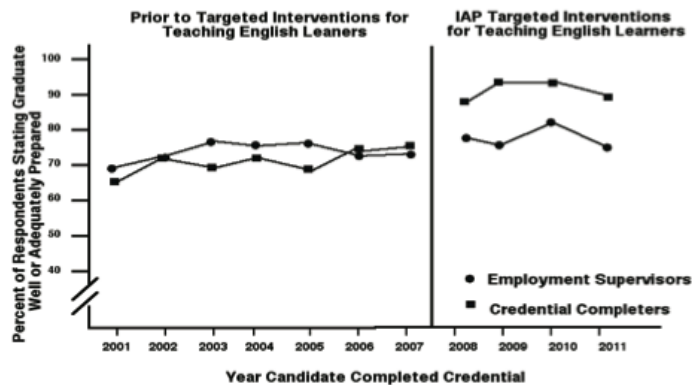
The reference for an article describing the development, reliability, and validity of FAST is listed below.

Based on unsatisfactory FAST results related to preparing lessons for English Learners, in 2006-2007 the elementary program implemented several improvement efforts: faculty assemblies were held with readings and presentations by EL experts from other universities; a series of seminars for faculty presented by colleagues to enhance professional knowledge and skills; and inclusion of ELD and SDAIE strategies (contextual clues, multi-sensory experiences, scaffolding instruction, and comprehension checks) in all methods courses with more overt emphasis on modeled ELD and SDAIE-related teacher behaviors. By tracking the FAST task scores on TPE 7 – Teaching English Learners it was recognized that a specific group of teacher candidates, as they moved through the program, raised the score means on TPE 7 from 2.32 in fall 2006 (semester 1) to 3.42 in fall 2007 (semester 3). This documented improved proficiency in teaching English Learners, the goal of the described activities and changes in the MS Program. Shown above is data from the SEPTPP that reflects the same improvement in this area as evaluated by employers and program graduates and the end of the teachers' first year of teaching.

Torgerson, C., Macy, S., Beare, P., & Tanner, D. (2009). Fresno Assessment of Student Teachers: A teacher performance assessment that informs practice. *Issues in Teacher Education, 16*. 62-82.

Value Added: A value-added study in which Fresno State was involved used 25,000 students and 925 teachers from the CSU found that CSU prepared teachers gain higher achievement in math than other teachers and that students taught by teachers prepared as interns rather than in partner schools or traditional routes obtained significantly worse math achievement. The effect size shown below is .1 of a standard deviation worse for an intern, and a .18 of a standard deviation advantage for students taught by CSU prepared teachers. Fresno Unified was one of five urban districts that participated.

Program Adaptation

The Relative Importance of the Same Demographic Factors Compared with the Difference Between CSU Supervised Teaching and CSU Intern Teaching in Programs of Secondary Math Teacher Preparation

The Relative Importance of 12 Educational and Demographic Factors that Account for Year-to-Year Gains in Mathematics by Students in Urban Middle Schools and High Schools

All the program adaptations that have been made in the educator preparation programs at Fresno State have been with the specific goal in mind of improving K-12 student achievement. The partnership has been the vehicle driving the adaptations and the secondary goals stated on page two of this document are the means to that end. Since Fresno State's first implementation of partner schools changes have been made primarily within three major areas; **logistical, curricular, and supervisory**. All adaptations were made in consultation and collaboration with our partner districts and some were determined by the specific needs and preferences of the partner district/school. With achievement, we used **Sanger Unified as the Exemplar** but other districts had similar results. Likewise although the program adaptations took place across sites, we will specifically refer to the instances where Sanger was involved.

Logistical Changes

Delivery Model. The use of **on-site course delivery** and placement of all CPET basic credential candidates using **a cohort model** were early and key changes to the preparation programs. The sense of community that a cohort structure encourages both a model and a venue for collaborative learning and discourages the past structure of teaching in isolation. The cohort can continue to provide support to the new professionals into their careers once they are teaching. The delivery of on-site teacher preparation courses on the partnership site for all courses required for the credential was a change that elevated the need for candidates to comport themselves professionally in dress, behavior, and socially throughout the entire school day and year(s). Sites were determined through consultation with that district and have been selected with factors of leadership, cooperating teacher availability, high need area, and diversity of student population. On-site instruction and partnerships have also enhanced teacher candidate access to start and finish an academic year on-site, which was missing in traditional placements. **Reagan Elementary** and **Washington Academic Middle School** were two Sanger sites housing classes.

Expansion to Other Programs. The on-site nature combined naturally with joint curriculum review between University faculty and partner school leaders and teachers. This immediately led to programs in addition to basic credentials being offered in a similar manner; most immediately

the Education Leadership masters and credential program. With a prerequisite of teaching experience, the program was logical to be offered on-site, recruiting district teachers for the leadership track. The Leadership program moving off-site lead to joint selection of candidates in Educational Administration. District superintendents and principals did much of the recruitment and advising of teachers to move toward leadership roles. The partner school leaders found their participation led to better candidates applying for administrative roles. This evolved to districts recruiting, recommending and helping plan for cohort programs offered in their own district buildings. **Sanger has had four cohorts of on-site classes** move through the leadership program with a fifth being currently recruited.

New Professional Role. To better facilitate communication and improve our work together, each partnership has a **liaison** assigned by Kremen School. This additional position for each partnership has been filled by both tenure track and part-time faculty, and their presence is one of support, not evaluation. It is expensive for the Kremen School for it generates no revenue and is treated as released time from instruction. The liaison connects with district teachers and administrators and links back to university program coordinators and the fieldwork director related to needs, improvements, and expansions. Attempts are made to keep the same liaison in the same district over time. The preference is for the liaison to be someone who teaches one of the program courses or supervised clinical fieldwork, preferably in the first semester, so all the candidates develop a relationship with him or her. **Jane Moosoolian has been the Sanger liaison**, working 12 months with the candidates on site in Sanger in that Sanger basic credential cohorts are sequenced summer, fall, spring.

Joint Selection. A recent change has been **joint selection of credential candidates** that began with Ed Leadership and has expanded to the Teacher Residency Program (TRP). Candidates apply to both the district and the university and engage in an expanded interview process that includes a survey, a writing prompt, a collaborative planning session, and interview questions. Program faculty and district representatives including teachers and administrators then jointly select those who are offered to join the cohort. This is a process that has been added to a new cohort for secondary teachers in Porterville and for the second cohort of TRP.

Partnerships have been designed to meet the specific **personnel needs of the district**. In 2006 Fresno Unified School District (FUSD) asked for support to prepare more special education teachers. At that time they were unable to hire credentialed teachers for the majority of their vacant special education positions, particularly in the areas of students with serious emotional disorders and autism. To meet this need the university partnered in two ventures. The first partnership was the Summer Achievement Center. Fully funded by the district but designed and supervised by University faculty, multiple or single subject teachers were recruited jointly by FUSD and the Kremen School. The district paid a salary for the summer to the candidates and their tuition to take a practicum and two Special Education courses. The K-12 students were partner district students with special needs. In this eight-week program the candidates learned a variety of techniques and a classroom model, allowing them more success in the next year as paid interns. They continued in the special education credential program to be employed as special education classroom teachers. The second special education program partnership with the district is a DUAL (elementary and special education credential) cohort of candidates (2012-

2014). This two-year program leads to both credentials and employment in FUSD. It operates as the other partnerships except with the extended time frame allowing for both credentials

Teacher Residency Model. In 2011 the superintendent of FUSD made a direct request of the Kremen School to support the identified need for teachers, grades 4-8, with increased pedagogical skills in math and science. With funding from Bechtel Foundation for $750,000, we are preparing two cohorts of teacher candidates in a TRP to meet this need. The candidates have two mentors and receive a $12,500 stipend for participation along with a n electronic tablet. The second cohort will lead to both credentials and a master's degree. Bechtel has tentatively committed to three additional years of funding due to the program's success.

Linked Learning (LL). In fall 2014 Kremen will begin a cohort of secondary candidates in Porterville Unified School District with the lens of **Linked Learning Career Pathways**. Porterville is both a state and nationally recognized district in their development of nine career pathways in their high schools, with one school being wall-to-wall. This partnership provides exemplary sites for clinical placements that model the LL lens that includes integrated curriculum, project-based learning, relevance, and CTE. The Irvine Foundation has supported this partnership with $50,000, unrequested. **WAMS principal, Jamie Nino, attended the LL convening with university faculty in June 1014 and Sanger** and Fresno USDs are **currently collaborating on funded Linked Learning grant** planning meetings with the University.

Recruitment. Districts are eager for partnerships on many levels with the primary interest being in **recruitment pools and hiring**. A Partnership program adaptation is district access to candidates. Special sessions, trainings and panels, early interviews, substitute teaching, internships, and early offers are all increased through the partnership relationship. **Sanger Unified sets up special observations of partnership candidates by district personnel and makes early offers. Principals from other districts will contact program coordinators to ask for names of candidates from the Sanger and other partnerships**. Fresno Unified guarantees employment for qualified TRP graduates.

Student Level Data. A beneficial change from work in partnerships is teacher candidate **access to student level data.** Through the work of the Kremen School's Central Valley Educational Leadership Institute, the partner districts in our region have moved to the use of the Professional Learning Community (PLC) or the Accountable Community (AC) models. Rick and Becky DuFour wrote that PLCs place student learning in the center, encourage a culture of collaboration and focus on results (data). **Candidates are assigned to be part of the PLC (Sanger)** or AC (Fresno) in the grade level where they are practice teaching. At one point we tried assigning candidates to an entire PLC however the candidates clearly desired one main contact person so we returned to the single mentor concept, however they still meet with a PLC regularly. This experience allows them daily and weekly focus student achievement in everything they do on site. It brings home to them the data-based focus of today's K12 instruction and the emphasis on closing the loop of assessment and intervention.

Pipeline. Fresno Unified and the Kremen School hold regular **Pipeline to Teaching Project** meetings. District demographics have demonstrated that our region is losing males of color prior to high school graduation simultaneous with decreasing numbers of males of color entering

teaching. Additionally, district data demonstrates that teachers of color are producing higher achievement for students from the same demographic group, particularly Latino and Hmong. Convinced that this is a major issue the partnership is attempting to reverse the trend. These meetings have agreed upon meeting norms and an established agenda format that is followed for each meeting. This has led to establishing a future teachers academy in the Linked Learning model in Fresno Unified.

Additionally, two campus programs have been tied to this. The first is **Community Based Learning** operated by the Kremen School Office of Teacher Recruitment, whereby Fresno State students are employed to be before school and after school aides in the district. This employment pays well and keeps the students from before forced into other less rewarding part time employment. At the same time, it provides them experience with children in schools. With California's one-year mandate, this is important experience that more traditional undergraduate programs can provide with multi-year credential programs. Currently over 600 Fresno State undergraduates are so employed.

Bilingual Programs. Annually, funding is provided to our **CA Mini-Corp** program for 52 bi-lingual Fresno State students who provide summer tutoring to the children of migrant families and who during the academic year work as aides assisting English learners. While mainly working with Spanish speakers, we also supply the services in Hmong. Hmong are Southeast Asian refugees from Laos and Cambodia who fought with the U.S. in the Vietnam War. Fresno has our nation's second largest Hmong population and children of Hmong descent comprise 8% of the local schools. The Kremen School offers the **nation's only certification program for Hmong teachers of English as a second language**. In response to partner district requests, Kremen has initiated a master's degree program in Bilingual Dual Immersion education. This fall we are opening a bilingual Spanish pre-school to prepare candidates who will progress to the dual immersion elementary school programs. Achievement data in the bilingual dual immersion classrooms shows learning exceeds the English immersion programs.

Curriculum Changes

Joint Planning. In setting the curriculum for the classes in partnership schools joint planning that is both formal and informal collaboration takes place. For the Teacher Residency, University and Fresno Unified faculty sat together and went through every component of each course, adding content and emphasizing various aspects of instruction. For the TRP, funds were available to reimburse the involved faculty, in other partnerships it has occurred as an expected activity. Seminar topics developed with district input include Theory to Practice, Fieldwork Innovation, and Behavior Management.

Teaming. Faculty who teach the courses for the credential are teamed with a district partner that may be a teacher, principal, or a central office administrator. The assignment of faculty and their partner are done jointly through consultation with the program coordinators and department chairs, as well as with the district administration. Meetings are often held to facilitate the work together. The level of teaming varies across partnerships and courses. **In Sanger Unified the Differentiated Instruction and Classroom Management Class was team taught for three**

years with Dr. Colleen Torgerson, Partnership Director and Matt Navo, then Sanger, Director of SpEd, currently the Sanger Superintendent.

Instructional Rounds. With on-going consultation from Robert Marzano, the partnership has initiated an on going series of instructional rounds. Faculty from Fresno State, Fresno Pacific University, and Fresno Unified School District, including the instructional leaders from each (e.g., Dean, Partnership Coordinator, Associate Superintendent for Instruction, HR Director, Field Experience Directors, etc.) once per month spend a morning in a different school. The day starts with an orientation with the Principal followed by two hours of classroom visits and observation. The primary purpose of the observations is to compare instructional practices being taught to candidates with those of the teachers being observed. A chief benefit of this approach resides in the discussion and de-briefing that takes place among observing faculty and administrators at the end of the observation as well as in subsequent self-reflection. Along with visiting K-12 classrooms, the team has visited University pedagogy-focused classes in the partner schools. This has been extremely beneficial. The achievement data and other ratings for each visited building are studied and connections with achievement and pedagogy have been made. One result, all Fresno State faculty were provided a copy of Webb's *Depth of Knowledge Levels* and Karin Hess's book, *A Guide for Using Webb's Depth of Knowledge* which was immediately incorporated into the faculty's thinking and instruction in pedagogy courses.

Model Lessons. University faculty teach model lessons in partner schools, observed by the candidates and the buildings' teaching faculty. This has proven popular and increases the credibility of the University faculty with the school faculty, allowing for closer collaboration. The cover page shows **Dr. Lisa Nyberg models a lesson with kindergarteners in Sanger** while candidates and faculty observe.

Shared Professional Development. Faculty and leaders from the K-12 partnerships are invited to the Kremen School professional development events; often they are jointly planned. A recent example was a one day workshop on curriculum development with Bilingual Dual Immersion students. Fresno Unified has had a year-long sequence of trainings for leaders concerning implementation of the Common Core State Standards and all University teacher education faculty have been invited to attend any or all of the four part sequence of workshops. The Kremen Schools' Leadership Institute plans with districts to offer high quality training in closing the achievement gap, generally involving nationally recognized speakers This year over 1000 K-12 faculty and administrators have attended at least one event.

Mediator Mentors. Mediator Mentors grew out of an increasing level of conflict in area school districts. The mission of the project is to teach and nurture respectful conflict resolution in youth and future helping professions through direct instruction, guided practice, and cross-age mentoring relationships. Specifically, Mediator Mentors engages university students interested in teaching, counseling, and other helping professions in the development of school-based peer mediation programs. Mentors and mediators, site teacher leaders, and administrators are trained (10-12 hours) in communication and conflict resolution skills and strategies. The resulting University-school partnerships numbered 70 for 2012-13. **Sanger**, Clovis, Fresno, and Central **have the largest number of involved schools** but the program has spread to outlying districts. There is no charge for training however schools are asked to support a $500/semester stipend for

their Mediator Mentor. Limited to grades 3-8, the students come to Fresno State for two days of on-campus training, giving them valuable exposure to the higher education community and again for a day of celebration in the spring. Over 6000 teachers and children have taken part since the program's inception.

Education Leadership. The Central Valley Educational Leadership Institute (CVELI) is part of the Kremen School and focuses on closing the achievement gap in partner districts through preservice and in-service work with administrators. Started by a retired partner district superintendent, CVELI provides coaching, leadership development, and formal professional development network opportunities to partnership districts. The initial activity was coaching of superintendents on increasing K12 achievement. This led to networks of rural schools working together, middle leader programs for non-instructional school staff, and numerous conferences and workshops. Led by Fresno State faculty, the enterprise is self-supporting and has led to a total revamping of the Educational Administration curriculum as the faculty clearly see what is working in the region and what is not. **The first district and superintendent that signed up for coaching was Marcus Johnson, Sanger Unified. Sanger became the premiere partnership district. As shown in achievement data and demographics, tremendous strides were made, resultantly Mr. Johnson was named National Superintendent of the Year by the American Association of School Administrators in 2011.** He retired from Sanger and is co-director of CVELI

Supervision Changes

Assignment to PLCs. The faculty in our partner schools all work in some arrangement of Professional Learning Communities, sometimes called Accountable Communities. The candidates are each assigned to a team, in addition to having a master teacher. **Sanger was our laboratory for this, it has now spread to all partnerships.** In the TRP, candidates have a mentor teacher as well. Because the PLCs are the center of the instructional shifts the districts are attempting to implement, being part of the arrangement is important. This makes the candidates part of all instructional decision making in the various grade levels and/or subjects. It accelerates their professionalization.

Co-teaching. Co-teaching originated in the CSU with Lynne Cook and Marilyn Friend as a technique for general and special educators to work together. A project at St. Cloud State in Minnesota transformed it to a strategy for a student teacher and master teacher to co-teach in the classroom. The St. Cloud data and subsequent research has shown this to be significantly effective in raising the achievement of the students in rooms with student teachers. **Our partner districts, including Sanger, have adopted this** as the method for working with student teachers. The seven strategies, One Teach, One Observe**;** One Teach, One Assist**;** Station Teaching**;** Parallel Teaching**;** Supplemental Teaching; Alternative or Differentiated Teaching; Team Teaching are conveyed to the teacher candidates in credential classes and mandatory seminars. The master teacher/student teacher pairs are then brought together in a one day, team-building workshop facilitated by two Fresno State teacher education professors. The pair can chose a weekday or a Saturday for the workshop. The University pays for a sub if during the week, pays the master teacher a one day stipend, the same as a sub's pay, if a Saturday is chosen.

Signature Pedagogy. The Education Administration, in participation with the superintendents of the partnership districts, changed the field experience of the credential and masters program to embedded fieldwork whereby the candidates completed actual leadership assignments in their districts as opposed to shadowing a school leader as had been done previously. These embedded assignments involve collaboration of the candidate, University faculty, and the district mentor. This change has significantly increased the value of the experience and led to significant improvements in area schools. Projects vary widely among curriculum development, school programs, faculty development, and student activity.

Research Opportunities. CPET has led to dramatically increased research opportunities for the districts and the faculty, often in collaboration. Aside from references listed above, four different data based articles are under consideration currently at various journals, examining aspects of the partner school experience. Three articles co-authored by teachers and University faculty have been published recently.

McGough, J., & Nyberg, L. (2013). Making connections through conversations . *Science and Children , 50* (6), 42-46.

McGough, J., & Nyberg, L. (2013). Strong STEMS need strong sprouts! *Science and Children , 50* (5), 27-33.

Nyberg, L., & McCloskey, S. (2008). Integration with integrity. *Science and Children, 46* (3), 46-49.

Kremen Annual Report 2014

Appendix 2

NCATE and CCTC Accreditation Summary

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Fresno State

April 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Fresno State. The report of the team presents findings based upon a thorough review of the Institutional Self-Study reports, supporting documentation, and interviews with representative constituencies. Based upon the findings of the team, an accreditation recommendation is made for this institution of **Accreditation**.

Common (NCATE Unit) Standards and Program Standard Decisions
For all Programs offered by the Institution

	Initial	Advanced
1) Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
2) Assessment System and Unit Evaluation	Met	Met
3) Field Experiences and Clinical Practice	Met	Met
4) Diversity	Met	Met
5) Faculty Qualifications, Performance, and Development	Met	
6) Unit Governance and Resources	Met	
CTC Common Standard 1.1 Credential Recommendation Process	Met	
CTC Common Standard 6: Advice and Assistance	Met	

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	19	19		
Early Childhood Education Specialist	12	12		
Reading Certificate	5	5		
Reading Language Arts Specialist	10	10		
Multiple Subject Bilingual Authorization, Spanish and Hmong	6	6		
Single Subject, with Internship	19	19		
Agricultural Specialist	12	12		
Education Specialist: MM, with Internship	22	22		
Education Specialist: MS, with Internship	24	24		
Education Specialist: DHH	27	27		

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Added Authorization: Autism Spectrum Disorder	3	3		
Administrative Services: Preliminary, with Internship	15	15		
Administrative Services: Clear	9	9		
Pupil Personnel Services: School Counseling	32	32		
Pupil Personnel Services: School Social Work	25	25		
Pupil Personnel Services: Child Welfare and Attendance	8	8		
Pupil Personnel Services: School Psychology, with Internship	27	27		
Speech-Language Pathology	16	16		
School Nurse Services	9	9		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

Institution: **Fresno State**

Dates of Visit: **April 6-8, 2014**

Accreditation Team
Recommendation: **Accreditation**

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards
The decision of the entire team regarding the six NCATE standards is that all standards are **Met**. The decision of the team regarding the parts of California's two Common Standards that are required of NCATE accredited institutions is that both standards are **Met**.

Program Standards
Discussion of findings and appropriate input by individual team members and by the total team membership was provided for Fresno State. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC team found that all standards are **Met** in all programs.

Overall Recommendation
The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Based on the fact that all Common Standards are **Met** and that all program standards are **Met** the team unanimously recommends a decision of **Accreditation.**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials	Advanced/Service Credentials
Multiple Subject Multiple Subject including Internship	**Administrative Services** Preliminary including Internship Professional Clear
Single Subject Single Subject including Internship	Reading Certificate Reading Language Arts Specialist
Education Specialist: Mild/Moderate including Internship Moderate/Severe including Internship Deaf/Hard of Hearing	Multiple Subject Bilingual Authorization, Spanish and Hmong
	Early Childhood Education Specialist
	Agricultural Specialist
	Added Authorization: Autism Spectrum Disorder
	Pupil Personnel Services School Counseling School Social Work Child Welfare and Attendance School Psychology including Internship
	Speech-Language Pathology
	School Nurse Services

Staff recommends that:

- The institution's response to the preconditions be accepted.

- Fresno State University be permitted to propose new credential programs for approval by the Committee on Accreditation.

- Fresno State University continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team
Joint NCATE-CTC Accreditation Team

NCATE Co-Chair	**Helen Abadiano** Central Connecticut State University
California Co-Chair:	**Mark Cary** Davis Joint Unified School District, Retired
NCATE/Common Standards **Cluster:**	**Kareen Bangert** Rossiter Elementary School Principal
	Daniel Elliot Azusa Pacific University
	Daniel Hellman Missouri State
	Nina Potter San Diego State University
	Carol Seielstad Hawaii Department of Education
Programs Cluster:	**Marv Abrams** Brandman University
	Hilda Baca-Fetcenko CSU Dominguez Hills
	Talya Kemper Chico State
	Thierry Kolpin University of LaVerne
	Shira Lubliner CSU East Bay
Staff to the Accreditation Team	**Katie Croy,** Consultant
	Bob Loux, Consultant

Documents Reviewed

Institutional Self Study
Course Syllabi and Guides
Candidate Files
Program Handbooks
Survey Data
Candidate Performance Data
Biennial Reports and CTC Feedback
Program Assessment Preliminary Findings
Program Assessment Summaries

Candidate Work Samples
Advisement Documents
Faculty Vitae
University Annual Reports
University Budget Plan
Fresno State Websites
Accreditation Website
Program Evaluations
Meeting Agendas and Minutes
University Catalog

Interviews Conducted

	TOTAL
Candidates	128
Completers	73
Employers	54
Institutional Administration	5
Program Coordinators	17
Faculty	106
FAST-TPA Coordinator	4
Advisors	4
Field Supervisors – Program	21
Field Supervisors - District	47
Credential Analysts and Staff	3
Advisory Board Members	58
TOTAL	518

Note: In some cases, individuals may have been interviewed more than once (e.g., faculty) if they serve in multiple roles.

The Visit

The Fresno State site visit was held on the campus in Fresno, California from April 6-8, 2014. This was a joint NCATE/CTC accreditation visit, utilizing the Continuous Improvement model for NCATE. The site visit team consisted of a Team Lead, two California BIR members who served on the NCATE team reviewing the NCATE Unit Standards (Common Standards), and, because of the size and number of programs and pathways, five Program Standards members. Two Commission consultants accompanied the visit. The NCATE team arrived at the hotel on

Saturday evening and the California State Team arrived at noon on Sunday, April 6, 2014. The teams met jointly on Sunday, and participated in a poster session and interviews with constituents beginning on Sunday afternoon. Interviews continued Monday. A mid-visit report was completed on Monday afternoon. On Monday evening, the full team met to discuss findings and make decisions on standards. The exit report was conducted at 2:30 p.m. on Tuesday, April 8, 2014.

The approved Autism Spectrum Disorder Added Authorization (ASD AA) program has no candidates and is not currently offered as a separate option at Fresno State. The Autism requirements are embedded in the Education Specialist program which ensures that all Education Specialist Candidates at Fresno State fulfill the requirements for ASD AA. Fresno State is in the process of contacting partnership districts to determine if current teachers continue to have a need for the ASD AA. The feedback Fresno State receives will guide their next steps which may include a request to list the ASD AA as inactive due to lack of interest in the program.

I. Introduction

I.1 Brief overview of the institution and the unit

California State University Fresno (CSU Fresno) is Central California's major regional university, with approximately 22,400 students. CSU Fresno is one of the 23 campuses of California State University (CSU) system, one of the largest university systems in the U.S.

The university was established in 1911 as a state normal school; in 1921 the two-year teacher preparation program was changed to a four-year BA in Teaching Degree, and the institution was renamed Fresno State Teachers College. The university offered its first master's degree in 1949. In 1972 Fresno State Teachers College became California State University Fresno. The university offers 55 Bachelor Degree programs, 34 master degree programs, 13 certificate programs, and an interdisciplinary doctoral degree (Ed.D.) in Educational Leadership, a Doctor of Physical Therapy, and a Doctor of Nursing Practice. The university has 27 nationally accredited departmental programs. CSU Fresno celebrated its 100th anniversary in 2011. The university serves five counties and includes both urban and rural areas that reflect a highly diverse population.

The university mission states: "California State University Fresno powers the New California through learning, scholarship, and engagement" through university faculty, staff, and administration working together in 1) making student success first priority, 2) embracing a culture of diversity, internationalization, and inclusion, 3) advancing established distinction in liberal arts and sciences, professional programs, and community engagement, 4) producing transformative scholarly research and creative works that target regional issues with global significance, 5) exemplifying the ethical stewardship of capital and human resources, and 6) developing institutional, community, and intellectual leaders. It is the university vision to become "nationally recognized for education that transforms students and improves the quality of life in the region and beyond; for leadership that drives economic, infrastructure, and human development; and for institutional responsiveness that fosters creativity, generates opportunity for all, and thrives on change."

The Kremen School of Education and Human Development (KSOEHD) is the CSU Fresno professional education unit. The unit has been fully accredited by NCATE since 1953. The unit mission is "the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education." The KSOEHD theme, "Leadership for Diverse Communities," places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The California State University Fresno accreditation visit is a joint visit between NCATE and the California Commission for Teacher Credentialing (CCTC).

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

Not applicable

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

None

II.   Conceptual Framework
The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.
"The Kremen School is committed to developing the knowledge, skills, and values for educational leadership in a changing, diverse, and technologically complex society." At the heart of the unit conceptual framework is its theme: Leadership for Diverse Communities. The conceptual framework graphic illustrate how the components collectively support the unit desired outcome, i.e., the initial and continuing preparation of teachers, administrators, counselors, and other education professionals who are leaders for today's diverse communities. Both initial and advanced programs commit to providing leaders who have command of the content in their field, who will be reflective, collaborative leaders for schools, and who are prepared to meet the challenges and opportunities of working with diverse communities.

The unit conceptual framework is appropriate to the Kremen School, consistent with proficiencies, and implemented in a manner that complies with professional and state standards. The conceptual framework gives direction to the unit activities and provides a basis for the assessment and enhancement of the unit effectiveness.

The development and implementation of the unit conceptual framework has been a collaborative endeavor among the unit stakeholders. Faculty report and describe how the conceptual framework statements evolved from their collegial thinking process. Candidates in initial programs explain how confident they feel with regard to instructional skills enhanced through elements from the unit dispositions aligned with the conceptual framework. Candidate reports about being well prepared are also echoed by site supervisors, site administrators and cooperating teachers.

Candidates in initial, advanced and programs for other professionals articulate their applications of the conceptual framework within their professional responsibilities and, where applicable, in field experiences and capstone activities for the various programs.

NCATE STANDARDS/CCTC COMMON STANDARDS

STANDARD 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Information reported in the institutional report for Standard 1 was validated in the exhibits and interviews.

1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?
California State University Fresno offers three initial credential programs: Multiple Subjects (Elementary Education), Single Subject (Secondary Education), and Education Specialist (Special Education).

California State University Fresno offers advanced credential programs in the following areas:

- Early Childhood Specialist
- Education Administration
- Education Specialist
- Education Specialist: Deaf and Hard of Hearing
- Reading Language Arts Specialist
- Agriculture Specialist (taught outside the Kremen School of Education in the Jordan College of Agriculture)
- Bilingual Authorization
- School Counseling
- School Nursing (taught in Health/Human Services)
- Speech Language Pathologist Specialist (taught in Health/Human Services)
- School Psychology (taught in the College of Science and Math)
- School Social Work (taught in Health/Human Services)

In addition, the unit offers several degree programs which are non-credential programs: Doctoral Program in Educational Leadership, Masters in Education: Curriculum and Instruction, and Masters in Teaching (M.A.T.). The M.A.T. graduate program is offered completely online.

Interviews with program completers, employers, alumni, and current initial candidates, as well as a review of key assessments and candidate work samples, confirm that initial candidates possess acceptable to in-depth knowledge of the content they plan to teach. Advisory board members report that they actively consult regarding program improvement. Interviews and school visitations with partner schools confirm that candidates are actively engaged in work with students, families, colleagues and communities in which they teach. One employer reported that

his whole school benefited from the professional development provided by the unit to his partner school. Employers contacted during school visits as well as interviews conducted onsite indicate they often prefer to hire program completers from the unit because "they come ready to teach." One of the school site administrators commented that program completers have been quite competent with selection and utilization of a variety of technologies that promote student learning and are often able to share their skill with other teachers in their respective schools.

Interviews conducted during the visit with candidates, cooperating teachers, employers, recent graduates, and alumni were uniformly positive regarding the preparation provided by the unit. Examination of key assessments, portfolios, syllabi, and interviews with on-campus and online faculty, as well as candidates and recent graduates, confirm that the unit has a clearly articulated assessment system. Assessment of candidates is completed through key assessments (KA) designed for each program, based on a unit-wide assessment and accountability system the Kremen Leaning Assessment System for Sustained Improvement (KLASSI).

The Fresno Assessment of Student Teachers (FAST) is used to assess the performance of Multiple Subject and Single Subject candidates. Education Specialist candidates are evaluated through key assessments appropriate to their area of specialty and evaluated through the Systemwide Evaluation of Professional Teacher Preparation Programs (SEPTPP). All programs feature four to six key assessments. Three years of assessment data or more are available for all programs. Biennial reports submitted to the California Commission on Teacher Credentialing (CCTC) as well as well as assessment data for FAST, SEPTPP, and California State required examinations (CBEST, CSET) provided evidence of candidate proficiency in professional and pedagogical knowledge. Procedures are in place to allow for multiple attempts to pass key assessments by candidates who do not pass on their first attempt.

Dispositional proficiencies are aligned with the conceptual framework as well as key assessments for each program. Initial credential programs use pre/post self-assessments to measure dispositions. Data presented in the IR Addendum indicate that for the last three years, the aggregated responses have been more positive at posttest than at pretest. In addition, data provided in the IR Addendum confirm that dispositions are assessed though key assessments in FAST, course reflections, and assignments described in course syllabi. Review of the data and interviews with faculty, candidates, and cooperating teachers confirm that the professional dispositions are aligned with the conceptual framework and assessed within programs using candidate portfolio, reflections, fieldwork evaluations, and course assignments. Candidates in partner schools interviewed during school visitations report that both their cooperating teachers and professors model required dispositions. The unit monitors candidate professional dispositions at all transition points in the program, embedding them within a variety of program requirements, course reflections, and signature assignments such as candidate theses and portfolios.

Additional data from the follow-up studies of graduates at initial and advanced levels as well as employer feedback on graduates presented in the IR indicate overall satisfaction with candidate content and pedagogical knowledge as well as their ability to create meaningful learning experiences and produce positive impacts on candidate outcomes.

The unit also offers off-campus graduate/advanced credential programs in Reading/Language Arts and Educational Administration. Partner school districts provide the facilities for the classes, research, and field experiences. All credential programs, regardless of the delivery mode or location, are held to the same standards of quality and effectiveness, and all these programs include instruction in pedagogy, dispositions, use of technology, and supervised teaching or practicum experience. Assessment data indicate similar pass rates for key assessments regardless of program and level or location and method of delivery.

The offsite report requested further evidence to demonstrate that all candidates in advanced programs engage in professional activities. The BOE obtained additional data and information regarding advanced candidate participation in professional activities at the time of the visit through interviews with advanced candidates, recent program completers, employers, and alumni. Interviews with faculty, program coordinators, and candidates also confirm that candidates collaborate with the professional community to create meaningful learning experiences for all students. The doctoral program in Educational Leadership received WASC Accreditation in 2012. Information presented in the IR Addendum as well as examination of the program's syllabi, signature assignments, and capstone projects indicate that all candidates in the last three cohorts were rated at or above four on a five point scale when evaluated by the dissertation committee members and outside reviewers.

Findings of other national accreditation associations related to the preparation of educational professionals confirm that candidates for other school professionals are able to create positive environments for students (e.g., ASHA, APA, CACREP, WASC). Through examination of candidate artifacts, interviews with candidates and alumni, and graduate surveys it is evident that advanced candidates for other school professionals have the knowledge, use technology in their practice, and are able to apply the appropriate standards and current research for each of their fields. They demonstrate content knowledge and dispositions through key assessments in each program, documented in the KLASSI system or similar program based assessments specific to each area of specialty. Information provided in the IR Addendum and assessment data reviewed at the time of the onsite visit confirm that all programs whether taught within the Kremen School or outside, are aware of the KLASSI system and have had the opportunity for input regarding its development and implementation.

For non-credential programs, data from other national accreditation associations presented in the IR, key assessments, program area transition points, and exit surveys demonstrate that candidates possess appropriate pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, and an adequate understanding of student learning. Interviews with current candidates and recent graduates report that their programs have enabled them to advance in their respective fields and/or become educational leaders in their communities. Recent program completers in the Doctoral Program in Educational Leadership (DPELFS) report that the program's major strength is its relevance and rigor. They shared the common feeling that the program curriculum, activities, and assessments are directly relevant and immediately applicable in their educational roles "in the real world." Program completers interviewed in another non-credential program, the M.A.T. in Curriculum and Instruction, share the same belief.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a
     summary of the unit's performance.
Not applicable

1.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been
     engaged in continuous improvement?

There is evidence of coordinated efforts to ensure that assessments and rubrics align with professional standards within and across programs. Data are regularly collected and analyzed to ensure that key assessments further strengthen candidate understanding of content, pedagogy, and dispositions delineated in the conceptual framework and professional standards.

Assessment data and unit evaluations are regularly used to make program improvements. Exit surveys, employer surveys, and other data such as action research projects and candidate work samples indicate that the unit uses data to analyze and evaluate program improvements. For example, the same key assessments have been implemented across all sections of the same course in all initial programs regardless of location. In response to data gathered from employers and surveys of graduates after their first year of teaching, additional training in technology was added as a requirement in the Multiple Subject, Single Subject, and Educational Specialist programs. The unit is currently collecting data, has key assessments in place, and is using the data to demonstrate that candidates have the content knowledge dispositions, and pedagogical knowledge to be successful as they graduate and move into the field of education.

AFI Corrected from last visit
Not applicable

AFI Rationale
Not applicable

NCATE Team Recommendation for Standard 1 Initial Teacher Preparation: Met
NCATE Team Recommendation for Standard 1 Advanced Preparation: Met

State Team Decision for Standard 1: Met

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Since the previous accreditation visit, the Kremen School of Education and Human Development (KSOEHD) has developed its unit-wide assessment system, the Kremen Learning Assessment System to Sustain Improvement (KLASSI). KLASSI describes the assessment activities required for candidates at entry to the program and different points throughout the program, post-graduation assessment tools, and systematic data review requirements at the program and unit level. The specific program level assessments and criteria for entry into each program and at predefined decision points have been outlined in the Initial Teacher Preparation Matrix and the Advanced Credential and Degrees Matrix. The IR describes the systems that have been put into place for regular review of the data by a number of committees and advisory boards which include faculty as well as community members. During interviews conducted at the onsite visit, advisory board members confirmed that they are regularly presented with assessment data and offered both formal and informal opportunities to provide input on suggestions for programmatic changes.

Initial teaching credential programs use Taskstream for collecting and analyzing assessment data. During interviews with program coordinators and faculty from advanced programs they indicated that they use a combination of Blackboard, Survey Monkey, Qualtrics, Excel and SPSS to collect and analyze assessment data. Faculty also indicate that they are regularly provided with assessment results and the majority of faculty feel that the KSOEHD has a culture of assessment. As one faculty member points out: "We have a culture of not only collecting data, but of expecting to use data to improve candidate learning."

Program coordinators report that they regularly disaggregate data by demographic information and for courses that are delivered both online and face-to-face in order to ensure that assessments are fair and unbiased. According to one coordinator, when faculty saw differences in performance between online and face-to-face courses, they developed introductory session for online candidates to review the technological tools being used and added some synchronous online sections using Blackboard to increase student engagement. Follow-up assessment data showed that performance of the candidates in the online course has improved.

Candidates report that the assessments used in the program are fair and valid. Candidates confirm that they receive feedback to help them grow as professionals. Single Subject (SS) program completers indicate that completing FAST has made them better able to plan instructional units and has improved their ability to create valid and detailed rubrics in their own classrooms. Candidates report that they are given multiple opportunities to successfully complete coursework as well as summative assessments. Faculty affirm that they will continue to help candidates meet standards and requirements as long as the candidates are willing to keep

working. The FAST coordinators report that they work with faculty in relevant courses when candidates fail to meet standard in one or more area on FAST.

The dean and the unit assessment coordinator described the processes that are in place to formally review the validity and reliability of the Fresno Assessment of Student Teachers (FAST). A minimum of 15 percent of the responses to each task is double scored once every two years. Data are used to assess inter-rater reliability, calibrate scorers and explore possible areas of bias. Results from validity, reliability and bias studies have been published (i.e. Torgerson, Macy, Beare and Tanner (2009) Fresno Assessment of Student Teachers: A teacher performance assessment that informs practice, *Issues in Teacher Education*, *18*(1), 63). The KSOEHD also regularly uses the CSU Center for Teacher Quality (CTQ) follow-up survey which is sent to initial teaching credential program completers and their supervisors a year after graduation. Faculty have completed a number of validity, reliability, and bias studies on the survey. Publications on the CTQ survey include:

- Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly* (accepted May 10, 2013).
- Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2012). Examination of alternative programs of teacher preparation on a single campus. *Teacher Education Quarterly, 39*(4), 55-74.
- Chiero, R., Tracz, S., Torgerson, C., Marshall, J., & Beare, P. (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education, 34*, 368-380.

The university has a formal complaints and grievances procedure. At the university level complaints and grievances are handled by the Office of the Dean of Student Affairs. Within the KSOEHD, student complaints and grievances are handled by the associate dean. Records of formal complaints are stored in the associate dean's office, which were reviewed during the site visit.

2.2 Moving Toward Target or Continuous Improvement
N/A

2.2.a Movement Toward Target.
Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Initial level only
The assessment system for the Preliminary Multiple Subjects and Preliminary Single Subjects credential programs includes assessments that are regularly examined for validity, reliability and bias. Faculty from the Kremen School of Education and Human Development (KSOEHD) have published studies related to the Fresno Assessment for Student Teachers (FAST) and the post-program completion survey developed by the Center for Teach Quality (CTQ) making the results public to the larger professional community. All initial credential programs, including multiple subject, single subject and education specialists, are required to regularly review assessment

results and use the results to make any necessary programmatic changes as part of the accreditation process for the California Commission on Teacher Credentialing.

The Kremen Learning Assessment System to Sustain Improvement (KLASSI) includes data sources from candidates, faculty and community members such as employers of CSU Fresno graduates. Data from candidates come from both direct measures of performance using embedded course assessments and through indirect measures including exit surveys regarding program and advising. Assessment results are shared with the professional community through committees and councils such as the Kremen School Professional Advisory Committee and the Superintendents' Advisory Board. All assessment reports are made public on the unit website.

KLASSI is continuously monitored for improvement and the unit regularly uses data to inform program improvements. Advisory committee members for the single subject (SS), multiple subject (MS), and education specialists teaching credentials verify that they are provided with aggregated assessment data and opportunities to make suggestions for improvements. Committee members indicate that their suggestions for changes to coursework and assessments have been implemented. The SS initial teaching credential program, was recently redesigned based on the CTQ survey of graduates and their supervisors. Faculty and advisory committee members report that they were included in the redesign process.

The unit appears to be at the developing stage of moving toward Target at the initial level. The evidence presented above illustrates that the unit is performing at target level on many aspects of the standard. Annual timelines and procedures are in place for reviewing the assessment data as well as the assessment system to ensure that the unit maintains consistent performance at target level for all programs.

2.2 Moving Toward Target or Continuous Improvement

2.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.
Not applicable

2.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Advanced programs only
KLASSI was developed in order to develop a unit-wide understanding of assessment that is more student-focused and includes a process for collecting data on inputs, processes, outcomes and closing-the-loop activities. Advanced programs specifically have shown evidence of continuous improvement by correcting the two AFIs from the previous accreditation visit with the development of the Student Outcome Assessment Plan (SOAP), the annual assessment reports and a unit-wide exit survey with an emphasis on candidate dispositions.

A review of the SOAP for degree programs shows that they have all developed assessment plans that include coursework at various points of the program that are aligned with program learning outcomes. The annual assessment reports to the provost show that unit level administration

reviews the assessment results across programs in order to develop unit-wide goals. The biennial reports for advanced credential programs also show that data is being systematically collected, analyzed and used for program improvement. Changes to programs based on data include an increased focus on written communication skills in the Early Childhood Specialist program based on course assessment results; increased scholarship activities for school counseling students based on exit survey results; and strengthened knowledge and experience in the Individual Education Plan (IEP) process for school counseling candidates based on field supervisor ratings.

Additional evidence of continuous improvement is present in the offsite addendum where the unit indicates that the program coordinators are dissatisfied with the current rates of return on the Exit Survey for advanced programs. Consequently, each advance program coordinator has been charged with reviewing their programs sequence of courses and completion procedures to determine a more efficient program-specific strategy for maximizing return rates. Strategies for consideration include:
- Tying the survey to a culminating experience
- Adding the survey to a signature assignment in a capstone course
- Requiring proof of completion of the survey to apply for a credential

2.2.b.i Strengths.
2.2.b.i Strengths. What areas of the standard are being addressed at the target level?

Advanced Programs Only
Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs as described in KLASSI and the Advanced Credential and Degrees Matrix. The unit provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first year of completer practice on the annual assessment report to the provost as well as the Biennial Reports for CCTC. These reports are made available to the public on the unit website.

2.3 Areas for Improvement and Rationales
2.3.a What AFIs have been removed?
Not applicable

2.3.b What AFIs are continued from last visit?
Not applicable

2.3.c What new AFIs are recommended?
None

NCATE Team Recommendation for Standard 2 Initial Teacher Preparation: Met
NCATE Team Recommendation for Standard 2 Advanced Preparation: Met

State Team Decision for Standard 2: Met

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The university service area encompasses five counties and includes both urban and rural areas. The unit programs have long-standing, professional relationships with area P-12 school districts and sites where candidates are placed for their field experiences. Building relationships in partnerships and ongoing collaboration involves soliciting community input, sharing responsibilities and resources. Partnerships also promote professionalism and have facilitated opportunities for the candidates to develop and demonstrate the proficiencies and dispositions required of a professional in their field. According to the IR, CSU Fresno is one of two institutions recognized in the Professional Educational Data System (PEDS) 2013 report for successful school partnership. The school partnership has been verified through school visits to an elementary and middle school.

Teacher candidates are encouraged to collaborate both in the cohort with peers and also with their cooperating teachers in Professional Learning Communities at the school sites. In addition to the school-based partnership with Sanger Unified School District, CSU Fresno is currently involved in a Dual partnership, an Early Childhood partnership and a Science Technology Math (STEMS) partnership. There are 91 school districts that have a partnership with Fresno State in addition to seven non-public education school sites.

The off campus partnerships include Central Valley Partnership for Exemplary Teachers, where school districts host elementary, secondary and SPED cohorts for initial credentials coursework and field placement. Additionally, the Kremen School offers off-campus graduate/advanced credential programs in Reading/Language Arts and Educational Administration. Partner school districts provide the facilities for the classes, research, and field experiences.

According to the IR, identifying outstanding placements for the candidates is confirmed by faculty. The review and selection process for field placement differs across programs and districts and is a continuous, collaborative process. The director of field experiences, coordinators, faculty advisors, university supervisors, and P-12 administrators collaborate on a regular basis to identify and place candidates at sites with high quality school-based clinical faculty. This was verified during the university supervisor, fieldwork director and district supervisor interviews with documentations of the cooperating/Master Teacher Handbook. Many P-12 districts have their own application procedures where school-based clinical faculty must be approved at the school site and district level before being considered.

CSU Fresno has created partnerships with elementary and middle school to include four schools that currently have classrooms on sites. School site visits were conducted at Yosemite Middle School and Reagan Elementary. The site visit at Reagan Elementary provided opportunities to observe the unit's implementation of co-teaching strategies.

The newest partnership, a Teacher Residency Program with Fresno Unified, has integrated resources and expertise to design classes, establish clinical fieldwork teams, and provided additional support and assessment. The university continues to receive feedback from the P-12 based faculty on a formal basis through the KSOEHD exit survey and KLASSI assessment system. Each unit program has well designed field components that provide candidates with the variety of experiences/settings they need for their initial or continuing preparation as an education professional. Each program's sequence of candidate fieldwork provides for an incremental and developmental series of activities that prepare candidates for full-day professional responsibilities. During field and clinical placements candidates have the opportunities to link coursework with practice by working with students from diverse backgrounds and exceptionalities, implementing best practice assignments, collaborating with peers, reflecting on their practice, and assuming responsibilities necessary for their field.

In the initial teacher preparation programs, the university supervisor and the school-based clinical faculty work together to determine whether their candidate is developing and demonstrating the knowledge, skills, and dispositions expected for the placement. Every phase of the MS/SS credential programs have performance assessments integrated in their courses and field placements meeting the competencies that are evaluated by the university supervisor in collaboration with the master cooperating teacher. In addition, candidates must pass the required and state approved Teacher Performance Assessment (TPA)-Fresno Assessment of Student Teachers (FAST). Candidates use technology (TaskStream) in creating plans, writing reflections, and uploading required information necessary to demonstrate mastery of performance assessments. Candidates also analyze data in their coursework and in fieldwork to reflect on the effectiveness of their practice and make changes. Interviews with the university supervisors document procedures for teacher candidates in regards to remediation, reassignment or dismissal.

In the advanced programs, candidates are supervised by program faculty and by appropriately credentialed school-based personnel. In the Educational Administration program, the university supervisor and district site administrator work closely with the candidates to design various and relevant experiences that will provide authentic administrative situations utilizing data, technology, research and application of knowledge.

Candidates have the opportunity to work with students from diverse backgrounds and with exceptionalities to ensure that all students learn. Field experiences are designed in a logical/developmental sequence and provide settings for candidates to apply the knowledge, skills, and dispositions gained from coursework. The successful completion of one field experience is prerequisite for the next. Each program uses specified criteria (institutional, state, and national standards) to determine if a candidate has achieved the level of proficiency required to continue to the next field experience. Field experiences are also designed and placements selected so that candidates have opportunities to develop and demonstrate their ability to provide appropriate learning environments for students with diverse characteristics and prior experiences including the ability to use technology.

During fieldwork, candidates are required to use a variety of instructionally related technology devices as available at their sites (SMART Boards, iPads, SEIS Special Education IEP's,

YouTube clips, Brain Pop, etc.). All Multiple and Single Subject candidates are required to document evidence of how they have used technology in their field placement classrooms. This is required in their Fresno Assessment of Student Teachers (FAST) Holistic Proficiency Projects.

Candidates in advanced credential programs demonstrate competencies in technology required for their respective specializations. For example: Master's degree candidates are required to use tablets for presentations of their field work projects. Counseling candidates watch digitally recorded video feeds, listen with their headphones and give feedback. This is recorded and saved on a USB flash drive for viewing. In Special Education, candidates must also demonstrate knowledge and use of assistive technology both in school settings and at homes. Educational Administration is a paperless program. They access data and produce a school profile, use TaskStream, develop an electronic portfolio and use iPads for feedback. Skype is sometimes used in addition to face-to-face contact in internship programs.

The initial teacher preparation program requires that at least one of the field placements be in a school with an ethnically, linguistically, and/or socioeconomically diverse student population. The Educational Administration program requires candidates to be placed in a school site where at least 20 percent of the population is comprised of heterogeneous student populations. The Counseling, Psychology, and Social Work credentials require a minimum number of hours with students of backgrounds different from the candidate.

MS/SS candidates enroll in a course with concentration on differentiating instruction for students with special needs. Assignments require candidates to develop case studies, participate in IEP meetings, and write research reports that focus on universal design learning (UDL) and teaching students with special needs in their field placements. During final student teaching, MS candidates must complete 15 hours of verified observation of exceptional students with a reflection, an exceptional student case study, SPED teacher/parent interview, and a classroom management plan.

Clinical experience in both initial and advanced programs allows candidates to develop and practice proficiencies related to student learning. Candidates are required to plan and teach lessons that are tied to academic content standards/common core standards and include adaptations for English language learners and students with special needs in written plans. A critical component of all field experiences is supervision. University clinical faculty provides written observations and encourages written and oral feedback from school-based faculty. Each program has its own forms to document observations, and all provide opportunities for comments and feedback. Midway through each semester the university and school-based faculty meet with the candidate to discuss his/her progress and collaboratively set goals for the remainder of the semester. The forms used for evaluating candidates during field experiences were reviewed during interviews with the university supervisors and fieldwork coordinators.

Unit faculty have continuous contact with numerous districts in the region and discussed during the interviews the importance of the development of partnerships. The basic credential program also has a director of field placement who contacts and meets with district representatives almost daily. In addition, coordinators of programs, and university supervisors, across the unit, have

meetings with districts where information is shared. A few examples of those contacts as noted in the IR addendum are:

- President's Commission on Teacher Education
- Dean's Advisory Council on Professional Education
- Cooperating/ Master Teacher Conferences
- Co-Teaching Workshops
- Education Administration Superintendent's Advisory
- Administration Leadership Program shadows diverse leaders in the field and has candidates reflect.

The primary means of sharing the university clinical expectations is through the university supervisors who meet with the administrators, cooperating teachers/master teachers, mentors, and fieldwork candidates. University supervisors continually collaborate and report from the field. The university supervisors have the responsibility of orienting clinical supervisors at fieldwork placement sites to program course syllabi and handbooks; for reviewing candidate and supervisor roles and responsibilities, and for ensuring that candidates are appropriately evaluated during fieldwork placements.

In some partnerships, such as the Teacher Residency Program (TRP) in Fresno USD, program expectations are developed collaboratively with university faculty and district administrators and curriculum specialists, and the competencies may exceed the state requirements with increased hours in their cooperating teachers classrooms, increased participation in district Accountable Communities program, attendance at district professional development opportunities.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.
Not applicable

3.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?
As stated in the IR, the unit promotes continuous improvement. The unit uses the KSOEHD Assessment System to Sustain Improvement (KLASSI). This represents a unit-wide assessment and accountability system that outlines how the unit selects, admit, and prepare candidates; measure success; use data to close the loop; and make decisions about program improvement. At the system level the CTQ annually provides information from public school administrators and candidates about the quality of preparation of the first year teacher candidates. Internally developed systems such as the FAST and specific programmed department assessments are also used. The unit faculty and administration use data to inform and continuously make improvements to the field experiences as outlined in the CTC Biennial Report/Annual Reports.

National trends in education such as Common Core and English learner issues, partner schools and co-teaching have influenced the content and delivery for field experiences. This type of informative assessments subsequently results in appropriate professional development and training to use data to select high quality placements that incorporate research-based "best practices."

An example of continuous improvement is the adoption of co-teaching as an innovative approach to implementing student teaching. Opportunities for training in the co-teaching model began as a partnership, are provided every semester to everyone in the service area and consistently revised as noted in the IR Addendum. Since 2011 the university has provided training for 771 teachers and teacher candidates in the program with positive results.

Additional evidence of continuous improvement is the KSOEHD/Public School Partnership (e.g., Dual, Teacher Residency FUSD and Sanger) have resulted in field-based cohorts that experience their teacher preparation in public schools. Teacher candidates that participate in these authentic learning environments rate their experience at a higher level than candidates in traditional teacher preparation program. The need to maintain quality based on information about best practices has been the impetus for the current revision of the Single Subject Teacher Preparation program including a Linked Learning emphasis in field experiences with integrated, work-based lesson planning, and an increased emphasis on strategies for working with at risk students and ELL in field experience seminars.

Advanced programs review data related to their clinical practice to ensure continuous improvement as indicated. The combination of formative and summative assessments with professional development and collaboration among faculty is the formula for the unit's successful implementation of on-going improvement.

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?
Not applicable

3.3.b What AFIs are continued from last visit?
Not applicable

3.3.c What new AFIs are recommended?
Not applicable

NCATE Team Recommendation for Standard 3 Initial Teacher Preparation: Met
NCATE Team Recommendation for Standard 3 Advanced Preparation: Met

State Team Decision for Standard 3: Met

STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Review of candidate, faculty, and regional demographic data provided demonstrate that the Kremen School of Education and Human Development (KSOEHD) is fully aware of the diversity of the students whom its candidates will serve. Curriculum described in the IR and the IR addendum and attachments to Standard 1, the assessments undertaken as described under the IR response and attachments to Standard 2, and the exhibits attached to the IR response for Standard 4 all validate a keen understanding of the need to prepare candidates to effectively serve students regardless of ethnicity, language, or disability. The university President's published expectations regarding diversity are echoed in the Dean's expectations (Deans Report to Provost) and are mirrored in the course syllabi for initial, advanced, and other school personnel program courses and program assessments. The university's commitment to diversity, to the diverse populations of the central valley, and to building a professional education community that returns to serve the region creates an overall culture that celebrates diversity. Interviews with candidates, with faculty, and with administrators consistently demonstrated that the unit community continuously lives, eats, and breathes diversity.

Over 22 percent of the faculty in initial programs are non-white, 33 percent of faculty in advanced programs are non-white, and 39 percent of faculty teaching in both initial and advanced programs are non-white. With regard to gender, 60 percent of faculty serving the initial programs are female, 45 percent in only advanced programs are female and 83 percent of faculty teaching in both initial and advanced programs are female. Administrators interviewed described many proactive strategies for recruiting a diverse faculty.

Faculty candidates are recruited by the reputation of CSU Fresno's university branding "discovering diversity." The office of Faculty Affairs has led the charge to recruit and retain faculty representative of the regional diverse populations. The vice president leading this unit organized the Faculty Affairs Diversity Team three years ago, and this team continues to provide guidance to the unit, as well as all the other schools and departments of the university.

New tenure track hires in KSOEHD since 2003 demonstrate the unit and the university's consistent attention to hiring faculty who can become personal touch-stone persons for the many diverse population groups from which new university students and unit candidates are drawn. Recent recruitment attempts have included: Men 10 (29%), Women 24 (71%), Black 4 (12%), Latino 8 (24%), Asian 6 (18%), White/non-Hispanic 16 (47%).

The current and ongoing hiring initiative, according to the administrators interviewed, is to identify and recruit candidates to augment the less than 10 percent male faculty of color population.

Non-white candidates make up 53 percent of the initial programs, and 65 percent of advanced programs. Candidates in initial, advanced, and OSP programs who were interviewed consistently described how they have been equipped to serve individual needs based on ethnic, linguistic, and cultural diversity of background, and they stressed that this experience makes them feel well prepared to succeed in working with diverse classroom and school populations.

Candidates, full and part time faculty, and community partners interviewed all report about initial candidates' "superb capacity" for addressing ethical dilemmas, social justice scenarios, and teaching with empowerment to bring change into the lives of P-12 students. Candidates are connected with the most highly diverse districts in the central valley for field experience placements. Graduate candidates investigating topics relating to diversity are invited to shadow practicing administrators in highly diverse population schools to understand the sorts of operational issues that may arise in areas where cultures may come into conflict.

Candidates are routinely invited to participate in a variety of scholarly workshops aimed at improving teaching performance and assessment in classrooms with diverse P-12 student populations. Examples of these workshops include: the Co-Teaching Workshop, The Multiple Subject and Special Education Master Teacher Conference, the regional Character Education Conference (in its 30th year), and quarterly presentations by unit faculty of their scholarship in the areas of the unit goals.

IR exhibits confirm that Fresno and the surrounding communities contain a significant numbers of non-white, non-English speaking, and special needs students. The data show a total of 1,036,274 students among 40 districts where the bulk of student teachers are placed. Student population data show means of 69 percent Hispanic, .5 percent Native American, 5 percent Asian, 8 percent African American, .4 percent Pacific Islander, and 13 percent White. Over 71 percent of students receive free lunch, over 28 percent are English language learners, and 11 percent are students with disabilities.

As a basis for some of its research, the unit uses California's "Education Results Website" to identify Central Valley schools where the P-12 student populations include a high percentage of English Language Learners and students receiving free or reduced-price lunches—but where students are performing at the proficient and advanced levels on state assessments. The focus of this research is to dispel the myth that non-white populations are inherently limited in learning capacity.

4.2 Moving Toward Target or Continuous Improvement

4.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.
Not applicable

4.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Data, as well as interviews with candidates, faculty, administrators, and community partners, clearly demonstrate the success of program completers and candidates in addressing the wide spectrum of diversity among P-12 students in the region's schools. Evidence from exhibits clearly validates the unit's ongoing attention to its curriculum, ensuring that the experiences it provides to candidates enables them to demonstrate knowledge, skills, and professional dispositions designed help all P-12 students learn. Assessments illustrate the many ways in which candidates demonstrate proficiencies related to diversity.

The field experience placements for candidates in all programs are highly diverse and ensure candidates have opportunities to understand and serve students of diverse backgrounds, economic status, languages, and ethnicities. Employers interviewed specifically said they prefer candidates from this unit for both field experience and for employment in open positions, precisely because they have always demonstrated readiness to teach diverse P-12 students according to their individual needs and backgrounds. Candidates and graduates interviewed explained their high levels of confidence when entering classrooms filled with highly diverse students from various languages and cultural backgrounds.

Attention to diversity plays a prominent role in the unit's identified dispositions. Disposition assessment data from the Kremen Learning Assessment System to Sustain Improvement (KLASSI) system and from the signature assignments from the advanced and other professional programs overwhelmingly confirm the high degree of proficiency demonstrated by candidates and completers in those dispositions related to diversity.

Although this standard is not one of the standards selected for target level, the unit appears to be performing at the target level with respect to Standard 4. The IR Addendum describes unit plans and timelines that have been and will continue to be sustaining target level performance with regard to the culture of diversity that permeates the unit and the university. The Kremen School Strategic Plan and the university Plan for Excellence IV define the strategic direction of the institution in all areas including the continuing culture of diversity.

4.2.b.i Strengths. What areas of the standard are being addressed at the target level?
Interviews with candidates, faculty members, field supervisors and master teachers verify statements in the IR that the unit is committed to high-need urban schools and to developing candidates' passion for influencing student learning so that all children from all backgrounds can learn well. Working in schools with significant numbers of disadvantaged students, candidates demonstrate the use of action research founded on data to improve student achievement. Efforts to address the achievement gaps relevant to different populations of students were made the subject of study by advanced and OSP program candidates and the results shared with faculty and with partner schools. The unit promotes region-wide character development training for professional educators that incorporates attention to cultural background needs and ethical issues; and field experience activities also reflect such character development among P-12 students. The co-teaching student teaching model (in the partner schools) earns praise from partner agencies representatives, cooperating teachers, and candidates (initial).

The unit and the university have a rich history in working with underserved population candidates at the initial and advanced levels as can be noted in the College Assistant Migrant Camp activity each year, among other activities. Data and faculty interviews both demonstrate an ethnically diverse pool of full- and part-time faculty who are more than representative of the regional diversity. The courses in initial and advanced programs are designed to equip educators in professional settings where there are multiple native language groups, multiple cultural groups, and multiple populations of special needs students.

The co-teaching student teaching model (in the partner schools) earns praise from partner agencies representatives, mentors (master teachers), candidates (initial). Data collected by the unit's Center for Teacher Quality (CTQ) Survey initiative reveal that students in classrooms with a co-teaching candidate out-perform students in classrooms with traditional candidates.

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?
Not applicable

4.3b What AFIs are continued from last visit?
Not applicable

4.3c What new AFIs are recommended?
Not applicable

NCATE Team Recommendation for Standard 4 Initial Teacher Preparation: Met
NCATE Team Recommendation for Standard 4 Advanced Preparation: Met

State Team Decision for Standard 4: Met

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Unit faculty include 16 adjuncts; 3 part time lecturers; 29 full time lecturers; 14 assistant professors; 15 associate professors; 32 full professors; and two professors emeriti. Of the 111 faculty listed in the tables, 78 are clinical faculty. All ranked faculty have earned doctorates. Nearly all lecturers and adjunct faculty have at least a master's degree. The associate dean of the Kremen School reported that 100 percent of clinical and school-based faculty have appropriate credentials, licenses and P-12 experience, and that 94 percent of clinical faculty have masters degrees or higher. According to the IR and interviews with faculty, content experts teach methods courses.

Exhibits document that the unit is actively engaged in scholarship and grant-funded activities. Cumulative productivity from 2008 to 2013 included 94 peer-reviewed articles, 50 books, and other publications in non-refereed journals, online newsletters, and book reviews. During the period of 2010-2012, faculty made 271 presentations at international, national and regional conferences and 244 local presentations. Externally funded grant activity has also been very positive with a total of $9,256,869 during the same period. Examples are provided in Standard 6 section.

The unit has 29 partnerships that (a) enhance the local community, (b) provide unit professional development, (c) provide valuable experiences for candidates, and (d) explore the effectiveness of initiatives to expand teacher quality and effectiveness. Administrators, university faculty, cooperating teachers, local administrators and candidates describe many effective partnerships during interviews (e.g. Central Valley Partnership for Exemplary Teachers, school based cohorts, etc.). The Central Valley Partnership for Exemplary Teachers on P-12 student learning is highlighted in the IR. In addition, faculty provide professional service in a variety of roles as reviewers, board members, officers in local, state, and national professional associations and a wide range of institutional service ranging from leadership on committees to the organization of professional development conferences.

The unit has specific criteria that are required for tenure and promotion. These include the development of a probationary plan developed in concert between a faculty mentor and probationary faculty member approved per university processes. The IR indicates the use of peer evaluation that was confirmed by faculty during interviews. IR exhibits also document the review process that occurs annually for probationary faculty and every five years for tenured faculty. Across the unit, course evaluation ratings from the IDEA student evaluation system have exceeded the national average for the past four semesters.

Data reviewed by the team provide a wide range of evidence documenting the impact of faculty on candidate effectiveness. Candidates, supervisors, school administrators and cooperating

teachers confirmed in interviews that strong content knowledge is demonstrated by faculty across the unit. Several cooperating teachers and part time faculty reported that they have taught and/or co-authored publications with faculty. During interviews, both ranked and unranked faculty described the strong contribution of the Field Experience coordinator in providing the foundation to build partnerships with school districts. A variety of instructional methods, such as case studies, discussion, readings, videos, school-based projects, are documented in representative syllabi submitted as exhibits for CCTC accreditation and confirmed in interviews with candidates. The integration of diversity and technology and the demonstration of pedagogy and content knowledge are demonstrated in assessments reviewed for Standards 1 and 2. Through interviews at all levels, there was a passionate and unwavering commitment to the success of students throughout the region and a desire to develop candidates who will make a difference with all types of students in future classrooms.

The unit utilizes a wide variety of collaborative groups to evaluate assessments and make program and unit improvements based on evaluation of data. This is documented in the dean's report to the provost stakeholders at all levels. Stakeholders at all levels confirm that ranked faculty, lecturers, part time faculty, and school-based faculty have extensive opportunities to view data and participate in making programmatic changes. Several changes have been made to programs, the unit, the assessment system and individual courses, requirements, curricular revisions, and student teaching procedures. In addition, faculty described data-based changes to their own teaching. Candidates confirmed that program and individual faculty are highly involved in developing changes for to address weaknesses and remain current.

An extensive array of professional development initiatives are occurring regularly through the unit and reflect current national and local needs. Professional development has addressed English learning, Educational Reform/ Poverty, Co-Teaching, and technology. Sources for professional development topics include self- identified issues by faculty, the data driven CTQ system, and current national initiatives. Funding for individual professional development devoted to unit faculty exceeds $100,000 per year, as documented in the Annual Report to the Provost.

5.2 Moving Toward Target or Continuous Improvement

5.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.
Not applicable

5.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?
The IR and interviews with candidates, part time faculty, lecturers, full time faculty, school based faculty, administrators, and alumni revealed numerous examples of continuous improvement. Documented in the IR Addendum are descriptions of revisions to the single subject teaching credential, the implementation of co-teaching, the PLC conference, master teacher conferences, field trip to local districts, the exemplary practices institute, the teacher residency program, meetings within the unit, and collaborations with other departments and programs across campus.

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5.2.b.i Strengths. What areas of the standard are being addressed at the target level?
The unit faculty have intangible assets that impact on student outcomes. This is reflected in the current candidates' and graduates' genuine praise of faculty "who bring out the best in their students by putting them first and inspiring them to meet high expectations."

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?
Not applicable

5.3.b What AFIs are continued from last visit?
Not applicable

5.3.c What new AFIs are recommended?
Not applicable

NCATE Team Recommendation for Standard 5 Initial Teacher Preparation: Met
NCATE Team Recommendation for Standard 5 Advanced Preparation: Met

State Team Decision for Standard 5: Met

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?
The unit provides the leadership for effectively coordinating all programs designed to prepare educational professionals to work in P-12 schools. The unit has been fully accredited by NCATE since 1953. The unit has a hierarchical organizational structure with multiple levels. All roles, responsibilities and relationships between individuals, committees, and departments within and outside of the unit are clearly defined The Dean and Director of Teacher Education, who is assisted by an Associate Dean, has the leadership and authority to plan, deliver, and operate all academic and administrative operations of the unit. Academic and administrative support for the unit comes from within the governing structure, which includes the Advisory Board for Professional Education, Community Council, President's Commission on Teacher Credentialing, Faculty Assembly Committees, and other committees and programs such as the School Budget Committee, Assessment Committee, Technology Committee, Professional Development, Teacher Recruitment, Internship Special Programs, and Partnership Programs. Additional academic and administrative support for the unit comes from outside of the unit, including the University Faculty Senate, Executive Council, Coordinating Council, Liberal Studies, and the Education Student Services Center. The Department Chairs report directly to the Dean and Director of Teacher Education and are delegated the authority for maintaining and coordinating their programs. The unit collaborates closely with several departments outside of the Kremen School to offer credential programs in addition to those offered within the KSOEHD.

The unit and university websites, academic calendars, publications, catalogs, manuals and handbooks, and advertising information, which include academic policies, recruitment and admission practices, grading policies, strategic and academic plans are current and are described clearly and consistently.

The unit ensures that candidates have access to student services such as advising and counseling. The university website on Advising Services includes resources for campus advisors with links to major advisors such as the Education Student Services Center: Kremen School of Education & Human Development information on Teaching Career Opportunities, Counseling Career Opportunities, Liberal Studies, and Doctoral Program in Educational Leadership as well as Upcoming Teaching Credential Program Orientations Schedule for Elementary School, Middle and High School, and Special Education. There is also a link to Special Programs and Services, and presented during the poster sessions, that includes the College Assistance Migrant Program (CAMP), International Student Services and Programs, Health and Psychological Services, Learning Center (LC), Services for Students with Disabilities (SSD), Student Support Services, and Women's Resource Center. A full range of counseling and advising services to credential candidates are provided primarily through the Education Student Services Center. The Education Student Services Center is staffed with three full-time advisors, who provide academic advising, and professional counseling to all Liberal Studies majors, and elementary, secondary, and special

education credential candidates. Graduate and advanced credential candidates are advised by their program coordinator and by the program faculty.

The IR addendum and interviews with faculty, school partners, and advisory boards confirm faculty collaboration with P-12 practitioners in program design and evaluation of the unit and its programs. The collaboration is evolving and there is a substantial level of joint planning currently happening between partners. A number of professional activities define the collaboration between the KSOEHD and its partners. For example, the university has been host to The Renaissance Group (TRG) for the last eight years. True to the TRG philosophy that educator preparation is a whole university endeavor, the Liberal Studies major that prepares undergraduates for admission to the Kremen School is taught almost entirely by faculty from across campus. Another example is the Rural Network of Central Valley School District, a two-year program that engages leaders of rural schools and districts who come together as a cohort to address specific student achievement problems. Faculty in other units on campus are involved in educator preparation programs at various levels. Numerous advisory boards and committees meet regularly to advise the educator preparation programs.

The university budget is decentralized and allocates adequate resources for the unit. KSOEHD Allocations reports from 2010-2013 show a decrease in the budget allocation for each year since 2010. The 2010-2013 KSOEHD accreditation unit budgets appear to be proportional to the other two comparable colleges of education within the CSU system. Additional income comes from grants, development, and doctoral reimbursements that total approximately $1,000.000. On average, faculty members receive $1500 each year for professional travel and faculty development and scholarship. Additional funding support for faculty scholarship comes from the provost, endowment, and development monies. Interviews with the university president and the provost confirmed the institution commitment to the stability, renewal, and growth of the KSOEHD. The President has indicated that continuing support for strengthening and expanding KSOEHD is one of the institution's high-priority goals.

There is a *Collective Bargaining Agreement Between the California State University and the California Faculty Association*. Hence, the faculty regular workload and overload are defined by the contract. The Academic Policy Manual confirms that the normal workload of a full-time faculty member consists of two components: 12 weighted teaching units (WTU) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision equivalent to 36 hours per week, and 3 WTU equivalencies of indirect instructional activity equivalent to 4 to 9 hours per week. Assignment of individual faculty to direct instructional activities is in accordance with the Faculty Workload Formula. Faculty may be assigned release time for purposes of department leadership, program coordination, partner school support, assessment activities, and research.

Based on the IR and exhibits, and confirmed during the onsite visit, the unit has adequate campus and school facilities and resources to support faculty, candidates, and staff academically and professionally. The Kremen School academic and support personnel are housed in the Education Building, with resources including 13 lecture/seminar rooms, 5 methods classrooms, and 3 computer classrooms. Fourteen classrooms in the Education Building are Smart Classrooms; 3 classrooms and the Video Production Center have distance-learning capabilities, and 2

classrooms have teleconferencing and distance-learning capabilities. The unit continues to update classrooms with the latest technology to support instruction and facilitate student learning. All classrooms are SMART classrooms. Candidates without personal laptops can borrow a laptop from the library for a semester. To increase the number of loaner laptops "old" laptops have been reprogrammed by replacing the hard drive with a solid-state drive (SSD) or flash memory, which uses electronic interfaces compatible with traditional hard disk drives, thus permitting simple replacement in common applications. Recently, a customizable Read & Write Gold toolbar has been installed in every laptop to make digital content accessible particularly to those candidates requiring assistive technological support. The Instructional Technology and Resource Center (INTERESC) provides support for university faculty, staff, and candidates in the use of technology. An interview with the unit Director of Technology and NASA Educator Resource Center confirmed the availability of sophisticated technological resources for faculty and candidates in programs. Faculty have identified the availability of technological resources and support as one of the unit strengths.

The Henry Madden Library provides access to information resources and houses two collections that support the work of the unit; the Arne Nixon Center for the Study of Children's Literature provides access to a collection of 50,000 books, periodicals, manuscripts, original art, and papers of authors and illustrators; and the Teacher Resource Center (TRC) houses a collection of teaching materials, PK-12. The Associate University Librarian and Liaison to the Kremen School offers direct support for faculty and candidates in accessing resources for research purposes through regularly embedded presentations in program courses as well as every first Saturday of the month walk-in consultation for faculty and candidates to support their research work.

The units two online degree programs—Master of Arts in Teaching (M.A.T) and Master of Arts in Reading are fully supported by the Teaching Innovations for Learning and Teaching (TILT) through faculty professional development, technology training, and support and development of academic uses of technology. Additional technical support services come from the Technology Help Center and Help Desk.

The unit has developed and implemented a unit-wide assessment and accountability system, KLASSI (Kremen Learning Assessment System to Sustain Improvement). A flow chart in the IR exhibits illustrates the inputs, processes, outcome measures, closing-the-loop processes, and decision-making components of KLASSI, and explains the continuous improvement cycle. KLASSI regularly collects and analyzes data on applicant qualifications, initial and advanced candidate performance in all programs, and unit operations for program improvement.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.
The IR, exhibits, IR addendum, and the onsite visit provide clear evidence that the unit is at target level for standard 6: Unit Governance and Resources. The unit's multi-level organizational

structure has clearly delineated roles, responsibilities and relationships between individuals, committees, and departments within and outside of the unit.

Candidates have access to a variety of student services, including advising and counseling. Interviews with faculty, candidates, advisory boards, and school partners as well as during the poster presentations indicate collaboration between faculty and P-12 practitioners in program design, delivery, and evaluation of the unit and its programs. The unit also provides on-campus and school-based professional development focusing on teaching and learning. Faculty in other units on campus also participate at various levels.

The unit and university websites, academic calendars, publications, catalogs, manuals and handbooks, including recruiting and admission practices and grading policies are current and described clearly and consistently.

There is evidence that the unit budgetary allocations support curriculum, instruction, faculty, clinical work, and scholarship within the unit. There is also evidence that the university is strongly committed to sustaining and promoting the stability, renewal, and growth of the KSOEHD. Workload policies by the *Collective Bargaining Agreement Between the California State University and the California Faculty Association* allow faculty to be engaged in a wide range of professional activities beyond teaching and scholarship. The unit supports professional development of faculty. At interviews, faculty, administrators, and program directors, and confirmed at poster sessions, indicate aggressive and successful procurement of grants and funding support to support and sustain special programs such as the College Assistance Migrant Program (CAMP), the FUSD 4-8th Science/Math Bechtel Grant, and the Mathematics and Science Teacher Initiative (MSTI).

Unit facilities and resources support up-to-date developments in technology and implementation of quality programs, including the unit's two online programs. School sites visited where candidates are placed are well-equipped with technology. Interviews with candidates, faculty, and school partners confirm the same level of technological support available in other school sites. The unit has developed and implemented a unit-wide assessment and accountability system—KLASSI (Kremen Learning Assessment System to Sustain Improvement) that regularly collects, analyzes data in all programs, and disseminate findings for program improvement.

The IR addendum describes the unit plans and timelines for sustaining target level performance that addresses key elements in the standard. For example, the Kremen School Strategic Plan and the university Plan for Excellence IV, which will be reformulated in 2015, collectively serves as the long-range plan for the unit. The President, Provost, and Vice President for Student Services will define the strategic direction of the institution. The faculty within the Educator Preparation unit will define the Kremen Strategic Plan.

6.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?
Not applicable

6.2bi Strengths. What areas of the standard are being addressed at the target level?

Not applicable

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?
Not applicable

6.3.b What AFIs are continued from last visit?
Not applicable

6.3.c What new AFIs are recommended?
Not applicable

NCATE Team Recommendation for Standard 6 Initial Teacher Preparation: Met
NCATE Team Recommendation for Standard 6 Advanced Preparation: Met

State Team Decision for Standard 6: Met

CTC Common Standards requirements not reflected in NCATE Unit Standards

1.5 The Education Unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The Education Student Services Center (ESSC) within the KSOEHD provides all admissions and credentialing services for the unit. Each credential program has selected points at which candidate progress must be verified before the candidate can progress to the next step in the program. Interviews with Center staff confirmed that multiple procedures are used to ensure that candidates meet all requirements of each stage before advancing to the next stage of a credential program. Once candidates complete all requirements and apply for credentials, these applications are processed through the Credential Analyst's office. It is the Analyst's primary responsibility to review all applications, and she is authorized by the Program Coordinator and the Dean to recommend those candidates who have met all requirements. The Analyst utilizes the database, transcripts, TPA scores, and other required materials in making a decision. Candidates who do not meet the requirements receive a formal letter with the items needed from the Associate Dean. Clear evidence was provided at the visit to confirm that admissions and credentialing procedures are highly integrated and carefully monitored.

6.1 Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development.

For each credential program, the unit has qualified individuals who are assigned to provide applicants and candidates with academic, professional, and personal development advice. These individuals can direct candidates to websites, brochures, orientations, and/or personal appointments. Each candidate must be interviewed prior to entering any credential program. Basic credential candidates meet with a Program Coordinator during orientation, with a faculty

member during the admissions interview, and have access to all ESSC services prior to, and throughout all credential programs. For each program, the coordinator and faculty have the knowledge and expertise to advise candidates on all aspects of that program. University supervisors are an additional source of support and personal development for candidates during fieldwork. Fresno State also has Career Services and Psychological Services that candidates can access if those services are needed. Interviews with candidates and completers indicated that program information is readily available, that questions about program requirements are answered in a timely and consistent manner, and that there is a wide range of support services available to meet a variety of candidate needs.

6.2 Appropriate information is accessible to guide each candidate's attainment of all program requirements.

Information on all programs is available through the university catalog, program and university web sites, and print materials. The ESSC plays a central role in providing information about all programs to prospective and current candidates. The Center provides scheduled appointments as well as drop-in service, and staff member hours are arranged to ensure that there is always one staff member available for drop-in advising.

Information about programs is also provided through visits by Center staff to area high schools and community colleges, summer "Dog Days" activities, and during "Preview Day" when prospective applicants to Fresno State can learn about program goals, options, and requirements. All candidates who apply to the credential program are required to attend a 90-minute orientation session as part of the admission process. In addition, all prospective candidates meet with program faculty and/or Program Coordinators prior to admission to a program. All basic credential programs have Program and/or Fieldwork Handbooks that provide detailed information about candidate responsibilities and requirements as well as procedures for candidate assistance in completing program and fieldwork requirements.

A review of program information both online and in print confirmed that all materials are consistent across formats, accurate, and current. Interviews with ESSC staff confirmed that they regularly update materials to ensure that all informational materials accurately reflect program and university requirements. A review of Program/Fieldwork Handbooks indicated that they provide clear, comprehensive, and detailed information to guide candidate attainment of program goals.

6.3 The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.

The unit has clearly-defined support and assistance systems in place for all credential programs. Program faculty provide direct support to candidates who may be experiencing difficulty in meeting coursework requirements. In addition to receiving assistance from faculty, candidates have opportunities to resubmit assignments or retake examinations, as appropriate. In the event a candidate is not able to successfully complete a particular course, the university provides options for retaking courses. During fieldwork, a candidate who does not meet program requirements is advised by the Fieldwork Director and the Coordinator of the program of his/her status. This is

done through a formal letter that is emailed under the signature of the Associate Dean. The letter indicates what the candidate must do to demonstrate adequate progress, as well as the time frame in which corrections must be made. A candidate who fails to successfully complete a fieldwork placement may be allowed to repeat the fieldwork course in a different placement, with any conditions set out in a formal letter. Such a placement is made in a different district and with a different University Supervisor. The Program Coordinator and/or the Fieldwork Supervisor monitor the progress related to standards that must be met in order to be retained in the program. A candidate who is unable to successfully complete this process is not allowed to complete the program.

Interviews with candidates and program completers indicated a high level of support and assistance from program faculty, university supervisors, and fieldwork supervisors in all programs. Interviewees repeated made references to individual faculty or supervisors who "went above and beyond," were "available anytime—literally!" and "did everything they could" to assist candidates with whatever needs they might have. Many completers also reported maintaining close, ongoing relationships with program faculty and supervisors, who continue to provide guidance and support as the completers begin their careers.

Findings:
Standard 1.5: **Met**
Standard 6.1 – 6.3: **Met**

PROGRAM REPORTS

Teaching Credential Programs
Preliminary Multiple Subjects Credential Program

Program Design
The design of the Preliminary Multiple Subject credential program at California State University, Fresno, includes a purposeful, interrelated, developmentally-designed sequence of coursework, reflection, and field experiences. Many candidates enter the program after completing a Liberal Studies major, which prepares them to meet subject matter competency requirements.

The Multiple Subject program provides a variety of options for obtaining the credential. These are summarized below.

- The **Partnership** option enables candidates to learn in a collaborative, experiential, site-based format featuring a team of professors and supervisors who coordinate coursework and field experiences to connect theory to practice and provide an enriched, practical program. Candidates move through the program in cohorts at partnership sites. The program includes numerous realistic, hands-on experiences, workshops, seminars, professional learning communities, and demonstration lessons provided by professors and classroom teachers at the school sites. Student teaching takes place primarily at the partnership sites or at schools in the surrounding area.

- The **Multiple Subject Program General Emphasis** option allows candidates to take courses at the university or on designated school sites. Courses must be completed in each Phase (semester) prior to moving on to the next Phase of courses. Candidates wishing to take the courses part-time must still complete the required courses in sequence of the Phases.

- The **Multiple Subject Credential Early Childhood Education Program (ECE)** has adapted the scope and sequence of the general Multiple Subject credential program to provide a comprehensive K-8 teacher preparation program while, in addition, expanding theory and practice to include the education of children from birth through preschool with a focus on grades K-3. The Early Childhood Education Emphasis option is a three-semester program that focuses on an expanded knowledge base and experience working with preschool-aged children, and field experience teaching in grades K-3. The 42-unit ECE cohort program is compatible with both the Dual Program and the Internship Program. Candidates who opt to complete the Multiple Subject program with an Early Childhood Emphasis are granted a multiple subject credential only. The Early Childhood Emphasis prepares them for entry into the Teacher Leadership ECE credential program offered by Fresno State which requires a preliminary Multiple Subject Credential as a prerequisite.

- The **Multiple Subject Intern** candidates are required to complete the first two phases of field study before entering the Internship Program. Intern candidates follow the same scope and sequence as the Multiple Subject Program with the exception of Field Study C: Final Student Teaching. Internship candidates are employed by a school district while also

enrolled in a sequenced professional preparation course of study. The interns complete their final student teaching over two semesters as a paid teacher, which is their internship, while Multiple Subject teacher candidates complete one semester of final student teaching. Both programs, the Multiple Subject Program and the Multiple Subject Intern Program include a university supervisor; however, the intern teacher also has an on-site cooperating teacher (mentor) and a support provider assigned by the internship program.

- The **Liberal Studies Blended Program** is an undergraduate program that allows teacher candidates who are completing a degree in Liberal Studies to complete the Multiple Subject Program requirements concurrently. Candidates in the blended program must have demonstrated subject matter competency by documenting passage of all three sections of the California Subject Matter Examination for Teachers (CSET)* to be considered for enrollment in the Student Teaching course.

- The **Multiple Subject General Dual Credential** option is designed to support teacher candidates who are earning Multiple Subjects and Education Specialist credentials concurrently. Teacher candidates may be part of a cohort that is in either the university-based courses program or in a partnership school. Courses required for the Education Specialist are spread throughout the phases, and specialized fieldwork courses and settings are arranged for the teacher candidates to ensure that all candidates have an inclusive experience. Candidates qualify for a Mild Moderate or Moderate Severe Credential along with their Multiple Subject Credentials.

Course of Study (Coursework and Field Experience)
Candidates receive advisement prior to admission into the program describing the variety of routes leading to the Multiple Subjects credential. This advisement allows each candidate to select the program that best fits his or her needs. Candidates in all pathways to a credential indicated that the advising was extremely helpful occurring during each phase and that faculty were highly accessible in person or via email. Candidates expressed, in interviews, that faculty were caring and supportive to their academic and personal needs.

All candidates complete a carefully sequenced core of courses that prepares them to be successful in the classroom. During interviews candidates expressed that the core courses taken during the three phases build on one another to effectively prepare them to teach the content, such as reading language arts, science, and social studies. The emphasis of core courses may vary based upon the selected route to the credential. Candidates in the dual credential program take core and methods courses in both general education and special education.

Candidates learn to use state-adopted instructional materials, assess student progress, and apply these understandings in teaching students as related to the content of the pedagogy coursework and to practice this knowledge in their field placements. In their initial fieldwork and in their Final Student Teaching, candidates are expected to develop and demonstrate pedagogical competence as defined by the Teaching Performance Expectations (TPEs). In addition, candidates are given constructive feedback through lesson observations, mid-semester and final goal setting/assessment meetings, responses to reflective journals, and course competencies throughout all of the student teaching placements. This enables them to practice and refine their

teaching performance in preparation for the performance assessments. Candidates gradually move toward this goal through the required sequence of experiences. Candidates and completers uniformly praised the quality of support and guidance provided during field experiences, and employers confirmed that completers were able to step into their first jobs highly prepared.

Assessment of Candidates
Formative and summative assessment data are gathered for each candidate through a variety of means. Data collected from the Fresno Assessment of Student Teachers (FAST) is used to make decisions concerning program improvement. The majority of the faculty, university supervisors, and field supervisors have been calibrated to score the FAST, and faculty are using the data gathered from the FAST for program improvement.

During the Preliminary Multiple Subject Credential Program candidates gain knowledge and skills relative to all TPEs, with formative evaluation in coursework and field experience, and summative evaluation through FAST. Remediation is provided, whenever necessary, to assist candidates who are not making adequate progress. The process includes faculty reviewing scores with the candidate, interpreting the results, and discussing how to make improvements for their next submission of the task. In all courses and field assignments, candidates receive systematic feedback regarding their TPE performance through identified formative assessments, other coursework-embedded assignments, from master teachers and university supervisors in the form of class observations, and required goal setting/assessment meetings.

At the summative level, candidates must pass specific FAST tasks or projects that are embedded into their fieldwork to receive credit for that fieldwork and to move to the next phase of pre-service training. Detailed information on FAST is included in the Assessment section of the Preliminary Single Subjects credential program report that follows.

Standard Findings
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Single Subject Credential Program

Program Design
California State University, Fresno (CSUF) offers two options in its Single Subject Teacher Preparation Program: the Regular Single Subject Credential option and the Single Subject Internship Credential option. The regular option is a one-year (two-semester) program consisting of 19 units in courses and 14 units in fieldwork. The Internship option is a three semester program, identical to the regular program in terms of coursework. Interns complete three semesters of field work including two semesters of paid Internship. The Single Subject Program is offered on two sites: one cohort is located on campus and a second cohort is located in one of three cooperating school districts, rotating on a three-year cycle.

Interviews with completers and current candidates indicated a high level of satisfaction with the design of the Single Subject Credential Program, particularly the field experience. Completers and candidates stated that they knew what to expect and were carefully advised and fully supported throughout the program. Interviews with Advisory Board members and employers confirmed that CSUF partnerships are highly valued by local school districts. Partner schools reported that they seek to hire CSUF graduates due to their strong preparation for teaching. They expressed particular appreciation for the co-teaching model offered to partnership schools. According to employers in the partnership district, co-teaching leads to extremely well-prepared candidates who are ready to teach. Additionally, co-teaching workshops provided to master teachers improve instruction throughout the school. Employers and Advisory Board members expressed appreciation for the reciprocal relationships between schools and CSUF. Advisory Board members stated the following in terms of their CSUF partners: "They are highly invested in what happens in this valley. It's not just talk. They care and it shows."

Course of Study (Coursework and Field Experience)
Candidates admitted to the Single Subject Teacher Preparation Program must successfully complete two prerequisites including an introduction to teaching and an introduction to instructional methods. Experience as a substitute teacher, teacher's aide, or observer satisfies these requirements.

Course work is coordinated with fieldwork for both student teaching candidates and Interns. Candidates are required to take Social Foundations of Education and Educational Psychology before or concurrently with initial student teaching. Candidates also take Curriculum and Instruction and Differentiation in Inclusive Secondary Settings concurrently with initial student teaching. Many course assignments are carried out in the field during student teaching and Internship. Recent changes to the program include a one-unit seminar course which was added to each semester of the program, providing candidates with weekly seminars conducted by university supervisors. An additional change is a focus on Linked Learning and Co-Teaching principles, infused across courses.

Regular candidates have two field experiences during which they teach at two grade levels or in two subject areas within their discipline. The first experience is a semester-long, part-time placement, typically at a middle school. The second field placement is a semester-long, full time teaching experience. Candidates are required to complete one semester of student teaching before they are eligible for the two-semester Internship. All candidates work in ethnically diverse settings, often teaching students from low-income backgrounds. Regular student teachers are assigned a university supervisor, however, Interns also have an on-site cooperating teacher (mentor) and a support provider assigned by the internship program. In initial student teaching, university supervisors conduct five to six supervisory visits. In final student teaching, university supervisors observe candidates in the field six to eight times. In both semesters, university supervisors conference with student teachers in connection with each visit and provide them with written feedback each time. Throughout the program, candidates are advised by the Single Subject Program coordinator, a designated Single Subject adviser, and a designated faculty member from the academic department associated with their Single Subject credential.

Interviews with completers and current candidates indicated that the content methods courses were regarded as highly effective in preparing them to be competent teachers. Completers and

candidates also expressed a high level of satisfaction with the field experience component of the program. They praised CSUF for finding excellent master teachers who provided mentoring and modeling. Interns reported an extremely high level of support, including a university supervisor, a content area advisor, and a mentor teacher. Both interns and student teachers mentioned the value of the student teaching seminars, led each week by their supervisors. In addition to providing instruction in classroom management and lesson planning, the seminars helped to prepare candidates for Fresno Assessment of Student Teachers (FAST).

Assessment of Candidates
Candidates are required to complete FAST in order to fulfill the California Teacher Performance Assessment requirement. FAST entails the following components:
> 1. Site Visitation Project - This task assesses the candidate's ability to perform, document, and reflect upon his/her own instruction in the field. It assesses TPEs 2, 3, 4, 5, 6, 11, 13. This assessment takes place in the first semester of student teaching.
> 2. Comprehensive Lesson Plan Project - This task assesses the candidate's ability to plan, implement and reflect upon his/her own instruction. This is an on-demand written assessment that measures TPEs 1[ELA], 6, 7, 8, and 9. This assessment takes place during the first semester (initial student teaching experience).
> 3. Teaching Sample Project - This task assesses the candidates' ability to plan and teach a one- to four -week unit, to assess student learning related to the unit, and to document their teaching and their students' learning. It assesses TPEs 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, and 13. This assessment takes place during the second semester of student teaching (final student teaching).
> 4. Holistic Proficiency Project - This task assesses the candidate's ability to perform, document, and reflect upon teaching responsibilities over an entire semester. It assesses TPEs 1, 3, 5, 7, 8, 10, 11, and 12. This assessment takes place during the second semester of student teaching (final student teaching).

In addition to FAST, the CSUF Single Subject Credential Program uses a variety of assessments to measure candidate competence and readiness for teaching. In each semester, candidates are formally evaluated at an interim point and at the end of each semester with reference to their progress toward meeting the TPEs and meeting other program expectations for student teachers. Candidate dispositions are assessed using a Dispositions Survey. This self-perception survey assesses the candidates' degree to which candidates exhibit dispositions (collaboration, reflection, valuing diversity, critical thinking, ethical behavior, professional attitudes, and life-long learning) that the program promotes. It is administered when candidates enter and exit the program. Candidate performance in fieldwork is assessed using an Overall Fieldwork Assessment. This assessment measures candidate attendance; punctuality; ability to interact professionally with the university supervisor, the master (cooperating) teacher, other teachers, and school administrators; and successful completion of the Fresno Assessment of Student Teachers. Each candidate is rated as satisfactory or unsatisfactory in regard to each of fieldwork experiences.

The Fresno Assessment of Student Teachers (FAST), unlike the other Teacher Performance Assessments used in California, was designed specifically for CSUF by University faculty. According to the Teacher Performance Assessment Coordinator, the Credential Programs were designed around FAST and the TPEs that it measures. Faculty members reported being very involved in preparing candidates for FAST and in scoring the assessment. In fact, all scoring

takes place at CSUF by faculty and supervisors who use the data for program improvement. The process of data analysis and program improvement is particularly complex for the Single Subject Program with separate subject areas, many of which are housed in different colleges. For example, Single Subject Math candidates are prepared by professors in the Math Department. The TPA Coordinator explained that faculty and supervisors in each subject area meet regularly to discuss FAST. Additionally, all Single Subject faculty including content professors in other colleges, meet six times per year to discuss FAST. When asked about candidates who struggle to pass FAST, the faculty members made their commitment to candidate success clear. They work with struggling candidates and provide them with an opportunity to revise and resubmit any failed task one time only (except under special circumstances).

Standard Findings
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Education Specialist Credential Programs
Mild to Moderate
Moderate to Severe

Program Design
CSU Fresno Education Specialist credential program offers the following pathways: Education Specialist credential in Mild/Moderate and/or Moderate/Severe; Dual credentials (General Education with or without an Early Childhood Education emphasis and Education Specialist Mild/Moderate and/or Moderate/Severe) and Internship. The programs prepare candidates to teach K-22. Fresno State also offers a Liberal Studies undergraduate major designed to prepare candidates with subject matter competency. Prospective candidates must also demonstrate subject matter competency by passing all sections of the California Subject Examinations for Teachers (CSET). Each credential program pathway requires a different amount of time to complete. However, candidates in all pathways take many of the same core courses.

Program pathways are described below:
Mild/Moderate and Moderate/Severe Education Specialist Credential: These credential programs consist of 48 units plus 9 units of prerequisites, typically taking candidates three semesters to complete. Candidates seeking a Mild/Moderate credential can begin in the Fall or the Spring Semesters; Moderate/Severe candidates only have a spring start. In order to be admitted to the program, prospective candidates must have passed the CSET and have an overall GPA of 2.67. The admission process also includes an interview. If an individual does not meet admission requirements, there is an appeal process to a special committee.

Dual Credential: This program consists of 64 units plus 9 units of prerequisite courses. The program takes four semesters to complete. Candidates can start the program in the fall, spring or summer. To start in the summer a candidate must have completed all prerequisite courses. The summer start makes use of a cohort model. This pathway has the same admission requirements,

as the Education Specialist credential. The dual credential certifies candidates in Multiple Subjects and either a Mild/Moderate or Moderate/Severe Education Specialist credential.

Internship: Interns complete the same coursework as other Education Specialist program candidates. They take three to four semesters to finish their credentials. If a candidate takes four semesters, the third semester program requirements are split across two semesters. Candidates can begin the program in the fall or the spring.

Interviews conducted with program completers, master teachers and current candidates confirmed that the program was clearly laid out, and that the program design enables candidates to effectively complete all program requirements.

A programmatic change that was made and reported to be helpful for both faculty and candidates was alignment of coursework with field placements.

Course of Study (Coursework and Field Experience)
As stated above, candidates can select from three pathways to obtain an Education Specialist credential. All teacher candidates and Interns must complete three prerequisite courses before they are admitted into the program. The course work and field placements are linked throughout the program. Placements are determined by the phase candidates are enrolled in.

In the Education Specialist Mild/Moderate and Moderate/Severe programs, candidates and Interns take 16 courses, including student teaching. For the Education Specialist Credential the first of three required field placements requires that candidates observe a variety of teaching situations and activities, such as different classroom organizational patterns, content area instruction and the context of general education classrooms. This work includes experience in settings with diverse student populations; however, the first placement is in a general education classroom working with general education students. The candidate then moves on to engage in one-on-one and small instructional group activities. In their second practicum, candidates begin to plan and teach lessons for whole-class and small group instruction in a special education or inclusive setting. This practicum requires candidates to serve for 16 hours a week for 15 weeks with a cooperating teacher. Supervision is provided by the cooperating teacher and a university supervisor. The latter conducts four formal observations and the cooperating teacher completes two formal observations. In the final practicum, candidates are expected to develop and demonstrate pedagogical competence. Candidates are required to complete 15 weeks of full-time service in this placement. During this placement, candidates gradually assume all classroom responsibilities in a special education or inclusive setting, culminating in a two-week period in which they have full responsibility for the class. Candidates receive formal feedback from the university supervisor and the cooperating teacher. Candidates are given formal feedback on Teaching Performance Expectations (TPEs) from the cooperating teacher twice throughout the semester and by the university supervisor six times throughout the semester. This is done through the "special education candidate disposition assessment form." Candidates receive a 1-4 rating on each of the TPEs. The form is completed by the university supervisor and the cooperating teacher. Candidates are given constructive feedback through goal-setting meetings, lesson observations, mid-semester and final assessment meetings, responses to reflective journals, and course competencies throughout student teaching.

Since Interns function as teachers of record in their own classrooms, they must complete prerequisite coursework prior to entering the classroom in order to ensure that they are adequately prepared for taking on full teaching responsibilities. Once in their teaching placements, they receive the same level of university and school-site supervision as candidates in student teaching, and their performance is assessed using the same evaluation instruments that are used for student teachers.

Candidates and program completers (including Interns) reported that the faculty were very accessible and approachable, and that they effectively provided consistent support and advisement. If candidates had any challenges with course work or field experience, they felt that they had a number of different people who could assist them including site supervisors, faculty and the program coordinator. Supervisors and master teachers reported they were aware of the type of feedback to give in the field placements and how often to give the feedback. The supervisors reported that they received a handbook that reviewed all of the requirements in the field placement, and that they then gave this information to the master teachers. The master teachers felt that they received adequate training from the supervisors and support from them in meeting the needs of the candidates. Candidates reported that they found the field placement and program handbook very helpful and referred to it each semester throughout the program. Candidates reported that course work was relevant to their field placements and that the assignments aligned with the type of placements they were in. Faculty reported that they designed assignments to fit with candidate field placements in order to help make the coursework relevant to what the candidates were experiencing.

Assessment of Candidates
The Special Education Program implemented 10 assessments, five of which are considered "key" (i.e., direct measures). These key assessments are completed in candidate coursework and are directly correlated with candidate field placements. The key assessments are: classroom management plan, behavior support plan, formal assessment, curriculum-based assessment rubric and a final portfolio assessment. All of the assessments are linked to the California TPEs. In addition to the class assessment, candidates complete exit surveys at the end of their programs.

Special Education Program assessments are characterized by the following features:
(1) Direct measures (performance-based student assignments) and indirect measures (surveys).
(2) Longitudinal and cross sectional designs are employed. Data are collected by semester, academic year, and biennially for longitudinal studies from candidates, alumni, and employers.
(3) Surveys are used at multiple levels (program, school, campus, and CSU system wide surveys).
(4) Summative and formative procedures are utilized in combination (four surveys are used as summative procedures). Informal measures, such as portfolio and curriculum-based assessment report rubrics, are used as formative procedures. The Dual Credential candidates complete the Fresno Assessment of Student Teachers (FAST). University faculty grade the assessment using a rubric based on the California TPE's.

Candidates and completers reported that they were aware of the key assessments and that faculty gave them feedback that guided them in improving their teaching practices. Supervisors

confirmed meeting with candidates to assess their teaching and give them formal and informal feedback multiple times throughout the semester.

Standard Findings
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Education Specialist: Deaf and Hard of Hearing

Program Design
The Education Specialist: Deaf and Hard of Hearing credential program is offered as a graduate program within the Department of Communicative Disorders and Deaf Studies (CDDS) within the College of Health and Human Services (CHHS) at Fresno State. Ongoing oversight for the program is provided by the Deaf Education Program Coordinator and the CDDS Department Chair. Deaf Education faculty work closely with the faculty of Kremen School of Education and Human Development (KSOEHD) to provide a cohesive credential program with the goal of preparing teachers to work with deaf and hard-of-hearing students in a wide range of instructional and intervention roles. Because CTC standards require that credential holders be able to work with deaf and hard of hearing clients from birth to age 22, the program seeks to provide a comprehensive approach to both instruction and intervention.

A majority of program candidates have traditionally come from Fresno State's undergraduate program in Deaf Education. More recently, the program has sought to recruit graduates from other institutions as well as candidates who already hold Multiple Subjects or Single Subject credentials, and who have an interest in Deaf Education. In the past several years, the program has been undergoing a transition from a traditional onsite delivery format to an "80/20 hybrid online" format for program coursework. In this format, 80 percent of instruction is delivered online, and includes synchronous learning activities in which candidates collaborate in real time; and 20 percent of instruction is "face-to-face" at the Fresno campus. The first cohort of candidates to participate in hybrid online instruction for graduate-level CDDS courses began their coursework in fall semester, 2013 and, and at the time of the site visit, the cohort was mid-way through its second semester of online coursework.

Depending on the specific undergraduate study and/or credential program a candidate may have completed prior to entering the program, he or she may also be required to take prerequisite Deaf Education and/or general education credential coursework as part of the DHH credential program. These courses are scheduled outside the cohort format of the graduate-level CDDS courses. The program works with individual candidates to ensure that all required courses are sequenced and scheduled in a coherent manner.

Interviews with program faculty and candidates confirmed that the program design is effective in enabling candidates to meet program and CTC requirements. Faculty also reported that the Fresno program is unique in that both coursework and field experiences prepare candidates to work effectively in both oral communication and American Sign Language settings.

Course of Study (Coursework and Field Experience)
Required coursework for the Education Specialist DHH credential program covers four areas: prerequisite courses in Deaf Education, general education credential courses, graduate-level CDDS courses, and fieldwork courses for both general education and DHH field experience.

Prerequisite Deaf Education courses include study in educating exceptional children, speech and language development, deaf culture, and deaf child/parent issues. General education credential courses include study of reading, language, social studies, and math pedagogy; language and culture, and technology integration. Candidates receive experiences in early childhood, elementary and secondary placements as well as placements that are in classrooms that use American Sign Language and Oral Language. Candidates meet field experience requirements through the three different field placements, one of which is an externship at a California School for the Deaf, and also by working with itinerant teachers who often have caseloads including students from multiple grade levels. Graduate-level CDDS courses provide advanced study in research, assessment, intervention, and counseling in the area of communication disorders and deaf studies; aural rehabilitation; and a series of seminars on speech, language, and school subjects for deaf and hard of hearing children and youth. Fieldwork courses support work both with general education and deaf and hard of hearing student populations.

As mentioned above, the specific courses a candidate is required to complete in order to qualify for the credential depends on whether a candidate has already completed Deaf Education prerequisite courses as an undergraduate, and whether he or she already holds a Multiple or Single Subjects credential upon entering the program. For example, a candidate who enters the program with a B.A. in Deaf Education and a Multiple Subjects credential will have already fulfilled the prerequisite and general education coursework requirements for the program, as well as the general education fieldwork requirement. In order to meet program requirements, that candidate would begin taking the graduate-level CDDS courses on entry into the program, and within the second semester of classes would begin student teaching with deaf and hard of hearing students. Even though the program offers this option, an interview with program faculty indicated that virtually all candidates enter the program without credentials and complete their general education coursework and fieldwork as part of the program. Support and assistance during coursework is provided by program faculty through a variety of means. These include video conferencing, both with individual groups, phone and email communication, face-to-face contact, and regular feedback through Blackboard, the system used for online course management.

Candidates in the Education Specialist DHH program complete a series of field experiences in four to six placements for a total of 450 – 600 clock hours of practicum and student teaching (with the difference being whether or not a candidate already holds a Multiple or Single Subjects credential and is not required to do general education student teaching). During each of these placements, the candidate is directly supervised by a university supervisor and a master teacher. Both the supervisor and master teacher observe and provide ongoing feedback to the candidate during the placement. In each of their final student teaching placements, candidates spend eight weeks in a deaf or hard of hearing classroom, assuming all teaching responsibilities for the final three weeks of the placement. Student teaching placements are designed to ensure that candidates

have experiences in both sign-language and spoken-language settings. During each of the two student teaching placements, candidates are observed by university supervisors at least three times and are formally evaluated by both their master teachers and university supervisors at mid-placement and end-of-placement.

All individuals who serve as master teachers for the program have a minimum of three years of teaching experience, are appropriately credentialed for working with deaf and hard of hearing students, and are proficient in sign language. Orientation and training for master teachers are provided by program faculty, who meet with master teachers on a regular basis to provide any needed information and/or support.

Candidates and completers reported that program coursework and field experiences were effective in preparing them to be effective educators in the field of Deaf education. They stated that the combination of coursework and field experiences helped them to develop a strong understanding of the Deaf and Hard of Hearing community. They felt that the case studies used in class along with faculty members' sharing of "real life experience" contributed positively to their learning. The candidates are supervised by DHH faculty in the field settings. While formal advisement is scheduled each semester, candidates and completers reported that advice and assistance is available at all times during field experience. Candidates reported that this enabled program faculty get to know them and their individual needs, and that faculty incorporate what they observe happening in the field into coursework. Master teachers reported that they were trained by university supervisors, received a handbook and attended a master teacher training that is offered once a year.

Assessment of Candidates
Formative and summative assessment of candidates occurs at many points throughout the program. Several of the graduate-level CDDS courses include practicum observations, cumulative projects, or creation of instructional units for differentiated instruction. These are aligned with TPEs and serve as a means for evaluating candidates' progress in meeting TPE requirements. Faculty provide written feedback on candidate performance for each of these assessments and provide opportunities to resubmit assignments following that feedback.

During their initial 30 hour practicum experience in a DHH classroom, candidates receive regular feedback from master teachers and university supervisors. Candidates who are not making adequate progress confer with university faculty to identify areas needing improvement and recommendations for remediation.

During each phase of final student teaching in a DHH classroom, candidates are evaluated by their master teachers midway through each placement and again at the end of the placement. Evaluations are done using a rubric, based on the California Standards for the Teaching Profession (CSTP) that measures a wide range of teaching competencies and professional dispositions. University supervisors also evaluate candidate competence and provide written feedback during each visit using the same evaluation rubric. In the event a candidate is not making adequate progress during fieldwork, there is a clearly-defined process for developing an action plan to define the areas of need, provide support during remediation efforts, and evaluate

whether remediation efforts have been successful. Candidates who are not able to successfully complete the remediation process are dropped from the program.

In addition to coursework and fieldwork evaluation related to deaf education, candidates who do not enter the program already holding a Multiple or Single Subjects credential must pass the Fresno Assessment of Student Teachers (FAST) to verify competence in general education settings. This process ensures that all candidates completing the program have demonstrated competence in working in special education and general education settings.

During interviews, candidates and completers reported that they received effective feedback from program faculty throughout their coursework and field experiences. They viewed faculty members as experts in their fields and acknowledged the importance of faculty guidance in helping them to improve their practice. Candidates were knowledgeable about program requirements and the assessments used for measuring candidate competency in both coursework and field experience. Master teachers confirmed that they a clear understanding of how to assess candidate performance and reported feeling supported by the university supervisors in working with candidates.

Standard Findings
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all standards are **Met**.

Early Childhood Education Specialist

Program Design

The Early Childhood Education Specialist Credential is one of six advanced credentials offered by Kremen School of Education and Human Development (KSOEHD). The Advanced Program in ECE has long held National Recognition status by the *National Association of Education for Young Children* (NAEYC). Fresno State is the only university in California that is approved to offer the ECE Specialist/Credential Program.

- The Joyce M. Huggins Early Education Center creates a candidate-centered fieldwork opportunity for candidates to practice what they learn in small group settings.

- All ECE courses with the exception of fieldwork are completed on the Fresno State campus; classes are scheduled for evenings to accommodate working professionals and the vast majority of candidates attend part-time, taking two classes per semester.

The overall design of the ECE Specialist Program allows candidates to complete the credential within the Master's or separate from the Masters. The ECE Specialist program consists of two different levels:
- **Level 1**: Post Baccalaureate MS Credential with an Early Childhood Emphasis. Basic information was included in the MS section of this report. Candidates enrolled in this

option complete the program by finishing with an MS Preliminary Credential only. Upon completion, the candidate earns an MS credential. (Not an ECE credential). The ECE emphasis prepares interested candidates for the Level 2 option.

- **Level 2** Graduate Level ECE Program offers two pathways: Teacher Leader or Program Leader. The focus in this report will be on the Teacher Leader (TL) option since that is the only pathway that results in the candidate obtaining an ECE Specialist Credential. Candidates complete 30 units in ECE to obtain an ECE specialist Credential. The basics of the program follow.
  - o The candidate enrolls in the Teacher Leader Program which is part of the Master's program.
  - o TL candidates must already possess a valid MS Credential for admission to the Graduate ECE Specialist program.
  - o Once the program is complete and the candidates can document two years of experience teaching at two different levels of ECE (infant, toddler, preschool, TK-K, or grades 1-2) they are then eligible to be recommended for the ECE Credential.
  - o If the ECE candidate does not have the required teaching experience documented at the appropriate grade levels the candidates has the option to gain the experience through fieldwork assignments during the program.
  - o The 15 units of electives in the MA count towards the ECE Specialist credential so at this time all candidates opt to get both the MA and the ECE Specialist Credential.
  - o For clarity the Program Leaders who complete the graduate program end up with an MA in Education with an ECE emphasis but they do not earn an ECE Specialist Credential like the Teacher Leaders because upon entering the program they do not hold a valid Multiple Subject Teaching credential.

Completion of the program includes field work in Preschool-1st or 2nd grade.

The Program's structure has remained the same over the past several years, although improvement has been made to program elements such as the triangulation of data from multiple sources to inform program improvement efforts and the development of a data system that efficiently tracks candidate performance on program assessments.

Improvements to the program are informed by input from stakeholders. Candidates provide input to the program informally through their faculty and Academic Advisors and formally through an Exit Interview upon completion of the program. Employers provide additional input through an employer survey. Interviews with the ECE Advisory Board members confirmed that they meet once a year to discuss the program and to provide input regarding how it is meeting the needs of the candidates and the professional ECE community.

Candidates commented that a strong line of communication exists between faculty and candidates within the program. Each candidate meets with the program coordinator, who is identified as their Primary Advisor. According to candidates, the advisor clearly explains the program and helps the candidates select courses that are in the candidate's area of interest and

meet the requirements of the credential. This results in a comprehensive plan and sequence of courses that advance the candidate through to the recommendation for their credential. The candidates also noted that they have an ECE Academic Faculty Advisor who meets with each candidate on a regular basis throughout the semester. During the culminating assignments an additional project advisor is assigned to work with the candidates. Class sizes are small and candidates and faculty enjoy a more personal relationship than one might see in a larger program. Examples of monthly emails from the ECE Program Coordinator supported that candidates and faculty were kept up-to-date with program timelines and professional development opportunities.

Course of Study (Coursework and Field Experience)
Candidates enrolled in the ECE Specialist Credential are required to complete three to nine units a semester although rarely do candidates exceed six units (two classes) a semester since most enter as part-time candidates. All courses are offered in the evening to accommodate the majority of the candidates who are working professionals. There is some latitude in the sequence of courses, but it is recommended that candidates take LEE171 Trends and Issues in ECE the first or second semester and candidates must enroll in the fieldwork class LEE241 in their next-to-last or last semester. Credential candidates must wait until their last semester to complete their summative research paper as a culminating activity. Handbooks and web information was posted for easy access of program requirements and timelines. Candidates stated they felt well informed regarding the specifics of the ECE program and were checked on often by their advisors and the program coordinator to ensure they were heading in the right direction.

Because the ECE Specialist Credential requires candidates to hold a valid multiple subject credential, most candidates enter the program with several years of experience in kindergarten or the primary grades, while some also have professional experience with preschool aged students. Coursework builds on that experience with its theory-to-practice model and the expectation that candidates must not only show theoretical understanding, but must be able to apply that knowledge to their work with young children and families. Candidates interviewed indicated the field experience in LEE241 enables them to demonstrate mastery of specific skills with children and provide evidence by video-taping of candidate and student learning in the classroom. The supervisor, master teachers, and candidates confirmed that several reviews are conducted at the school site to observe the candidates and document their progress. The candidates indicated that support from the university supervisor was available to assist them with any questions or concerns. Documentation from the fieldwork class, LEE241 indicated that the candidate's skills were expanded even further by requiring a high level of performance which is essential to meet the ECE Standards. Documentation of the high level of performance was confirmed through input from the fieldwork supervisor and in writing by the candidate's principal or professional supervisor. Program advisors and program coordinators both indicated that they completed a series of steps to ensure that the candidate advanced to Candidacy. This process was confirmed by current candidates who noted the detail and continuous level of care especially from their university supervisory. The candidates stated they received support throughout the entire ECE program. Completers felt prepared to teach and employers indicated that they welcomed the opportunity to hire a teacher prepared through the ECE Specialist program due to the integration of course work with the actual needs of the early childhood students.

Assessment of Candidates
According to candidate feedback, the program coordinator, and faculty, data driven efforts are supported by five key program assessments used to evaluate candidate effectiveness and provide feedback for improvement efforts.

> Assessment 1: Action Research Project /Paper / Presentation
> Assessment 2: ECE Portfolio
> Assessment 3: Developmentally Appropriate Practice: The Charter School
> Assessment 4: The ECE Leadership Activity
> Assessment 5: Research Paper (In lieu of thesis or project completed by MA candidates at the end of their program)

These assessments measure the candidate's cultural competence, communication skills, relevant theory and research of early education, collaborative teaching, advocacy, leadership, and research methods. The Program Coordinator supplied evidence that most of these skills are measured in at least two to three key assessments in the program, with 95% or better exceeding the required level of knowledge on their first attempt. These assessments measure all the required performance expectations as identified by the California Commission on Teacher Credentialing Standards for Early Childhood Education, and the National Association of Education for Young Children.

Standard Findings
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

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Bilingual Authorization, Spanish and Hmong

Program Design
The design of the Fresno State Spanish and Hmong Bilingual Authorization Program is part of the Liberal Studies Blended (LBS) Concentration Program which is integrated into the Multiple Subject Credential Program. The primary goal of the program is to train candidates to teach in the primary language, specifically Spanish and Hmong. Spanish and Hmong are the dominant non-English languages of the community served by the university.

Recruitment efforts for the Bilingual Authorization occur when candidates are in the undergraduate programs; specifically targeted are native speakers in Hmong or Spanish. The program coordinator meets with the Spanish and Hmong departments twice-monthly to discuss updates to the program, curriculum alignment, and recruitment efforts.

The LBS option enables candidates to complete a portion of their Multiple Subjects credential coursework as part of their undergraduate studies. Based on interviews, candidates reported that the Bachelor of Arts (B.A.) courses prepared them to, not only fulfill a prerequisite for the Bilingual Authorization, but enabled them to learn and practice improving their bilingual oral language and written skills. Also, they shared that they felt prepared to work with bilingual

populations. One candidate explained how the courses she took in her B.A. Program at FSU aligned with her study abroad experience in nearby Mexico. The remainder of program coursework, including pedagogical coursework and student teaching, is completed as part of the graduate-level Multiple Subjects credential program.

Course of Study (Coursework and Field Experience)
The course of study for candidates completing the Bilingual Authorization is identical to that required for the Preliminary Multiple Subjects credential program. In addition the authorization requires primary language coursework and field experience in either Spanish or Hmong. These requirements are met in the following manner.

- Required language courses for the program are sequenced to develop and assess language competency. In the field experience, bilingual teacher candidates complete their final student teaching in a bilingual setting. A brochure was created by the Coordinator to supply information about the Bilingual Authorization in such areas as advising, course pathways, and online surveys.

- The Liberal Studies Blended Concentration Program allows under-graduate Liberal Studies candidates to take specific courses as a concentration as part of their program. Four courses in the Spanish and Hmong concentration fulfill this prerequisite requirement. In addition to the Spanish and Hmong courses, the Bilingual Authorization Program requires that bilingual teacher candidates complete one additional course once enrolled in the School of Education along with their final student teaching practicum, which must be completed in a bilingual setting.

- Documents indicate that Candidates complete the Hmong Bilingual Authorization by completing two language courses and Anthropology in their undergraduate program. Also, they specifically target teaching content in a bilingual setting and student teaching in a bilingual setting.

- Candidates complete the Spanish Bilingual Authorization by completing four courses in their undergraduate program with one Cultural Latino class. Candidates then teach content in the primary language while working on their student teaching in a bilingual setting. During interviews, candidates validated that advising was effective, informative, and led to the success of their completion in the program.

Assessment of Candidates
Upon entering the Preliminary Multiple Subjects credential program, the bilingual teacher candidate must demonstrate an appropriate level of primary language proficiency (Spanish or Hmong). As part of the initial interview to the Teacher Education Program with a concentration in Bilingual Education, the Bilingual Coordinator meets with the bilingual teacher candidate to review previous coursework and assessment of language proficiency. This initial interview provides time for candidates who may not have obtained a language score (in either Spanish or Hmong) at the "Intermediate High" or beyond to discuss strategies for meeting this criterion

To exit the Multiple Subject credential program, candidates must complete all program requirements as described in the Multiple Subjects program report. In addition, candidates for the Bilingual Authorization meet with the Bilingual Coordinator to review successful completion of the required primary language coursework and field experience and to demonstrate at least an "Intermediate high" level or above in language proficiency in either Spanish or Hmong.

The Bilingual Authorization Summative Assessment includes two areas. The first summative assessment is based on language competency and completion, which are equivalent to the LOTE TESOL requirement. The second summative assessment is student teaching, which must be completed in a bilingual setting. Candidates must work collaboratively with the master teacher and supervisor to plan and implement a lesson plan in Spanish or Hmong. Master teachers stated that candidates were well prepared and ready to teach the students. Candidates indicated during interviews that university Supervisors were supportive and visited the school on a weekly basis. Timely feedback was provided on all questions and guidance and helpful input was given on lesson plans and classroom management. In interviews, candidates stated that they met with the Coordinator of the program on a regular basis (one time per Phase) to ensure that their oral and written language was meeting program requirements. Candidates indicated that the Coordinator meetings helped ensure they were on track to complete the program successfully. All Bilingual Authorization Credential recommendations are made by the Coordinator, who works closely with the credential analyst.

Follow-up assessment of the Bilingual Authorization program completers for the Multiple Subject Credential includes a survey completed by first year teachers and the completer's supervisor and/or site principal. Recent results from supervisors showed that candidates were "adequately prepared" to work with English Learners.

Standard Findings
After review of the institutional report and supporting documentation, and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Reading/Language Arts Specialist Credential

Program Design
The Reading and Literacy Added Authorization [RLAA] and the Reading and Literacy Leadership Specialist Credential [RLLSC] programs at California State University, Fresno are integrated with the Master of Arts degree in Education with an in emphasis in Reading/Language Arts. The Master's Degree is a 30-unit program, 27 units of which may be applied to the Reading/Language Arts Specialist Credential. The RLAA can be completed in three semesters and the RLLSC plus MS degree can be completed in five semesters. Three cohorts are currently offered by CSUF, including an online cohort, an on-campus cohort, and a cohort located in a cooperating school district (seven school districts participate on a rotating basis, one cohort at any given time).

The institution has recently rewritten its RLAA and RLLSC programs to conform to new standards. Interviews with program completers are based on the old standards, but since many aspects of the program remain the same, interview evidence is applicable to the new program as well. RLAA/RLLSC completers expressed a high level of satisfaction with the program design. A completer from Visalia (a partnership district) explained that having the RLAA/RLLSC offered at her school site improved the literacy environment and performance of the entire school. Many teachers were involved in taking coursework and in carrying out assignments with their students in Visalia schools.

Course of Study (Coursework and Field Experience)
RLAA and RLLSC coursework is integrated into field experiences through major assignments that require candidates to apply specific course content with students in classrooms. RLAA candidates complete 18 semester units of Reading/Language Arts core subject matter and 9 units of supervised field work. All courses are offered in a predetermined sequence on and off campus, and online.

The core subject matter courses include literacy processes, K-12 language arts practices, assessment of reading abilities, language issues in reading, children & adolescent literature, and research for reading professionals. RLLSC candidates take advanced courses focusing on research methods and the analysis and interpretation of literacy research results. Candidates analyze research on intervention strategies to address specific literacy needs. Further, advanced courses also provide candidates with research on adult learning theory and the implications the research holds for delivering professional development in future roles as literacy leaders.

RLAA Candidates participate in supervised clinical field experience completing thirty (30) hours of small-group intervention instruction and assessment. RLLSC candidates complete an additional thirty-hour intensive individual intervention supervised experience. Additionally, RLLSC candidates complete thirty (30) hours of supervised classroom-based peer mentoring/coaching. Candidates refine and master their literacy leadership skills by collaborating with a colleague in three peer-coaching cycles; each cycle consists of pre-consultation, observation/modeling, and debriefing consultation.

According to the Reading Coordinator, nearly all reading candidates complete the RLAA, RLLSC, and Masters degree components of the program. The candidates and completers interviewed did not appear to know which specific courses belonged to the RLAA and which belonged to the RLLSC. Therefore, the combined terminology RLAA/RLLSC is used for the two programs. Completers and current reading candidates expressed a high level of satisfaction with the RLAA/RLLSC Program. They stated that it is a rigorous program that prepared them well for roles as reading specialists and reading coaches. Candidates and completers stated that the program provided them with the skills to diagnose and remediate reading difficulties and the professional language needed to communicate results to teachers, principals, and parents. According to the RLAA/RLLSC Coordinator, the same faculty members teach courses on both sites and in the on-line cohort and work closely with all candidates. Completers in the on-campus and partnership cohorts reported close relationships with the reading faculty. One completer noted that she was supported by her professors when she had to take a leave of absence from the program. She expressed thanks that the reading professors stayed in touch with

her and assisted her in returning to complete the program. Completers noted that the RLAA/RLLSC assignments were closely aligned to the Masters degree project, allowing them a seamless transition to this component of their education. Completers and current candidates reported being knowledgeable about reading research and well prepared to become literacy leaders in their schools and communities.

Assessment of Candidates
Candidate performance is measured with a variety of assessments embedded in the coursework and fieldwork. Candidates demonstrate their ability to connect theory with practice in the Theory to Practice Paper and Project (first semester of the RLAA). Additionally, each RLAA candidate prepares a Reading/Language Arts Specialist Instructional Portfolio in the initial field experience course. In the final field experience, RLAA candidates submit a Matrix of Experience form indicating the number of Reading/Language Arts Specialist Credential objectives met by the candidate. RLLSC candidates are assessed on their Literature Reviews in the first semester and Coaching Presentations in the final semester of the RLLSC Program. Finally, candidates complete the Reading/Language Arts Specialist Credential Self-Assessment Exit Survey self-assessing their levels of preparedness in the areas of oral language, reading/language arts, English learners, diagnosis of reading difficulties, administration of reading assessments, and the role of the Reading/Language Arts Specialist.

The RLAA/RLLSC Program is currently transitioning to new standards and the assessments are also in transition. Completers mentioned that the literature review and coaching presentation were particularly valuable but were not familiar with other assessments, such as the comprehensive exit exam, that has been developed for the new program. One completer stated that the coaching assessment prepared her well for her current job as a reading coach. Reading faculty indicated that candidates are assessed at multiple points throughout the RLAA/RLLSC program. They noted that reading candidates fulfill the CSU Writing Skills Test in one of the course assessments. A current program candidate confirmed that all of the assessments listed in the paragraph above are being administered in the program. The candidate stated that she valued the on-line component of the portfolio assignment because this led her to create a website with a variety of links, videos, papers, etc. The candidate mentioned that this website would be a useful tool to share with potential employers. Interviews with the reading faculty confirmed that all program assessments are linked to field work and are designed to prepare candidates for their future work as reading professionals.

Standard Findings
After review of the Biennial Reports, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards are **Met**.

Agriculture Specialist Credential

Program Design
Candidates for the Agriculture Specialist Credential must complete all of the professional education courses required for the Single Subject Credential and the agricultural education

courses required for the Specialist Credential. Because of these additional requirements, the Agricultural Specialist Credential is referred to as an "advanced credential."

A faculty member from the Animal Sciences and Agricultural Education Department, located within the Jordan College of Agricultural Sciences and Technology (JCAST), coordinates the Agricultural Education Degree Program and the Agriculture Specialist Credential Program. The coordinator works with the credential coordinators and administrators within the Kremen School of Education and Human Development (KSOEHD). Coordination of the Agriculture Specialist Program is enhanced by the university policy of concentrating all credential admissions and processing functions in one office located in the KSOEHD.

The program coordinator advises undergraduate and graduate Agricultural Education majors. The coordinator also teaches undergraduate and graduate courses in Agricultural Education. In addition, the coordinator places and supervises Agriculture Specialist student teachers, serves as liaison with the State Department of Education Agricultural Education Unit, and is responsible for all phases of the Agricultural Education curriculum and program. Student teaching placements occur only at approved sites which enjoy considerable administrative support. Master teachers must have considerable classroom experience in agriculture education. Additionally, they are closely supported by program faculty when student teachers are assigned to them.

The coordinator meets with the Agricultural Education Advisory Committee on matters related to the credential program. This committee establishes the vision for the program and provides an assessment function. The advisory committee consists of high school and community college teachers of agriculture and representatives from agribusiness and farming. The committee provides a point of contacts between the program and the community served by the program.

The program faculty meets regularly with other universities offering Single Subject—Agriculture Specialist Credentials. Representatives of these universities and the California Agricultural Education State Staff meet about four times each year to discuss and coordinate statewide issues and activities. This collaboration results in coordinated statewide programs for agriculture student teachers and master teachers.

Course of Study (Curriculum and Field Experience)
The Agriculture Specialist Credential Program is a five-year program. Most candidates first obtain a BS degree with a major in Agricultural Education. To complete the degree, candidates must complete 39 semester units of agriculture core subject matter. Also, they must complete a specialization area comprised of 15 semester units from one of the following areas:

1) Agriculture Business; 2) Mechanized Agriculture; 3) Animal Sciences; or 4) Plant Science. Subject matter knowledge is documented through completion of the undergraduate preparation program and verification of a state-mandated 3,000 clock hours of occupational experience. Program completers stress the many opportunities available to candidates for completion of those hours. Candidates complete an interview with a member of the California State Department of Education Agricultural Education Staff prior to enrolling in the final field experience course.

Those candidates desiring to enter the Agriculture Specialist Credential Program with a degree in an agricultural major other than Agricultural Education must complete deficits in their preparation. This can be done in one of two ways. (1) Complete the courses that are required, or (2) Pass the specific California Subject Examination for Teachers (CSET) for Agriculture. Undergraduate candidates from other majors are advised to complete a major in Agricultural Education.

Undergraduate candidates complete an early field experience course (AGED 050) and 12 additional semester units of sequenced Agricultural Education course work to provide them with a professional education knowledge base for teaching agricultural education.

After demonstrating subject matter competence, candidates are eligible for admission to the Single Subject in Agriculture and the Agricultural Specialist Credential Programs. To teach high school agricultural education within the state, candidates must obtain both credentials.

The post-baccalaureate (fifth-year) program for Agricultural Education Teacher Preparation is structured so candidates, with a combination of undergraduate and graduate professional education course work, will concurrently fulfill the requirements for the Single Subject, Agriculture and Agriculture Specialist Credentials by taking a sequenced course of study totaling 39 semester units of post-baccalaureate courses.

At the post-baccalaureate level, candidates are enrolled in foundations, content instruction, psychology, and methods and materials courses. In addition, candidates are enrolled in a field experience course (EHD 155A) during the first semester of their graduate program. Second semester candidates are enrolled in an additional field experience course (EHD 155B) and spend one high school semester student teaching at an approved site. During this semester candidates are also enrolled in two graduate courses that require them to research and/or apply specific knowledge and skills to programs and issues arising during the final field experience.

Candidates are supervised in the field by members of the agricultural education faculty. Field experience requirements unique to the agriculture specialist credential includes early field work experience course (AGED 050) in which candidates are required to complete a philosophy of agricultural education assignment that includes the three-circle model of agricultural education. During final student teaching, EDH 155B, candidates are required to serve as an advisor for at least one FFA meeting, attend an advisory committee meeting, plan and conduct a minimum of 10 agricultural experience program supervisory visits, participate in state and/or national FFA activities, and participate in professional agricultural education association activities.

Interviews with program candidates and completers confirmed that program coursework is effective in preparing candidates for student teaching in agriculture education, and that support and guidance provided by university supervisors and master teachers was consistent and of high quality. Interviews also confirmed that program faculty and the program coordinator were highly skilled and accessible whenever a candidate had questions or concerns.

Assessment of Candidates

Candidates are assessed utilizing the Fresno Assessment of Student Teachers (FAST) to determine whether candidates meet the Teacher Performance Expectations. All three members of the Agricultural Education faculty have completed a formal training program for scoring each of the FAST assessment components and do most of the scoring of the Agriculture Specialist candidates. Other scorers have also completed the FAST formal training for scoring. Additionally, candidates document a minimum of 3,000 clock hours of occupational experience in agriculture. An interview with a representative of the California Department of Education, Agricultural Education Unit results in verification of the candidate's occupational experience.

Candidates are required to complete a final project during the semester they complete final student teaching. Typically, these final projects benefit the host school or community. Examples include the rewiring or plumbing of greenhouses, installation of an irrigation system, renovation of existing internal space, and the updating of instructional materials. Photographic evidence may be presented. A scoring rubric is used to assess candidate performance. Data are compiled at the end of each semester to determine candidate performance on their projects. Examples of final projects were available for review at the site visit, along with the rubrics used for scoring them.

Candidates are also required to compile a professional portfolio during their final semester in the credential program. Portfolios are scored utilizing a scoring rubric and data are compiled at the end of each semester documenting candidate performance. Another assessment during final student teaching requires each candidate to complete a checklist of items documenting that they have met the exit competencies of a successful agriculture teacher. Portfolios are evaluated and scored by the Agriculture Specialist program coordinator.

Standard Findings

After review of the institutional report and supporting documentation, and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met.**

Services Credential Programs
Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Services credential program at CSU Fresno exists within the Educational Leadership and Administration Program in the Department of Educational Research and Administration in the KSOED A program coordinator, who reports to the Department Chair, coordinates this program in collaboration with program faculty.

Program candidates and Interns are expected to complete a Master of Arts Degree in Educational Leadership and Administration as part of an integrated credential/master's program, unless the candidate already holds a master's degree, in which case the candidate completes the credential-only portion. The coursework required for the credential consists of 24 units. Additional requirements for the master's degree consist of three units of research and four units of a culminating project.

The program is offered through a cohort delivery model at various sites with an intern option as part of the cohort model. All cohorts are in partnership with local school districts within the Central Valley. Intern candidates complete the same courses as all other candidates, however, Intern candidates complete two additional courses which prepare them for their initial roles as practicing administrators.

All coursework and fieldwork experiences are based on the California Professional Standards for Educational Leaders (CPSELs). Candidates apply theoretical and scholarly concepts, knowledge, and leadership skills in leading schools and school districts. The mission of the Educational Leadership and Administration Program is *to prepare credible and relevant leaders in education*, and this mission guides all program and assessment activities. Program faculty are highly articulate in voicing support for this guiding principle, and interviews with employers and Advisory Board members confirmed that the program is highly effective in fulfilling this mission.

Course of Study (Curriculum and Field Experience)
The Preliminary Administrative Services Credential program has been structured to provide a logical sequence of learning. The curriculum is designed to develop candidates' knowledge and skill to formally and informally assess, using specific processes and research-based tools, the current state of a department/school site and then deploy actions toward a desired future.

Coursework has been designed around a number of key experiences including signature assignments and embedded fieldwork. Within any given course, there are three or four signature assignments. Fieldwork is also coordinated with each candidate's host school. Each experience has been designed to align with the real world of school leadership and assess a set of student learning outcomes and program standards. The assessment activities or experiences have been designed to be relevant and realistic and based on best practices research in successful leadership. The unit takes advantage of a strong relationship with its advisory board, consisting of regional school district leaders. Interviews with candidates and completers confirmed that coursework and assignments are highly relevant, and that candidates are able to adapt assignments to their particular school environments and learning needs.

During fieldwork, all candidates and Interns are supported by a university supervisor and district mentor. Candidates and completers reported that they received outstanding support from university supervisors, and that program faculty and supervisors were very helpful in assisting candidates to adapt assignments to particular work settings and in guiding candidates' successful completion of all fieldwork assignments.

Assessment of Candidates
Candidate performance on signature assignments and embedded fieldwork in all courses is used to measure candidate learning of intended outcomes. Performance is assessed through signature assignment and embedded fieldwork ratings/scores. Candidates receive immediate feedback on all competencies in written and verbal form. Essential assessment occurs through Signature Assignments, embedded fieldwork evaluations, student work product samples, and a 360-degree disposition survey.

During all courses, candidates maintain a daily log of field experiences and submit a summary report to the University Supervisor at the end of each grading period. The log is a sequential record of the

major activities and experiences undertaken. The candidates prepare the final report with substantiating evidence of accomplishment. (Interns are not responsible for keeping a log of all activities; however, they submit a final report each semester.)

The ultimate assessment tool for the program is the Candidate Portfolio. It is an organized file in which candidates maintain records of their signature assignments, fieldwork activities, and if an administrative Intern, a record of Intern activities. The candidate presents the completed Candidate Portfolio (with all embedded fieldwork and signature assignment, including Internship activities if the candidate has been named to an Internship) to the district mentor and the university supervisor, who together make a final determination of whether the candidate has demonstrated "practice that meets the standard" of a beginning school administrator.

Standard Findings
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and employers, the team determined that all program standards are **Met**.

Professional Clear Administrative Services Credential Program

Program Design
The current KSOEHD Professional Clear Administrative Services credential program is a response to changes in enrollment and the needs of partner districts during recent years. In light of dwindling numbers of candidates taking coursework in the previous Professional Clear Credential program, as well as the loss of funding through the AB 430 Administrator Training Program, leadership and faculty of the Educational Leadership and Administration Program decided in 2010 to cease offering the program as they had been and commenced offering the Clear Credential solely through the Doctoral Program in Educational Leadership at Fresno State (DPELFS). Candidates clearing their credentials through the doctoral program take courses deemed to be equivalent to those that had been taught in the regular program. The number of credential completers through the doctoral program during the time it has been offered has been small, as is the number of current candidates. Completers and current candidates who were interviewed all cited the effectiveness of the program in helping them to become stronger and more reflective practitioners.

Course of Study (Curriculum and Field Experience)
Candidates in the revised program, provided through the doctoral program, take courses in the areas of school law, human resources, organizational theory, resource management, conflict resolution theory, and other classes which are designed to promote higher level thinking than experienced in the preliminary administrative services program. Discussions are promoted that address key issues in education, all directed toward assisting candidates in leading their current schools. Each course contains extensive fieldwork, assuring learning relative to real life educational issues and problems. Field experience is conducted primarily at their schools of employment. Supervision and support during the program is provided by university faculty and a district mentor. Interviews indicated a strong level of support and guidance from university faculty for candidates throughout their induction experiences.

Assessment of Candidates

Candidate performance on course signature assignments and embedded fieldwork is used to measure candidate learning of intended outcomes. Performance is assessed through signature assignment and embedded fieldwork ratings/scores. Assessments are carefully explained to candidates at the beginning of each course. Candidates receive timely feedback on all competencies in written and verbal form.

Candidates are also assessed for program competencies through doctoral annual candidate reviews in which faculty identify each candidate's strengths and areas for growth and development, and then the candidate receives this feedback in written form. Additionally, the doctoral program qualifying exam is used to assess candidate competency as a culminating experience.

Standard Findings
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and employers, the team determined that all program standards are **Met**.

Pupil Personnel Services
School Counseling Services Credential Program

Program Design
The Pupil Personnel Services (PPS) Credential Program in School Counseling is offered in the Department of Counseling, Special Education and Rehabilitation (CSER) at Fresno State and operates in close collaboration with the KSOED. Program oversight is provided by a Program Coordinator who is nominated by the program faculty and approved by the Dean. The coordinator is responsible for ensuring that the program adheres to CCTC standards and for communicating with the Commission concerning any items related to PPS School Counseling programs. The coordinator is also responsible for candidate recruitment and admission, overseeing field supervision, providing coordination with school district administrators, and recommending candidates for credentials. The PPS Coordinator and other full time faculty serve as advisors to the program, and a program web site provides support information for faculty, supervisors, and candidates. As PPS candidates progress through the program, faculty members serve as their mentors, role models, and advocates.

The program is designed to be completed in two years and trains candidates to work as school counselors in K-12 school settings. PPS candidates take eight courses with other counseling candidates specializing in MFCC and Higher Education emphases. In addition, PPS candidates take five courses specifically designed with a School Counseling emphasis—in addition to eight units of fieldwork specifically focused on K-12 settings. Graduates of the program indicated that they appreciated the design of the program, specifically stating that the "flexibility in choosing a fieldwork site" allowed them to train in areas where they would hope to eventually work. Candidates have the option to complete the credential program without obtaining a Master's degree, but this option is typically exercised only by candidates who enter the program with an existing Master's degree. This may include candidates who obtain their PPS School Counseling credential after completing the MFCC Master's program. Site fieldwork supervisors noted and appreciated that the School Counseling candidates and graduates typically have a thorough understanding of mental health counseling in the schools, with one supervisor stating "I usually

pair up the School Psychologist Intern with the School Counselor Intern, so that the School Psychologist Intern gets more mental health experience, and the School Counseling Intern gets more assessment experience."

The district employers, supervisors and advisory board members who were interviewed felt that they were able to positively influence program design and implementation. The Advisory Board meets two times a year, and advisory board members stated that when they suggested program improvements, the program regularly acted on their suggestions.

Course of Study (Coursework and Field Experience)
The 48-unit PPS credential coursework is available to full and part-time candidates through a majority of late afternoon, evening, or weekend classes. The curriculum includes six units of prerequisite coursework. The prerequisites are followed by the 48 unit credential program curriculum. There are seven basic core courses which comprise 22 units. These units are followed by 26 units of advanced specialization courses in K-12 school counseling. Included in the 26 units of advanced specialization are eight units of supervised field experience in a K-12 school site.

The supervised experience in counseling includes internships for a minimum of 600 clock hours at two school levels (elementary/middle & high school). The 600 hundred clock hours can be translated into eight semester units with 300 hundred clock hours per four-unit class. Candidates complete the 600 clock hours in at least two levels of experiences, grades K-8 and 9-12. Four hundred hours are completed in public schools. One hundred and fifty hours are devoted to issues of diversity. Coursework is integrated with field experience, and faculty noted during interviews that they often reference fieldwork school sites in order to illustrate the content of their courses. The PPS Coordinator also plays a role in ensuring that course work and field experiences are closely integrated. The field experiences are completed after the basic core, practicum, and advanced specialization courses. A site-based fieldwork supervisor evaluates the candidate at the end of the semester with a program-developed evaluation instrument. Candidates stated in interviews that "coursework prepared us to meet the demands at our fieldwork sites." This was corroborated by interviews with field supervisors who stated that "candidates come to their sites prepared to work and learn." PPS candidates also stated that their fieldwork placements taught them to be "advocates for our own education," because they sought out connections with local schools and counselors.

Candidates are assessed throughout the program in their course work and in fieldwork placements. In the event that a candidate needs extra support, key faculty including the Program Coordinator, hold a meeting, a "Clinical Review", in which the candidate's progress is discussed along with suggestions and recommendations to help the candidate to continue. Candidates in fieldwork sites are additionally supported with a site-based supervisor, who evaluates the candidate on a formal basis at the end of the candidate's fieldwork, and informally with the candidate throughout his or her entire fieldwork experience. Fieldwork supervisors reported that candidates come prepared to work, and are open to feedback from the supervisors. For example, supervisors indicated in interviews that candidates are always receptive to learning about and completing tasks that may be very site specific and not necessarily something that was taught in a course.

Assessment of Candidates
The program has a three-part system that assesses candidates prior to, during, and at the end of the program. Prior to formal admission, the program utilizes the completed application packet to assess academic proficiency, knowledge of the profession, research, mental health, professional identity, English proficiency, and writing proficiency. During the program, faculty use clinical reviews, Graduate Writing Requirements, and course requirements to assess counseling knowledge and skills, writing competence, and professional knowledge and skills. At the end of the program, the faculty and coordinator use Culminating Experience, Field Placement, Employers Evaluation, and Program Completion Forms to assess the appropriate application of knowledge to counseling, writing competence, and the completion of all required credential program competencies. Additionally, the final assessment of competence comes from key program assignments and assessments, including a Professional Portfolio and fieldwork evaluations. The portfolio and evaluations serve as a means for the Program Coordinator to determine whether a candidate has satisfied each professional standard.

Candidates are informed about their progress as they matriculate through the program, and both candidates and graduates expressed appreciation of the program's assessment of their counseling skills before fieldwork placement. This particular assessment utilized videotaping counseling sessions in the program's training lab, which also has counseling rooms with one way glass windows. Faculty indicated that candidates' counseling skills are developed and assessed in the lab, enabling them to provide direct feedback to candidates prior to their counseling work in the schools. Faculty also explained during interviews that it was in the lab setting that candidates who may be having difficulty were most likely to benefit from more direct support and interventions. If a candidate has difficulty in the counseling lab, coursework, or fieldwork experience, a memo of understanding focusing on a remediation plan is developed to assist the struggling candidate.

To ensure that candidates acquire the knowledge, skills, and competencies to be effective school counselors, there are formal checkpoints throughout the program so that the candidates, program faculty, and advisors can quickly assess progress throughout the program of study. When candidates finish the program, they complete an anonymous exit survey. The survey gives insight into the candidate's experience of the program courses, strengths, weaknesses, and satisfaction with the program. The information, along with feedback from employers, fieldwork supervisors, and faculty, is used to guide program improvement efforts. One employer noted that "the institution modifies and adapts the program to meet the needs of the community," and that advocated hiring candidates from this program because they were assets to any school site.

Standards Findings
After review of the Biennial Reports, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

Pupil Personnel Services
School Social Work/Child Welfare and Attendance

Program Design

The Pupil Personnel Services (PPS) credential with specializations in school social work (SSW) and child welfare and attendance (CWA) is part of the Master of Social Work (M.S.W.) degree program. The program is offered through the Department of Social Work Education, which is one of eight departments in the College of Health and Human Services at California State University, Fresno.

The PPS Program Coordinator is responsible for overseeing the delivery of the PPS program and participates actively with all stakeholders to ensure program coherence and alignment with all accreditation standards. District supervisors, employers and Advisory Board members all stated in interviews that the leadership of the program communicates with all parties on a regular basis and is receptive to stakeholder input.

The MSW/PPS program is one of several credential programs outside of the KSOED. In order to coordinate effectively, the KSOEHD convenes yearly meetings of all credential program coordinators from across the university. These meetings address important topics such as state and national accreditation standards and requirements, vision and mission statements, curriculum, administrative and policy matters, and collaboration among programs. The meetings also provide a venue to review any program changes or to discuss any difficulties that programs might be facing. The PPS Coordinator is a member of both the KSOEHD Graduate and the NCATE/CCTC Coordinator's committees.

The M.S.W. and PPS is a two year, full-time program of 60 units: 50 units of course work and 10 units of concurrent field placement study. There are three goals of the Master of Social Work Degree program focused on 1) a commitment to social justice, 2) diversity awareness/competence, and 3) an empowerment perspective. The faculty in the Department of Social Work Education use feedback from candidates, graduates, and supervisors in all levels of program design. For example, program candidates provide input during the planning of the second year internship as well as through advising, supervision, representation on the PPS Credential Committee, and program exit and alumni surveys. In interviews, candidates and program completers stated that the overall support, acceptance, and guidance by program faculty was very conducive to their success throughout the program and for developing employment prospects after program completion.

The PPS coordinator works with both candidates and school districts in assigning candidates to field placement, and all parties have the opportunity for input about the acceptability of a placement. A faculty member with a PPS credential is assigned as a liaison to oversee the internship and provide support to the field instructor and candidates. There is also input from local districts and schools through annual regional meetings with all PPS field instructors and the PPS Credential Committee. Meetings with PPS field instructors occur both on campus and at regional school sites. These meetings are used to inform all parties about program exit survey results, program evaluation results, changes to the program, and to create a forum for support and exchange of information. The PPS Credential Committee is comprised of faculty, PPS field instructors, school administrators and PPS candidates. It meets two times per year and also provides an opportunity for input regarding program delivery and outcomes.

Course of Study (Coursework and Field Experience)
The M.S.W. and PPS is a 60 unit advanced credential program. Foundation coursework and 400 hours of concurrent field internship are completed during the first year of the program. The multi-systems social work practice concentration is undertaken in the second year. It consists of advanced coursework in all five levels of the multi-systems concentration and concurrent advanced field internship, including the content specific to the PPS program. The second year internship requires completion of 600 hours of supervised practice, a minimum of 100 hours at two developmental levels, and work with a minimum of 10 pupils ethnically different from the candidate for a minimum of 100 hours. Field experience is closely aligned with course content and guided by standardized learning agreements with assignments linked to each practicum course. A PPS learning agreement addendum is also utilized to ensure that all program requirements and competencies are addressed in the internship experience.

Field placements for the PPS program are available in a number of K-12 school districts throughout the central San Joaquin valley. Placements must be approved by the Department of Social Work Education as meeting the requirements of the MSW and PPS program. There are typically about 20 candidates participating in the program each year. Candidates participate in several program orientation meetings prior to beginning field instruction in the schools. Requirements of the program are reviewed and compliance is confirmed by the PPS Coordinator prior to beginning the internship. Field instructors complete mandatory departmental training to fulfill their instructional role and also participate in annual, on-going training and professional development. Field work supervisors reported in interviews that they are in contact with the University on a weekly basis, whether by email, phone, or in person contact.

Candidates meet with the assigned MSW/PPS field instructor for supervision a minimum of one hour per week. Department-designated learning agreements from the MSW 2 Field Manual and a PPS addendum guide candidates' learning experiences and serve as the basis for evaluation of candidate performance at four points during the academic year. Interviews with employers, field supervisors, and graduates all confirmed that the learning agreements were very effective in coordinating the classroom work with the requirements in fieldwork. A faculty liaison with a PPS credential oversees the learning experience and provides support to the field instructor and candidate. The liaison role requires a minimum of four site visits per academic year.

Assessment of Candidates
Upon entry into the MSW program, all candidates participate in a mandatory graduate candidate orientation in which university and program requirements are carefully reviewed. Candidates are referred to the University catalog, Division of Graduate Studies, and the Department of Social Work Education website for access to important policies, requirements and documents. A faculty advisor is assigned to each candidate with the expectation that the candidate will meet with the advisor at least once each semester to review progress toward program completion. PPS candidates participate in additional orientation regarding PPS requirements and receive a PPS Candidate Handbook. Specific program benchmarks such as grades, field performance, and the PPS portfolio are reviewed during the program. Assessment of candidate program competencies occurs throughout the program at the end of each course and during field internship assignments. Candidates receive feedback on their performance, primarily in the form of grades and field

evaluations, and continue to progress through the program so long as their performance meets program benchmarks. Candidates who do not meet academic standards are placed on academic probation per university policy and cannot proceed in practice courses or internship until their grades are raised to a satisfactory level. Candidates who have difficulty in field placements may be placed on a corrective action plan and will only continue in a placement if performance problems are satisfactorily resolved. A corrective action plan includes direct support from the program coordinator, which includes more individual meeting times and oversight of specific course and fieldwork activities.

Specific program checkpoints include Advancement to Candidacy at the completion of nine units, completion of the MSW program, and recommendation for the credential based on a summative determination of candidate competence.

All program graduates complete program exit surveys. Survey data indicate that graduates feel the program was very beneficial to their overall goals, and interviews with graduates and candidates at the site visit corroborated these data. Alumni survey data is also collected every three years. These surveys provide information regarding program effectiveness and outcomes. This data is also used to identify program strengths and to identify target areas for program improvement.

Standard Findings
After review of the Biennial Reports, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

Pupil Personnel Services
School Psychology Services Credential Program

Program Design
The Educational Specialist (Ed.S.) degree in School Psychology provides professional training for future school psychologists. At the completion of the program the candidates receive the Ed.S. degree and the Pupil Personnel Services Credential in School Psychology. The Program is part of the Department of Psychology within the College of Science and Mathematics. The Program Coordinator works closely with the faculty in the Psychology Department, the Dean of Science and Mathematics, and the Dean of the Kremen School of Education and other credential program coordinators. The Program Coordinator serves as the advisor for the candidates in the program. The program has been NASP/NCATE accredited since 1994 and due to NASP/NCATE restrictions, the program keeps enrollment ratio at ten candidates to one faculty member. The program typically accepts ten candidates per cohort into the three-year program. The program is only available for fulltime graduate candidates. All courses in the program are required, as well as a thesis. The program uses surveys of recent alumni to assess the utility of the current courses in the program and to address any areas of need. The program also solicits feedback from site supervisors, employers, and advisory board members on the effectiveness of program courses. The Program Coordinator secured grant funding so that in the first two years

of the program, candidates are partially supported with scholarship funding to assist in the cost of the program. In the third year, candidates engage in an academic-year-long paid internship.

Candidates and graduates of the program stated in interviews that the program design and content is rigorous and prepares them very well to meet the challenges of working in the schools. Several candidates stated that "our program is well respected in the area, and districts primarily hire school psychologist who graduated from the program." This information was corroborated by interviews with district supervisors and employers. The program has an Advisory Board, which meets twice a year, and includes lead school psychologists and PPS directors from Central California. The Advisory Board is regularly asked to note program strengths, needs, and areas for curriculum revision, and Board members indicated that changes are made based on their input.

Course of Study (Curriculum and Field Experience)
The program curriculum includes 64 units of coursework in the first two years, 4 units of practicum, 12 units of internship, and 3 units of thesis. Candidates graduate with an Educational Specialist Degree which typically includes 73-76 units. Candidates take all program courses as a cohort. The courses have a research based orientation with an emphasis on behavioral interventions and include traditional assessment measures. Candidates are instructed on the Response to Intervention (RTI) model through a course in instructional consultation, and through required academic and behavioral intervention projects throughout the program. Candidates are required to complete 500 hours of practicum across the first two years. Afterwards, candidates are required to complete a minimum of 1200 hours at two school levels (elementary, middle, or high school). Graduates, candidates, and field supervisors indicated that all course work was well integrated with the fieldwork. District supervisors stated in interviews that "candidates bring their syllabi every term, so we know exactly what they are working on in the classroom." During fieldwork and practicum, candidates conduct observations, assessments, interventions, and counseling.

The program coordinator places each candidate individually each semester with a practicing school psychologist, and candidates are rotated through local districts during their first two years in the program. Candidates begin practicum the first semester in the program. During the first year in the program they are placed with a field supervisor one day per week. In the second year candidates spend two days per week in a field placement. The program provides supervision weekly in a practicum class for those in years one and two and in an internship class for those in the third year. The program collects data from graduates and employers, and the data indicates a high degree of satisfaction with the training candidates receive. Interviews with candidates and program completers indicated that coursework and field experiences are well-integrated and relevant, and that the level of support and guidance provided by university faculty is consistently high.

Assessment of Candidates
The program reports that more individuals apply to the program than can be accepted as candidates. For this reason, the program assesses candidates prior to admittance to the program. The program first uses a paper screening process which reviews completed coursework, grades, test scores on the GRE and CBEST, essays, and letters of recommendations. Afterwards, the

program uses a structured interview to select the candidates for admittance. Once accepted, candidates must maintain a 3.0 GPA and high field evaluation scores throughout the program. In addition, writing skills are assessed during the first year. In the second year, candidates demonstrate competency in functional behavior assessment skills necessary to become Behavior Intervention Case managers (BICM), and they take the PRAXIS exam. They are also required to have a thesis proposal meeting prior to beginning internship. School psychology faculty regulary review candidates' coursework grades and monitor field evaluations. Individual meetings are held with candidates each semester in order to discuss practicum competencies, thesis status, and general progress in the program. Candidates and graduates verified in interviews that the required semester meetings were important in helping them evaluate their progress and guided them in areas where they could focus growth efforts during the following semester.

If a candidate experiences difficulty in coursework, practicum, or fieldwork, a remediation plan is developed to assist the candidate. The plan is developed with the program faculty, coordinator and candidate and designed to help the candidate reach their goals. Candidates and faculty reported in interviews that candidate meetings with program faculty every semester minimized spontaneous concerns, and all candidates and graduates reported feeling very supported throughout the program. Additionally, candidates work on a portfolio during the program and submit it each spring for evaluation. During internship, candidates are evaluated and assessed by all field supervisors, an administrator, two teachers, a parent, and the university supervisor and are given feedback at individual meetings each semester.

Standard Findings
After review of the Biennial Reports, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

Speech Language Pathologist Credential Program

Program Design
The Department of Communicative Disorders and Deaf Studies (CDDS) is part of the College of Health and Human Services at CSU Fresno. The Speech Language Pathology credential program includes academic coursework and clinical practicum. The graduate academic coursework in speech-language pathology is primarily organized in seminars. The graduate Speech Language Pathology (SLP) program is accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology, and the credential program is currently accredited by CCTC.

The program takes five semesters to complete and candidates typically take between 50 and 60 units, depending on how many units of supervised clinical practice they take. Candidates have four semesters in which they take graduate coursework and perform clinical work in a field placement setting. The last semester is a summer internship. Candidates can start the program in the fall or in the spring. The program accepts about 20 candidates per semester. At the end of the program, the candidates earn a Masters degree in Speech Language Pathology, are eligible to receive the SLP credential and the certificate of clinical competence, and are recognized as licensed speech language pathologists.

To apply to the program candidates must have a BA degree in speech language pathology, have earned a 3.0 in their undergraduate coursework and have taken the Graduate Record Exam (GRE). In addition, they must have completed at least 25 hours of observation that can be completed at the on-campus speech clinic. A candidate who does not hold a BA degree in speech language pathology must complete the required undergraduate coursework and reapply to the program upon completion of those courses.

Faculty and candidates reported that they met with their faculty advisors each semester to check on progress and to verify candidate progress in the program. Faculty reported several changes that had been made to their curriculum based upon suggestions from the advisory board, school partners, past completers and current candidates. An example of one of these program changes is the addition of courses on autism spectrum disorders and early childhood education to meet the need in the field of Speech Language Pathology to have candidates familiar with these areas. Faculty have also added a medical terminology course in response to feedback from community partners.

Course of Study (Coursework and Field Experience)
All of the courses are offered face-to-face in the graduate program. During the five-semester program courses are offered at different times of day or evening, depending on where candidates are in the course sequence. For example, when candidates are in their fieldwork placements, the courses are offered in the afternoon because candidates are in schools during the day. During the first four semesters of the program candidates take courses that include field experiences aligned with course content. Candidates complete coursework that includes information on legal and ethical practices in special education, assessment, working with diverse students, assistive technology, communication and collaboration and transition. The courses align with the needs of clients that candidates work with in the university clinic. For example, if candidates are taking the course on working with stroke victims, one of their clients at the university clinic will be a stroke victim. During their CDDS 257 student teaching field experience, candidates are provided opportunities to actively participate in IFSP/IEPS and Post-Secondary Transition Planning. The program ensures that candidates have all the knowledge and skills required for a specific clinic placement before they begin work in that placement. If candidates need assistance in coursework they are expected to contact the course instructor directly.

During the graduate program, candidates complete three semesters of on-campus clinical practicum in the California State University Fresno Speech, Language, and Hearing Clinic. During this placement, candidates provide speech/language therapy under the direct supervision of a certified and licensed speech-language pathologist (clinical supervisor). Candidates obtain practice in selecting, administering, and interpreting a variety of assessment instruments that are valid, reliable, and culturally sensitive to a variety of ethnically diverse clients. Candidates plan, implement, and evaluate treatment and write reports while maintaining cultural sensitivity to the clients they serve. During their second semester on campus, candidates complete the audiology clinical practicum experience (CDDS 250). Within this placement, candidates interpret diagnostic audiology test results provide appropriate recommendations based on those results. Candidates are also required to develop aural rehabilitation therapy plans, goals, and objectives.

Outcomes must be charted appropriately while making modifications as needed, and they must document the effectiveness of treatment.

Once candidates complete the three semesters of on-campus clinical practicum they are required to complete two off-campus placements. One is a clinical practicum assignment under the supervision of a master clinician/supervisor in a public school setting. While completing their student teaching, candidates are concurrently enrolled in course CDDS 209, Speech-Language-Hearing in the Public School Environment. Candidates are also placed in a clinical practicum assignment in a medical setting. They work with a licensed Speech Language Pathologist.

During each clinical placement, both on and off campus, candidates are formally evaluated three times using a five-point Likert scale. Candidates receive feedback from their university supervisors. All site supervisors must be licensed speech language pathologists. The program has a field placement coordinator who also runs the clinic. Once candidates are placed off campus, their site-based supervisor also assumes the role of site mentor.

Candidates reported that faculty were all accessible to meet their needs and that faculty were committed to helping them be successful. University clinic supervisor, candidates and master teachers who were interviewed were knowledgeable about when and how often a candidate should be evaluated. Site-based supervisors in the field were aware of the processes to follow if a candidate is experiencing difficulty meeting program requirements. They also reported that the field placement coordinator worked with them to match candidates who would benefit from the site supervisor's particular expertise.

Assessment of Candidates
There are two primary means by which CDDS graduate speech-language pathology candidates are assessed for program competencies: The Knowledge and Skills Acquisition process and the clinical practicum evaluations. These assessments are conducted throughout a candidate's academic and clinical program. Candidates are informed of these assessments during first semester orientation meetings, first meetings of the relevant courses, and in the program's graduate candidate handbook.

1. Knowledge and Skills Acquisition (KASA)
The KASA form records the clinical and academic standards set forth by the American Speech, Language, and Hearing Association (ASHA) that are required for all candidates as they progress through the graduate program. Classes are identified in which each of these standards is addressed. For each of these classes a competency verification form is used to document that each candidate is gaining the knowledge needed to meet those standards as he or she moves through the program. While the candidate is taking those identified classes, the instructor documents on the competency verification form as the specified academic and clinical competencies are met. If a candidate does not demonstrate competency, an action plan is established and the instructor works with the candidate to ensure that the competencies are addressed and mastered prior to program completion. Each semester, the candidate meets with his or her academic advisor, and those courses where the competency verification forms have been completed are subsequently signed off on the KASA form.

2. Clinical Supervisor Evaluation of Candidate Performance includes on campus clinical placement and educational field placement. The clinical practicum evaluation form is completed for each candidate by his or her clinical supervisor every semester. During their first three semesters of clinical practicum (CDDS 230) candidates have an on-campus clinical placement. The clinical practicum evaluation is completed three times during each semester. This same process is done in the school placement. The candidate observes the SLP they are assigned to the first few weeks and then take over their case load and provide direct service to clients as well as writing of all reports and IEPs. The candidates are evaluated three times during this placement.

During interviews, faculty and candidates were knowledgeable about the different assessments used throughout the program. Candidates and completers reported that the assessments helped to improve their learning as well as their practice with clients. Candidates were aware of the different assessments that occurred to ensure they were meeting state credentialing competencies and reported that these assessments were meaningful tasks that enabled them to demonstrate their knowledge.

Standard Finding
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

School Nurse Services

Program Design
The Fresno State School Nurse Services Credential Program offers coursework leading to a Clear Professional School Nurse Services Credential. This online program is available to registered nurses who hold a bachelor's degree from a regionally accredited university. The goal of the program is the preparation of competent school nurses through the provision of learning experiences taught by qualified and experienced faculty and university approved school nurse preceptors at school sites in areas of the state in which candidates are located. The program prepares the school nurse candidates with decision-making skills, based on theory and research, to provide quality healthcare to diverse client populations across environments which includes effective leadership, supervision, management, safe and effective delegation, and application of the nursing process in the school setting.

The program is housed in the Department of Nursing within the CSUF College of Health and Human Services. The current coordinator of the program holds a Bachelor's Degree in Nursing, a Master's in Public Administration in Health Services and a School Nurse Services Credential and has over 20 years of school nursing experience. Lecturers and clinical instructors who teach in the program hold master's degrees in nursing or nursing administration and have years of school nursing experience, some of whom continue to practice school nursing in the community.

Program sponsors consider collaboration and communication within the program, the institution, and with the school nursing community to be essential to the program's success. Because this is an online program, careful attention is given to establishing meaningful partnerships with school districts and Directors of Health Services in schools around the state in order to provide quality clinical

experiences for candidates. A Program Advisory Board, comprised of school nurses, school administrators, and other community leaders from within the San Joaquin Valley, provide feedback and support for the program. Within the institution, Nursing faculty participate in program faculty meetings, as well as Department of Nursing faculty meetings and Graduate Curriculum Committee meetings, and in scheduled meetings with the Kremen School of Education and Human Development, ensuring the program is well-informed about accreditation requirements. Faculty also recognize the importance of involvement in community meetings relevant to school nursing, such as School Health Panel meetings, City/County School Nurse Meeting, California School Nurses Organization state and section conferences, as well as attendance at National Association of School Nurse conferences in order to stay abreast of current issues in school nursing practice in order to maintain program relevance.

Course of Study (Coursework and Field Experience)
The program consists of 28 units and is designed to provide candidates with a well- rounded school nursing experience, both didactic and clinical. The program is divided into Phase I and Phase II. Courses in Phase I provide the candidate with the necessary tools needed to participate in a meaningful field experience. Phase I courses may be taken at a different institution than Fresno State, as long as Fresno has approved the courses. These courses must include instruction in audiometry, counseling, working with special needs students, health appraisal or physical assessment, teaching perspective for the healthcare client, and vision and scoliosis screening. All Phase II courses must be taken at Fresno State. Phase II courses are specific to school nursing experience. These courses include both lecture and field experience.

Each practicum course, NURS 186 (elementary) in the fall and NURS 187 (secondary) in the spring, includes a total of 135 hours. Three hours are set aside for instructor-candidate conferencing and twelve hours are devoted to online class discussion relevant to school nursing practice. Candidates are required to fulfill the remaining 120 hours with community activities, local workshops and conferences, a leadership role activity, including a minimum of 50 hours working under the direct supervision of a qualified school nurse preceptor away from the candidate's place of employment. For each practicum, the candidate is asked to create Student Goals and Learning Objectives that coincide with the candidate's learning needs. Preceptors assist the candidate in developing goals and objectives and take responsibility for assisting the candidate in finding opportunities to meet them.

Assessment of Candidates
Prior to acceptance into the program the candidate's application is reviewed by the Program Coordinator. Candidates entering the program are expected to have a 3.0 GPA and have applied for a Preliminary School Nurse Services Credential (includes fingerprinting). Potential candidate letters regarding reason for interest in school nursing are reviewed as well as three letters of reference, at least one must be from an employer and from professionals with insight into the candidate's interest. Before entering Phase II of the program, candidates complete a Pre-Knowledge Base Questionnaire specific to knowledge of roles and responsibilities of the school nurse. Upon completing Phase II coursework, candidates complete the Post-Knowledge Base Questionnaire. The questionnaires provides an assessment of what candidates have learned in the core school nurse courses. Candidates' written assignments are evaluated and scored by faculty, and candidates receive feedback on their work. Candidate participate in online discussions and each candidate is required to create a meaningful Blackboard presentation that is also evaluated

and scored. Candidates are expected to maintain a 3.0 GPA throughout the program. Faculty support candidate efforts and work with each candidate individually if he or she appears to be struggling. A Mid-Term 3-Way Conference is mandatory for all candidates in practicum courses. During this conference, Student Goals and Learning Objectives are discussed including candidate progress toward meeting clinical skills and competencies. Faculty monitor candidate progress, which is documented through clinical journaling and provide feedback. In both NURS 186 and NURS 187 (elementary and secondary practicum courses), preceptors are responsible for evaluating candidate ability to demonstrate required skills and their competencies in clinical practice for the purpose of completing the *Preceptor Checklist of Skills and Competencies*. Preceptors are also responsible for assessing the candidate's ability to incorporate Professional Dispositions into his/her school nursing practice for the purpose of completing the *Preceptor Evaluation of Candidate Professional Dispositions* assessment form. Upon completing the program, an Exit Interview is held between the candidate and Program Coordinator, in person or via phone, to review accomplishments. Once program requirements have been satisfied, final documentation is sent to the University Credential Analyst.

Standard Findings
After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

FRESNO STATE

**Kremen School of Education
and Human Development**

Kremen Annual Report 2014

Appendix 3

**Copies of Revised Graduate and Employment Supervisor Surveys as Modified by the
CSU Center for Teacher Quality and the Assessment Committee of the CSU
Education Deans**

Two Manuscripts Published Using Fresno State Data

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2014). Examination for bias in principal
    ratings of teachers' preparation. *The Teacher Educator*, *49*, 75-88.
Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Surveys of teacher education
    graduates and their principals: The value of the data for program improvement. *Teacher
    Education Quarterly*, *40*(3), 143-161.

SYSTEMWIDE EVALUATION OF
CSU TEACHER PREPARATION PROGRAMS

Conducted by
The CSU Center for Teacher Quality (CTQ)
Office of the Chancellor, California State University

For the
Deans of Education, California State University

Form 01

Questions for First-Year Teaching Graduates of Multiple Subject Teaching Credential Programs

Spring 2014

Instructions for Accessing the Survey

A convenient way to answer these evaluation questions is to log onto the Internet at:

> http://www.evalcate.org
> User Name: xxxx
> Password: xxxx

If you do not have web access, you can mark this booklet quickly and mail your answers in our pre-stamped, pre-addressed envelope (enclosed).

Estimated Time: 20 Minutes or Less.
Be assured that CTQ keeps all of your individual answers strictly anonymous and confidential.

Thank you very much for your thoughtful feedback!

A. YOUR CREDENTIAL PROGRAM (Completed in 2012-13)

1. **At which CSU campus did you complete a professional teacher preparation program to earn a teaching credential in 2012-13?** (Note to BK: Please auto-fill this question based on completer file data.)

01	CalStateTeach Program (CSU)	09	Cal State, Fullerton	17	Cal State, San Marcos
02	Cal Poly, Pomona	10	CSU East Bay	18	Cal State, Stanislaus
03	Cal Poly, San Luis Obispo	11	Cal State, Long Beach	19	Humboldt State University
04	Cal State, Bakersfield	12	Cal State, Los Angeles	20	San Diego State University
05	Cal State, Channel Islands	13	Cal State, Monterey Bay	21	San Francisco State University
06	Cal State, Chico	14	Cal State, Northridge	22	San Jose State University
07	Cal State, Dominguez Hills	15	Cal State, Sacramento	23	Sonoma State University
08	Cal State, Fresno	16	Cal State, San Bernardino	24	Other (*Print name below)*:
					_____

2. **Which teaching credential(s) did you earn in that year?** *(Mark all that apply)*

1 Multiple Subject Teaching Credential.
2 Multiple Subject Teaching Credential with an Early Childhood Emphasis.
3 Multiple Subject Teaching Credential with a Middle-Grades Emphasis.
4 Single Subject Teaching Credential.
5 Education Specialist Credential for Teaching in Special Education.

3. **How did you meet the subject-matter requirement for this credential?** *(Mark one response)*

1 By passing an examination of my subject-matter knowledge such as the CSET Examination or the MSAT Examination.

2 By completing a program of subject-matter preparation primarily or entirely at the CSU campus where I completed my credential program.

3 By completing a program of subject-matter preparation at different CSU campus than where I completed my credential program (*Please specify*: _____ [*Note to BK: insert drop-down list*]).

4 By completing a program of subject-matter preparation at a college or university outside the CSU.

5 By receiving credit for academic coursework that I previously completed at other colleges or universities.

4. **Did you earn a salary as a teacher during your teaching credential program?**

1 Yes
2 No

5. **Prior to earning your credential, what academic work did you do?** (Mark all that apply.)

_____ I attended a community college before transferring to a four-year college.

_____ I attended more than one four-year institution while earning my Bachelor's Degree.

_____ I earned a Bachelor's Degree at the same CSU campus where I completed the credential program in 2012-2013.

_____ I earned a Bachelor's Degree at a different CSU campus than where I completed the credential program in 2012-2013.

_____ I earned a Bachelor's Degree outside the CSU system.

6. _____ **Counting this year, how many years have you worked as a teacher of record in a K-12 classroom?**

B.   YOUR TEACHING ASSIGNMENT (2013-14 School Year)

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7. **What was your primary teaching position this year?** (*Mark one*.)

1	Self-Contained Classroom Teacher:	I teach *one classroom* of students & *all or most of their subjects.*
2	Core-Classroom Teacher:	I teach *2 or 3 classes* of students & *two core subjects in each class*.
3	Department-Based Teacher:	I teach *3 to 7 classes* of students & *one subject in each class*.
4	Special Education Teacher:	The majority of my students are identified *special education.*
5	Other (Please describe):	_____

8. **What grade level(s) did you teach this year?** (*Mark all that apply*.)

Pre-K   K   1   2   3   4   5   6   7   8   9   10   11   12   Adults

9. **What percent of the students in your class were English learners?**

_____ % of My Students Were English Learners   **OR**   _____ I Don't Know

10. **Please estimate how many times your on-the-job supervisor visited your classroom while you were actively teaching your students this year.** *(Only count visits lasting 10 minutes or longer.)*

| None | 1-2 | 3-5 | 6-10 | 11-15 | 16+ |

11. **Please estimate how many times you've had meaningful communications about your instructional practices in face-to-face conferences with your supervisor this year**.

| None | 1-2 | 3-5 | 6-10 | 11-15 | 16+ |

C.   THE EFFECTIVENESS OF YOUR PREPARATION FOR TEACHING

12. **What is your overall evaluation of your <u>Teaching Credential Program</u>?**

   4   Excellent: The program helped me develop a rich array of skills and abilities that have been consistently useful in my teaching; there were few gaps in my preparation.

   3   Good: The program helped me develop many skills and abilities that have been useful in my teaching although some gaps in my preparation have been identified and acknowledged.

   2   Adequate: The program helped me develop adequate skills and abilities although several gaps in my preparation have been identified and acknowledged.

   1   Poor: The program offered little to help me develop the skills and abilities I need as a teacher.

13. **What is your overall evaluation of your <u>fieldwork experience</u>?**

   4   Excellent: My fieldwork provided a rich array of ideas and skills that have been consistently useful in my teaching this year.

   3   Good: My fieldwork offered many useful ideas and skills, most of which have been useful in my teaching this year.

   2   Adequate: My fieldwork included some useful ideas and skills and some material that has not been useful.

   1   Poor: My fieldwork offered little of value.

14.	How true are each of the following statements about your teaching credential program?	Completely True	Mostly True	Somewhat True	Not True	Does Not Apply
1.	The program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.	3	2	1	0	x
2.	The program provided an appropriate mixture of theoretical ideas and practical strategies.	3	2	1	0	x
3.	During the program, I saw evidence that university faculty worked closely with educators in K-12 schools.	3	2	1	0	x
4.	I had the opportunity to teach in a school that allowed me to engage in critical self-reflection to improve my teaching practice.	3	2	1	0	x
5.	My cooperating teacher(s) regularly observed my teaching and met with me to plan and provide feedback.	3	2	1	0	x
6.	My university supervisor (s) observed my lessons and provided helpful feedback to guide my instruction.	3	2	1	0	x
7.	During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.	3	2	1	0	x

15.	How useful were the following elements of your Teaching Credential Program? Please base you answers on your experience as a K-12 classroom teacher.	Very Useful	Some-what Useful	A Little Useful	Not at All Useful	Does Not Apply
1.	My supervised student-teaching experiences in K-12 schools.	3	2	1	0	x
2.	My school visits and class observations prior to student-teaching.	3	2	1	0	x
3.	Off-campus fieldwork and student-teaching assignments.	3	2	1	0	x
4.	Guidance and assistance by field supervisor(s) from the campus.	3	2	1	0	x
5.	Guidance and assistance by cooperating teacher(s) during K-12 field experiences.	3	2	1	0	x

16. Your CSU campus designed your preliminary teaching credential program to prepare you to start working as a new teacher in a school where your preparation would continue.

How well prepared were you to begin each aspect of a teacher's job listed below?

After My CSU Program, I Was ...	Exceptionally Well Prepared	Well Prepared	Somewhat Prepared	Not at all Prepared	*Not Applicable*
1. To know and understand the subject matter content that I teach.	3	2	1	0	x
2. To plan effective lessons and instructional activities.	3	2	1	0	x
3. To manage student behavior and discipline.	3	2	1	0	x
4. To use a variety of effective instructional strategies to enhance student learning.	3	2	1	0	x
5. To teach the California Common Core State Standards for <u>English - Language Arts</u>.	3	2	1	0	x
6. To teach the California Common Core State Standards for <u>Mathematical Content</u>.	3	2	1	0	x
7. To teach the California Common Core State Standards for <u>Mathematical Practice</u>.	3	2	1	0	x
8. To teach the Next Generation <u>Science</u> Standards for California Public Schools.	3	2	1	0	x
9. To teach the <u>History - Social Studies</u> Content Standards for California Public Schools.	3	2	1	0	x
10. To teach the <u>Visual and Performing Arts</u> Content Standards for California Public Schools.	3	2	1	0	x
11. To teach the <u>Physical Education</u> Model Content Standards for California Public Schools.	3	2	1	0	x
12. To teach the Californa <u>English Language Development</u> Standards for California Public Schools.	3	2	1	0	x
13. To communicate effectively with the parents or guardians of my students.	3	2	1	0	x
14. To meet the instructional needs of English learners.	3	2	1	0	x

After My CSU Program, I Was ...	Exceptionally Well Prepared	Well Prepared	Somewhat Prepared	Not at all Prepared	*Not Applicable*
15. To meet the instructional needs of students from diverse cultural backgrounds.	3	2	1	0	x
16. To meet the instructional needs of students with disabilities.	3	2	1	0	x
17. To anticipate, identify and address the needs of students at different levels of cognitive development.	3	2	1	0	x
18. To understand and support students whose learning is affected by difficult circumstances in their lives.	3	2	1	0	x
19. To identify and use students' interests to increase their engagement in learning.	3	2	1	0	x
20. To develop social and emotional competencies in children (e.g., empathy, motivation, self-regulation).	3	2	1	0	x
21. To use a variety of formative assessment methods to inform instructional practices.	3	2	1	0	x
22. To be reflective about my teaching and improve my practice so all students can learn.	3	2	1	0	x
23. To differentiate instruction to meet the learning needs of all students.	3	2	1	0	x
24. To build on students' prior knowledge to extend their skills and understanding.	3	2	1	0	x
25. To provide scaffolding, modeling, and support for English learners' (ELs') access to grade-level content learning.	3	2	1	0	x
26. To adhere to state and federal policies for appropriate placement and instruction of ELs.	3	2	1	0	x
27. To understand the purposes, goals, and content of my school's EL instructional program.	3	2	1	0	x
28. To teach ELs by building on their abilities, cultural and linguistic backgrounds, and community resources.	3	2	1	0	x
29. To use multiple, varied, and ongoing assessments to guide EL instructional decisions.	3	2	1	0	x

| After My CSU Program, I Was …	Exceptionally Well Prepared	Well Prepared	Somewhat Prepared	Not at all Prepared	Not Applicable
30. To differentiate instruction for ELs based on primary language, background knowledge, and levels of English language proficiency.	3	2	1	0	x
31. To organize and manage a classroom that includes first- and second-language learners.	3	2	1	0	x
32. To build ELs oral language production through structured classroom interactions and collaborative tasks.	3	2	1	0	x
33. To analyze and articulate the language and literacy demands of my content instruction for ELs.	3	2	1	0	x
34. To communicate effectively with the parents and families of ELs.	3	2	1	0	x
35. To create a positive learning environment for students with special needs in my classroom.	3	2	1	0	x
36. To adhere to state and federal policies governing the education of students with special needs.	3	2	1	0	x
37. To implement Individual Education Plans effectively for students with special needs.	3	2	1	0	x
38. To differentiate instruction for special-needs students to ensure access to the core curriculum.	3	2	1	0	x
39. To use multiple sources of student performance and assessment information when planning special-needs instruction.	3	2	1	0	x
40. To use appropriate materials, including assistive technologies, for special-needs students.	3	2	1	0	x
41. To engage in ongoing progress-monitoring to inform my instruction of special-needs students.	3	2	1	0	x
42. To collaborate with specialists and parents in the education of students with special needs.	3	2	1	0	x
43. To develop students' understanding and use of academic language and vocabulary.	3	2	1	0	x

	After My CSU Program, I Was …	Exceptionally Well Prepared	Well Prepared	Somewhat Prepared	Not at all Prepared	*Not Applicable*
44.	To teach students to participate in collaborative conversations with diverse partners.	3	2	1	0	x
45.	To teach foundational reading skills (e.g., print concepts, phonological awareness, phonics and word recognition).	3	2	1	0	x
46.	To teach students to write opinion, informative/explanatory, and narrative text.	3	2	1	0	x
47.	To teach students to engage in literal, inferential, and critical comprehension of <u>informational</u> text.	3	2	1	0	x
48.	To teach students to engage in literal, inferential, and critical comprehension of <u>literary</u> text.	3	2	1	0	x
49.	To develop students' reading fluency.	3	2	1	0	x
50.	To help students build a strong knowledge base through content rich texts.	3	2	1	0	x
51.	To teach students to use the conventions of standard English when writing and speaking (e.g., grammar, usage, capitalization, punctuation, spelling).	3	2	1	0	x
52.	To teach students to value and use evidence in written and spoken communications.	3	2	1	0	x
53.	To help students construct viable arguments and critique the reasoning of others.	3	2	1	0	x
54.	To provide opportunities for students to engage in argument using relevant and sufficient evidence.	3	2	1	0	x
55.	To prepare students to conduct research projects.	3	2	1	0	x
56.	To develop students' computational fluency in math.	3	2	1	0	x
57.	To deepen students' conceptual understanding of key math concepts.	3	2	1	0	x

After My CSU Program, I Was ...	Exceptionally Well Prepared	Well Prepared	Somewhat Prepared	Not at all Prepared	Not Applicable
58. To teach students to apply the mathematics they know to model real life situations and solve realistic problems.	3	2	1	0	x
59. To provide opportunities for students to engage in scientific and engineering practices.	3	2	1	0	x
60. To help students learn crosscutting concepts that unify the study of science and engineering through their common application across fields.	3	2	1	0	x
61. To teach the core ideas in four disciplinary areas: physical sciences; life sciences; earth and space sciences; and engineering, technology, and applications of science.	3	2	1	0	x
62. To conduct project-based engineering lessons in the classroom.	3	2	1	0	x
63. To teach students fundamental concepts about ecosystems and how people interact with their surroundings.	3	2	1	0	x
64. To provide opportunities for students to learn about critical environmental issues and questions facing the world today.	3	2	1	0	x
65. To teach students to use technology appropriately and responsibly.	3	2	1	0	x
66. To foster student creativity and innovation.	3	2	1	0	x
67. To provide students with a sound understanding of technology concepts, systems, and operations.	3	2	1	0	x
68. To help students gather, evaluate, and use information from a variety of print, media and online sources.	3	2	1	0	x
69 To help students use digital media and environments to communicate and work collaboratively.	3	2	1	0	x

17.   **Which course or element of your credential program turned out to be <u>most valuable</u> for you in your subsequent teaching. <u>Please explain.</u>**

18.   **Based on your recent experience as a classroom teacher, what specific <u>change(s)</u> should be made to improve the teacher preparation program where you earned your teaching credential?**

Thank you very much for answering our questions.   Please mail your responses in the envelope that we provided.   Your feedback will help your CSU campus to improve teacher education programs.
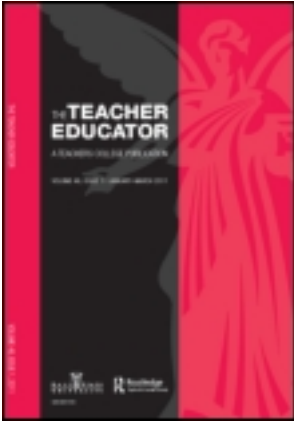
The Teacher Educator

Examination for Bias in Principal Ratings of Teachers' Preparation

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RESEARCH ARTICLE

EXAMINATION FOR BIAS IN PRINCIPAL RATINGS OF TEACHERS' PREPARATION

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The Department of Education is moving to change accountability for teacher preparation institutions to include surveys of the graduates and their supervising principal following paid employment. This study describes one of a number of quantitative studies that examine the validity and usefulness of such follow-up surveys. Using multiple years of data, the authors examined the effect of teacher socioeconomic status and ethnicity on principals' evaluation of the teachers' preparation. The results indicated that there was no difference in ratings based on graduates' parent education, family income, or ethnicity. Post hoc evaluation showed that Latino teachers were rated better prepared to work with diversity in the classroom and to teach English learners. Bias does not appear to be part of principal evaluation. However, because principals are prone to rating teachers on a binary, satisfactory/unsatisfactory basis, follow-up surveys may not be the most useful tool for assessing some nuances of teacher preparation.

The vision for teacher education reform described by the United States Department of Education [USDOE] in the document *Our Future, Our Teachers* (2011) was proposed in the 2013 reauthorization of the Elementary and Secondary Education Act [ESEA]. One area of proposed change was institutional reporting and data collected as part of the Higher Education Act Title II. The USDOE seeks to replace "input reporting" with "output reporting" in the form of academic growth by students taught by program graduates, job placement and retention data, and surveys of program graduates and their principals "such as that done by the California State University [CSU] system" (Department of Education, 2011, p. 10). This use of follow-up surveys is viewed as an effective method to examine the adequacy of teacher preparation (Darling-Hammond, 2006). Currently, supervisor observation is the most common method to determine teachers' skill and is pivotal in retention decisions (Jacob & Lefgren, 2008). The present research examines one aspect of the validity of these outputs: follow-up surveys of employment supervisors.

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Surveys of program consumers may well soon be high stakes for teacher education. It is important that preparation programs can be certain of the variables being rated when relying on subjective judgments of graduates' preparation to guide their program improvement efforts. A major threat to the validity of judgments in education is social class (Anyon, 1980). If individuals from different social groups are differentially ranked based on social class rather than empirical factors, bias exists. It can be lower ratings for some groups or for others provide privilege, defined as higher ranking based not on work or merit, but by reason of race or social position (Ogbu, 1994).

Liu, Pickett, and Ivey (2007) posited that because social class is a salient aspect of people's lives, it may be a factor in one's perception of others work performance. Privilege related to high social class has been conceptualized as a pervasive entitlement that manifests in evaluations and attitudes as ubiquitously as bias leading to lower ratings (Black & Stone, 2005).

Assessment refers to the use of any type of scores to evaluate, diagnose, select, or otherwise make decisions affecting the life circumstances or conditions of individuals (Helms, 2006). Any time an assessment yields means that differ between social class groups, then use of the instrument to assess individuals is potentially unfair, even if considerable evidence exists that the test yields valid and nonbiased scores between and within racial groups for other samples (Helms, 2006). If scores to which a person is being compared are affected by ethnic or cultural factors, not intended to be assessed by the instrument (i.e., construct-irrelevant variance), then the scores yielded are unfair scores.

Bias refers to systematic errors in the *predictive validity* or *construct validity* of scores that are associated with the individual's group membership. Evidence of race bias has been found in a variety of relationships and outcome, including in superior–subordinate relationships such as that between a principal and a teacher (Giuliano, Levine, & Leonard, 2011). Extensive research has been done in the area of performance appraisals, and consistently this research has shown that supervisors rate employees from their own race and national origin group higher than they rate employees from other groups Baxter (2012). In general, Whites rate Whites higher than they rate minorities. Similarly, African Americans tend to give the highest ratings to the African Americans who work for them. Additionally, economics literature has found bias in outcomes, such as arrest rates (Donohue & Levitt, 2001), vehicle search rates by police officers (Antonovics & Knight, 2009), evaluations of students by teachers (Dee, 2005), and foul-calling by National Basketball Association (NBA) referees (Price & Wolfers, 2007).

This study describes the use of questionnaires of supervising principals by the California State University (CSU) System and examines if certain teacher characteristics affect principal assessment of graduates' preparation to teach. Specifically, it searches for employment supervisor bias based on teacher ethnicity and socioeconomic variables.

Socioeconomic Status and Schools

Research dating back to the 1966 release of *Equality of Educational Opportunity* (Coleman et al., 1966) indicates that student socioeconomic status (SES) was a very influential factor in schools. Test statistics show large-scaled score differences between students from various ethnicities and various economic backgrounds (Educational Results Partnership, 2012). Critical race theory scholars in education argue that such discrepancies between groups in the educational system reflect the imprint of societal racism and privilege insidiously

operating in schools (Ladson-Billings & Tate, 2006). A research agenda to examine bias and classism in education has been stated as necessary if the field is to experience a shift toward equality (Lynn, Yosso, Solorzano, & Parker, 2002). Issues of race and classism are still deeply ingrained in society, and by extension, in public education (Theoharis & Haddix, 2011). Educators have demonstrated cultural bias in particular in the way they evaluate others' performance (Baker, 2005; Ndura, 2004).

Socioeconomic status has been long shown to serve as a basis for stereotyping and investigations in education and psychology have documented that individuals of lower SES have been affected by negative bias in judgments made by professionals (e.g., Hollingshead & Redlich, 1958; Mutua, 2001; Weis, 1988). Educator expectations often originate from a deficit view of persons of color and individuals from low-income backgrounds (Marcy, 2011). Individuals from a lower SES or ethnically different background may bring to school environments cultural knowledge, rules, attitudes, or values in opposition to those of the school, and they are thus judged as underperforming or failing (e.g., Ogbu, 2003; Payne, 2005).

The Current Research

Socioeconomic status was historically a significant factor that affects educator decision making. Overall, current teacher evaluation systems used to identify strong teachers rely on subjective measures of effectiveness based on a small number of formal administrator observations (Kane & Cantrell, 2010). These observations typically look for indicators of a teacher's ability to create effective learning environments in the classroom, plan effective lessons using appropriate grade-level content, and engage students in learning.

Empirical literature on subjective performance measurement has focused largely on understanding the extent to which subjective supervisor ratings match objective measures of employee performance and the extent to which subjective evaluations are biased (Heneman, 1986). This research suggested there is only a weak relationship between subjective ratings and objective performance, and that supervisor ratings are often influenced by a number of nonperformance factors, including age and likeability of the subordinate (Bolino & Turnley, 2003; Lefkowitz, 2000; Varma & Stroh, 2001). Jacob and Lefgren (2008) found only a weak correlation between principal evaluation and valued-added measures of reading and math achievement.

Hoy and Forsyth (1987) stated that performance appraisal contains two discrete steps, observing performance and inferring performance. Observed factors include characteristics, such as age, ethnicity, gender, and so on as well as the ability to teach. Social class may be inferred. It is important to determine if the ability to teach is inferred from ethnicity and social class, or if it is observed based on objectives concerning learning environment overall. Based on the long history of SES affecting educator judgments, it is logical to examine whether ratings by supervising principals reflect teacher preparation as recommended by the DOE, or whether they reflect perceptions by class and ethnicity.

The current study is one of a series of research endeavors by CSU teacher education faculty that has been an ongoing initiative since 1999, examining the overall efficacy and validity of the follow-up survey of CSU teacher credential program completers and their employment supervisors. This survey was specifically cited as the example of positive practice in follow-up data collection by the DOE (2011). Previous research findings will be discussed and the present study's relevance delineated.

Program Assessment Survey Data

For decades, survey data has been an important source of information for teacher educa-
tion program assessment and has been a feature of many or most institutions accredited
by NCATE (Cochran-Smith, 2009; Darling-Hammond, 2006). It has been used in a large
number of program analyses and studies of effectiveness (e.g., Hathaway, Hathaway, &
Norton, 2012; Hemmings & Woodcock, 2011). A variety of data may be gathered to evaluate
a teacher preparation program; however, no such system is complete without feedback from
the consumers, that is, the graduates and the principals who hire and supervise them. The
relationship between teacher education programs and K–12 personnel perceptions of the
preparation experience are essential (Greenberg, Pomerance, & Walsh, 2011).

Since 1999 CSU has conducted a survey of credentialed graduates and of the gradu-
ate's employment supervisor at the end of their first year of professional teaching. Returns
indicated the employment supervisor is nearly always the principal (Center for Teacher
Quality [CTQ], 2006). In this study, employment supervisor, supervisor, principal, and
employer are all used synonymously. The survey contains specific questions about the
quality of preparation provided by each of the credential programs. Every campus re-
ceives an annual report from the CSU CTQ with survey results from the previous year's
graduates and their supervisors. The report also includes a summary of all data since the
inception of the surveys and parallel results for the 22 CSU campuses system-wide. This
allows each campus to track the effects of specific program changes designed to improve
outcomes.

The survey, entitled *Systemwide Evaluation of Professional Teacher Preparation Program*
[SEPTPP], compiles evidence about the extent to which K–12 teachers who are recent
graduates of credential programs are prepared for their teaching responsibilities and the
extent to which coursework and fieldwork were professionally valuable and helpful to them
during their initial year of K–12 teaching (CTQ, 2009). This is accomplished by asking both
graduates and the graduates' employment supervisors to complete separate, but parallel,
110-item online surveys at the end of the graduates' first year of full time professional
teaching employment.

The present research focused upon employment supervisors as respondents. Princi-
pals were asked to evaluate new teachers as novices only if they observed and conferenced
with them during the first year. The four-point Likert scale included the following choices:
Well Prepared, Adequately Prepared, Somewhat Prepared, and *Not At All Prepared.* Data was
reported to each campus by the three main State credentials: Multiple Subject [MS]
(Elementary), Single Subject [SS] (Secondary), and Educational Specialist [ES] (Special
Education).

Data Collection

Each CSU campus forwarded to the CTQ a list of graduates at that campus who, during a
prior 12-month period, met the standards for state certification as K–12 teachers. School
sites were identified for approximately 55% of the completers from these sources. After
receiving an initial list, the CTQ and CSU campuses made a second effort to find the school
locations of additional teachers by directly contacting approximately 1,000 school districts
and 50 county offices of education. This effort yielded site information for an additional
30% of recent CSU completers (CTQ, 2009), resulting in identification of the school of

employment for 85% of the graduates. The response rate varied among campuses, but in 2010, the overall response rate for supervisors was 51% systemwide (CTQ, 2011).

Reliability of the Evaluation

Each year the SEPTPP 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. An overall preparation for teaching score based on 39 individual items is calculated as well as composites in 22 areas that consist of groups of items that focus on a specific area such as preparation to teach reading, plan instruction, or work with English learners. These composites facilitate the analysis and interpretation of large amounts of data and are substantially more reliable than responses to individual survey questions. Overall scores and composites are sufficiently valid and reliable to serve as the basis for academic and professional decisions about teacher preparation. The reliability for the composite scores ranges from .06–.26 points at the 95% confidence level on the range of possible means of 0 to 3.0 (CTQ, 2010).

Validity of the Evaluation

The validity of the evaluation derives from the alignment between the evaluation questions and (1) State standards for grades K–12 in all curriculum areas, (2) State Standards for Accreditation of Professional Teacher Preparation, (3) State Teaching Performance Expectations, (4) State Standards for the Teaching Profession, and (5) Standards adopted for institutional accreditation by the National Council for Accreditation of Teacher Education (CTQ, 2009). Individuals who had participated in drafting and implementing the state's accreditation standards for preparation programs and its performance expectations for teachers were responsible for the alignment of the evaluation questions (CTQ, 2006).

The common experience across the CSU has been that, when faced with data reflecting less positively on the preparation program than they would like, faculty counter it with the rationale that the data reflect the external variables experienced by the teachers in their school settings (Beare, Marshall, Torgerson, Tracz, & Chiero, 2012a). Using a CSU-wide sample, these authors addressed the assertion that teachers working in the most challenged schools, those with low SES, a high rate of English learners (ELs), or a low achievement level would be judged less well prepared by supervisors because they were teaching under more challenging conditions. New teachers are often placed in these schools because teachers with seniority often flee these conditions (Byrd-Blake et al., 2010). Beare et al. (2012a) found no significant correlation between the principals' evaluation of the CSU graduates' preparation program and the characteristics of schools in which they taught. None of the variables examined, SES, EL percentage, or decile of achievement, showed any relationship with principal ratings. It was clear that principals' judgment concerning the quality of a teacher's preparation was not related to the school characteristics thought of as indicating difficult teaching conditions, making it more likely these principals were actually rating the teachers' preparation, as intended.

Two studies examined whether the SEPTPP discriminated among various credential pathways. Chiero, Tracz, Torgerson, Marshall, and Beare (2012) examined survey results

from 12,591 teachers who had been prepared in one of three elementary credential pathways, as well as 3,779 of their employment supervisors. The pathways were traditional campus program, intern program where the credential candidate was the salaried teacher of record for a classroom with no cooperating teacher, or CalStateTEACH, the CSU's systemwide completely online credential program. The graduates perceived significant differences in their preparation with the CalStateTEACH rated higher than the other two overall and on all composite areas. The traditional pathway was rated significantly higher by teachers than the intern track, both overall and on all but one composite. The principals identified no significant differences among the three pathways overall or on any of the composites.

Beare, Torgerson, Marshall, Tracz, and Chiero (2012b), in a parallel examination, compared three pathways to an elementary credential on a single campus, Yosemite State University [YSU], a 20,000 student comprehensive university within the CSU. All three pathways included the same courses taught by instructors from the same pool. The paths were traditional campus-based, interns, and partnership-based. The partnership-based candidates took classes physically located in a partner school, and they completed their field experiences in those sites. There were no significant demographic variable differences among the graduates by pathway. The partnership graduates rated their preparation significantly better than did the other two groups overall and on all composites. The principals identified no significant differences among the pathways overall or on any composites. The principals in both studies had markedly higher ratings of the graduates' preparation than did the graduates themselves, overall and on all composites, for all pathways to credentialing both systemwide and at YSU.

Further research examined for effects from three specific curricular changes focused on strengthening poorly rated composite areas on graduate and supervisor scores (Beare, Torgerson, Marshall, Tracz, & Chiero, 2013). Data was collected longitudinally over a 10-year period. Visual analysis of graphed data using single subject methodology found clinically significant increases in graduate ratings as a result of program changes, but no alteration in the principals' ratings. Statistical analysis found significant improvement in both principal and graduate ratings. Two comparison variables, not the target of intervention, showed no improvement with either analysis method.

These studies raised a question about supervisor/principal evaluation of teachers' preservice preparation. It seems logical that graduates perceive differences in pathways and rate these pathways differentially in that they live with those differences for the duration of their program. The lack of differential perception by principals may mean that the SEPTPP survey is not sufficiently sensitive to measure program differences, or that such differences are not sufficient to affect their rating of the teachers' preparation. It may be that the supervisors are rating something other than actual teaching performance. In that this survey is ''the'' model touted by the DOE, it is important to examine it for the effect of extraneous variables, including bias on supervisor ratings.

The DOE is calling for surveys of teachers and employment supervisors. Previous research indicates that principals do not identify differences between various preservice teacher tracks either statewide or on a single campus, nor do they register the clinically significant effects of curricular changes that do markedly effect graduate evaluations of preparation. This conundrum, as well as the history of both social class and race impacting educator judgments, led to the present research question: Do principal ratings of teacher education program graduates' preparation exhibit differences or bias by teacher socioeconomic status or ethnicity?

Method

To determine if supervisors differentially evaluate teacher preparation based on graduate demographics, the ratings of the preparation of five consecutive years (2006–2010) of YSU's credential completers in the three basic credential programs, Multiple Subject [MS] (elementary), Single Subject [SS] (secondary), and Educational Specialist [ES] (special education) were utilized. Background information on all graduates whose supervisors completed the survey was gathered from *CSU Mentor*, the CSU online application process. A series of analyses of variance (ANOVA) was run, grouping the candidates for each credential by demographic variables from initial CSU admissions information.

Operational Definitions

Socioeconomic status was operationally defined by parent education and family income. CSU *Mentor* requests data for both mothers' and fathers' education, with a choice of seven categories ranging from ''no high school'' to ''postgraduate.'' Family income is another multiple choice item with five income ranges from ''less than $24,000'' to ''over $60,000.''

   Ethnicity is the other main demographic variable collected by Mentor. The five choices for ethnicity included African American, American Indian, Asian, Hispanic, and White Non-Hispanic. Some teachers had selected the category of ''other'' and some and left it blank, thus the category ''unknown.''

Results

There were no significant differences among the five income levels for supervisor rating of the graduates overall preparation to teach (see Table 1): Multiple Subject ($F(4, 319) =$ 1.84, $p = .12$); Single Subject ($F(4, 171) = .44$, $p = .78$); and Education Specialist ($F(4, 39) = 1.25$, $p = .31$). A post hoc analysis of the other 22 supervisor composite areas also revealed no significant differences. There were no significant differences on supervisor ratings of graduate overall effectiveness among either the mothers' or fathers' education levels for any of the three credentials (see Table 2): Multiple Subject mothers' education ($F(6, 350) = .43$, $p = .86$); Multiple Subject fathers' education ($F(6, 347) = .11$, $p = .99$); Single Subject mothers' education ($F(6, 177) = .87$, $p = .71$); Single Subject fathers' education ($F(6, 175) = 1.04$, $p = .63$); Educational Specialist mothers' education ($F(6, 41) = 1.16$, $p = .44$); and Educational Specialist fathers' education ($F(6, 41) = 1.76$, $p = .14$). A post hoc analysis of the other 22 supervisor composite areas also revealed no significant differences based on parent education. There were no significant differences on supervisor ratings of graduate overall effectiveness among the ethnicities for any of the three credentials (see Table 3): Multiple Subject ($F(6, 509) = 1.22$, $p = .30$); Single Subject ($F(5, 284) = 1.51$, $p = .33$); and Education Specialist ($F(5, 74) = .69$).

   The post hoc comparison of the composites did reveal significant differences regarding ethnicity in two composite areas. Because of the very large number of comparisons and the low Ns in some ethnicity groups, the decision was made to examine at the more rigorous $p < .01$ significance level for differences between any two groups. On *preparation for equity and diversity in K–12 education* ($F(4, 705) = 3.50$, $p = .001$), Hispanic teachers' preparation ($M = 2.22$) was rated significantly higher than White teachers' preparation ($M = 2.02$). On *preparation to teach English learners in grades K–12* ($F(4, 707) = 3.18$, $p =$

TABLE 1 Number, Percent, and Mean Rating by Employment Supervisors of Graduates' Overall Preparation by Graduates' Family Income for Three Credential Programs

	N	% of Total candidates	Mean rating
Multiple subject	$F(4, 319) = 1.84$, $p = .12$, *ns*		
<$24,000	94	29	2.04
$24–36,000	44	14	2.33
$36–48,000	67	21	2.21
$48–60,000	42	13	2.14
>$60,000	73	23	2.11
Single subject	$F(4, 171) = .44$, $p = .78$, *ns*		
<$24,000	66	38	2.27
$24–36,000	27	16	2.18
$36–48,000	28	16	2.25
$48–60,000	18	10	2.07
>$60,000	33	19	2.18
Education specialist	$F(4, 39) = 1.25$, $p = .31$, *ns*		
<$24,000	6	15	2.33
$24–36,000	3	8	2.31
$36–48,000	13	33	1.59
$48–60,000	10	25	1.95
>$60,000	8	20	2.11

.001), Hispanic teachers preparation ($M = 2.24$) was rated higher than White teachers' preparation ($M = 2.07$).

Discussion

The results of this research suggested that the principals do not show bias in rating the preparation of teacher education graduates based on demographic factors. Mothers' and fathers' education, family income, and teacher ethnicity were all superfluous to the ratings of preparation efficacy by employment supervisors. That was affirming. The supervisors were not affected by factors that may commonly be thought of as leading to bias in our society or in judgments by educators. It also increases the likelihood that the principals rated what they observed, the teachers' preparation based on performance in the classroom, and did not base the ratings on extraneous factors. This supported the findings that supervisor ratings were not affected by the characteristics of the K–12 students taught by graduates (i.e., percent free or reduced lunch, decile of achievement, percent English learners; Beare et al., 2012a). As stated earlier, two studies (Chiero et al., 2012b; Beare et al., 2012b) also found that principals do not differentiate between preparation pathways to credentialing nor do they reflect yearly changes in preparation programs (Beare et al., 2013).

According to Weisberg, Sexton, Mulhern, and Keeling (2009), in districts where there was a binary outcome for evaluation (i.e., satisfactory or unsatisfactory), 99% of teachers were rated satisfactory. The principals think in those two terms. In districts with more options (three or more possible ratings versus two), 94% were rated satisfactory. This

TABLE 2 Number, Percent, and Mean Rating by Employment Supervisors of Graduates' Overall Preparation by Graduates' Parent Education for Three Credential Programs

	N		% of Candidates		Mean rating	
	Mother	Father	Mother	Father	Mother	Father
Multiple subject	Mothers	$F(6, 350) = .43, p = .86, ns$				
	Fathers	$F(6, 347) = .11, p = .99, ns$				
No high school	86	86	25	25	2.13	2.11
Some high school	16	31	5	9	1.97	2.11
High school grad	75	60	22	17	2.15	2.13
Some college	71	58	20	17	2.06	2.09
2-year degree	33	29	9	8	2.20	2.06
4-year degree	38	52	11	15	2.09	2.10
Post grad degree	32	32	9	9	2.05	2.17
	N		% of Candidates		Mean rating	
	Mother	Father	Mother	Father	Mother	Father
Single subject	Mothers	$F(6, 177) = .87, p = .71, ns$				
	Fathers	$F(6, 175) = 1.04, p = .63, ns$				
No high school	28	24	16	14	2.30	2.25
Some high school	6	8	3	5	2.39	2.61
High school grad	37	35	21	20	2.12	2.28
Some college	43	43	24	24	2.31	2.22
2-year degree	17	10	10	6	2.28	2.05
4-year degree	22	33	12	19	2.08	2.16
Post grad degree	25	23	14	13	2.23	2.20
	N		% of Candidates		Mean rating	
	Mother	Father	Mother	Father	Mother	Father
Education specialist	Mothers	$F(6, 41) = 1.16, p = .44, ns$				
	Fathers	$F(6, 41) = 1.76, p = .14, ns$				
No high school	7	7	17	17	2.13	2.11
Some high school	4	2	10	5	1.97	2.11
High school grad	8	10	19	24	2.15	2.13
Some college	9	8	21	19	2.06	2.09
2-year degree	2	2	5	5	2.20	2.06
4-year degree	6	7	14	17	2.09	2.10
Post grad degree	6	6	14	14	2.05	2.17

TABLE 3 Number, Percent, and Mean Rating by Employment Supervisors of Graduates' Overall Preparation by Graduates' Ethnicity for Three Credential Programs

	N	% of Total candidates	Mean rating
Multiple subject	$F(6, 509) = 1.22$, $p = .30$, ns		
Unknown	72	14	2.15
African American	5	1	1.80
Native American	3	1	2.58
Asian	25	5	2.15
Hispanic	174	34	2.22
White Non-Hispanic	224	44	2.09
Other	7	1	2.00
Single subject	$F(5, 284) = 1.15$, $p = .33$, ns		
Unknown	53	19	2.16
African American	2	1	1.81
Native American	0	0	
Asian	18	6	2.10
Hispanic	74	26	2.28
White Non-Hispanic	135	47	2.17
Other	3	1	1.52
Education specialist	$F(5, 74) = .61$, $p = .69$, ns		
Unknown	16	21	2.13
African American	1	1	1.63
Native American	0	0	
Asian	1	1	2.03
Hispanic	16	21	2.34
White Non-Hispanic	39	52	2.04
Other	2	3	2.69

effect may be carrying over to rating on the SEPTPP to some degree. Principals may observe with the idea of acceptable or not acceptable in mind, leaving the nuances of program improvements hidden from raters conditioned to this type of assessment. In the current research, they found the teachers' preparation satisfactory and rated them as such, thus SES and ethnicity were not relevant.

A surprising finding in this research was that 21% of the mothers and the fathers of graduates never attended high school, and over 30% of the graduates' families earned less than $24,000 per year. That these graduates were rated as highly as those teachers from homes with high educational attainment and higher income is noteworthy. Universities have been under pressure to make teacher preparation programs more selective as increased pressure for teacher accountability continues (August, Kihn, & Miller, 2010), and there are vocal advocates for increasing entrance standards who see this as a major solution for educational disparities (Riccards, 2012). In 2012, the Obama administration proposed a $5 billion grant called the RESPECT Program aiming to increase teacher education selectivity. *Teach for America* focuses on attracting teachers from high prestige universities and placing them with little training into urban classrooms, what Imig and Imig (2006) called ''looking for teachers who are smart,'' despite no evidence to support the practice.

Discussions of selectivity are in reference to entrance test scores on such measures as the SAT or ACT. There is a high correlation between SES and performance on these tests (Blomeke, Suhl, Kaiser, & Dohrmann, 2012). The principals' ratings in this research refute the idea that selectivity is more important than sound preparation. The low SES graduates were rated as highly as the high SES graduates.

There has been a growing recognition that teacher education should attend to the unique strengths of teachers of color (Achinstein, Ogawa, Sexton, & Freitas, 2010), particularly taking advantage of the strengths of Latino teachers (Gomez, Rodriguez, & Vonzell, 2008). There certainly is a need to recruit more teachers from various ethnicities into the profession (Weisman & Hansen, 2008). Part of the rationale for this focus is the argument that these teachers' ''richer multicultural knowledge base'' and their commitments to teaching, to social justice, and to providing children of color with an academically challenging curriculum are central to working toward equitability in classrooms (Sleeter, 2001).

Hispanic graduates were rated as better prepared to work with English learners than White graduates. A substantial number of Yosemite State's Hispanic graduates were English learners themselves, perhaps the majority. Yosemite State is categorized as a Hispanic Serving Institution. In addition to a general commencement each spring, YSU holds a ''Latino Celebration'' conducted in Spanish for Hispanic graduates. The majority of Hispanic graduates speak Spanish and English. It is probably pragmatic, not stereotypic, that they are rated better prepared to teach English learners.

Conclusions

The research described here is one of a series of studies by CSU teacher education faculty examining the overall efficacy and validity of the follow-up survey of CSU teacher credential program completers and their employment supervisors. The DOE specifically names this survey as an example of what it wants as part of Title II in the future (2011). The results of this study suggest a lack of SES or ethnicity bias, and confirms both for fairness and the lack of prejudice in this form of assessment. These non-significant results support the validity of the SEPTPP.

This finding is in conflict with human services research that finds bias in employer-employee ratings (e.g., Baxter, 2012; Liu et al., 2007). Social class differences were not found. The ethnic disparity was in favor of Latinos and could not be considered bias in a negative sense.

Teacher preparation has been repeatedly challenged to prove its relevance and effectiveness in preparing teachers by various critics (Wineburg, 2006), including Secretary of Education Duncan (2010). Data on teacher education's performance should not be feared or avoided, instead it must be used to set policy and improve education at its delivery point (Wiseman, 2012). Accountability is here to stay in teacher preparation. Universities should embrace survey data and learn from it to improve the skills of those teachers they prepare. The obvious next step in this research is to develop effective methodologies to determine the effect on K–12 achievement of various aspects of preparation programs and to look for the relationship between principal ratings, graduate ratings, and K–12 achievement. Although previous research from other fields has not supported a strong statistical relationship among these (e.g., Jacob & Lefgren, 2008), it is still an important topic for exploration.

Acknowledgments

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Surveys of Teacher Education Graduates and Their Principals:
The Value of the Data for Program Improvement

By Paul Beare, Colleen Torgerson, Jim Marshall, Susan Tracz, & Robin Chiero

The United States' Department of Education (USDOE) plan for teacher education reform and improvement is described in the publication *Our Future, Our Teachers* (2011). One of the three broad areas of reform involves institutional reporting and the type of data collected as part of the Higher Education Act Title II regulations. The USDOE seeks to replace "input reporting" with "output reporting" in the form of academic growth by students taught by teacher credential program graduates,

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retention in teaching of program graduates, and "building on the lessons of the California State University (CSU) teacher credential feedback system, … states would be asked to survey recent program graduates and their principals" (p. 10). The USDOE believes surveys will inform improvement efforts as well as give a picture of overall program quality, ultimately leading to a ranking of all programs within a state. This study focuses specifically on the third of these outputs, the value of surveys of graduates and their principals as a measure of teacher education program quality. If teacher education is to be judged by these

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survey outputs, the field must be certain what they do or do not reflect or measure. If surveys are to inform improvement efforts, they must be able to reflect program changes or improvements.

This study focuses on use of data from questionnaires of graduates of a teacher credential program and their supervising principals to analyze specific program efforts to improve the preparation of teacher candidates. The questionnaire used is the exact survey cited by the USDOE in *Our Future, Our Teachers*. In that document it is clearly stated that states are to be required to set "rigorous standards for identifying top tier and low performing teacher preparation programs in their state based on information that includes…customer satisfaction surveys" (USDOE, 2011, p. 16). This ranking will be used to award funding to programs and scholarships to teacher candidates, thus tying significant resources to these surveys, making them crucial, even independent of program evaluation. Specifically, this study attempts to discern if specific program changes and improvement efforts are reflected in altered ratings by both program graduates and their supervising principal. This is not a study of the efficacy of the program changes but rather a study of the sensitivity and ability of such survey data to reflect program changes. This study builds on a number of studies using this same survey instrument within the CSU system.

Program Assessment Survey Data

Survey data is considered an important source of information for program assessment (Blanton, Sindelar, & Correa, 2006; Cochran-Smith, 2009; Darling-Hammond, 2006). While comparison to standards is an essential component of a comprehensive system to evaluate teacher preparation programs, no such system is complete without feedback from the system participants. The relationship between teacher credential programs, K-12 education systems, and graduates' and employers' perceptions of the teachers' experience are viewed as essential (Greenberg, Pomerance, & Walsh, 2011).

The ability and motivation of supervisors, who in the case of teachers are principals, to provide systematic, objective appraisal has not been widely studied though the practice is virtually universal and considered essential (Roch, McNall, & Caputo, 2011). In a typical teacher evaluation system, the principal conducts classroom observations with a certain framework in mind, generally an observation rubric focused on selected standards. It is logical to assume that the principal is in a position to assess the teachers' preparation for classroom practice.

Teacher Preparation Assessment in the CSU

Since 1999 the CSU System has conducted a survey of credentialed graduates and of the graduates' employment supervisors at the end of their first year of professional teaching. Returns indicate the employment supervisor completing the survey is essentially always the principal (CTQ, 2006). In this manuscript, the

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terms employment supervisor, supervisor, principal, and employer are all used synonymously. The survey contains specific questions about the quality of preparation provided by each credential program. Every campus receives an annual report from the CSU Center for Teacher Quality (CTQ) with results from the survey concerning the previous year's graduates and supervisors. The report also includes a summary of all data since the inception of the survey for comparison purposes and parallel results for the 22 CSU campuses system-wide. This system thus allows each campus to track the effects of program changes designed to improve outcomes.

The survey, entitled *Systemwide Evaluation of Professional Teacher Preparation Program* (SEPTPP) asks respondents about the extent to which K-12 teachers who are recent graduates of credential programs are prepared for their teaching responsibilities and the extent to which coursework and fieldwork were professionally valuable and helpful to them during their initial year of K-12 teaching (CTQ, 2009). Graduates and the graduates' employment supervisors are asked to complete separate, but parallel, 110-item online surveys at the end of the graduates' first year of full time professional teaching employment.

The instrument requests background data and includes common questions for all teacher graduates and supervisors, and credential-specific questions for particular groups. They are also queried about the quality of the credential programs in relation to prominent standards for state and national accreditation. Principals are asked to evaluate new teachers as novices, and only if they have observed and conferenced with them during this first year. Data on the number of observations and conferences is also gathered. Responses are indicated on a four-point Likert-type scale with the following choices: Well Prepared, Adequately Prepared, Somewhat Prepared, and Not At All Prepared. In 2003, the CSU Deans of Education grouped together survey items that were substantively related to each other. For example, the survey includes several items related to preparing teachers for diversity in education and grouped together they are a composite called Preparing for Equity and Diversity in Education. Other composites cover such topics as teaching reading, motiving students, and managing instruction. Data are reported to each campus for the three primary California credentials, Multiple Subject (Elementary), Single Subject (Secondary), and Educational Specialist (Special Education).

Reliability of the Evaluation

Uncertainty about evaluation findings generally arises from two sources, the total number of subjects and the degree to which they agree with each other. The larger the number of responders, the more reliable the data. 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 aforementioned composites facilitate the analysis and interpretation of large amounts of data and are substantially more reliable than responses to individual survey questions.

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Composites are sufficiently valid and reliable to serve as the basis for academic and professional decisions about teacher preparation (CTQ, 2006). 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.

Validity of the Evaluation

The validity of the evaluation is derived from the alignment between the evaluation questions and (1) California standards for grades K-12 in all curriculum areas, (2) California Standards for Accreditation of Professional Teacher Preparation, (3) California Teaching Performance Expectations, (4) California Standards for the Teaching Profession, and (5) Standards adopted for institutional accreditation by the National Council for Accreditation of Teacher Education (CTQ, 2009). Individuals who had participated in drafting and implementing California's accreditation standards for preparation programs and its performance expectations for teachers were responsible for the alignment of the evaluation questions (CTQ, 2006).

Effect of K-12 student variables. The common experience across the CSU has been that when particular university programs are faced with data reflecting less positively on the preparation program than they would like, faculty counter it with the rationale that the data reflect the external variables experienced by the teachers in their school settings (Beare, Marshall, Torgerson, Tracy, & Chiero, 2012a). Using a CSU-wide sample, these authors addressed the assertion that teachers working in the most challenged schools, those with low socioeconomic status (SES), a high rate of English Learners (ELs), or low achievement would be judged less well prepared by principals because they were teaching under more challenging conditions. New teachers are often placed in these schools because teachers with seniority often flee these conditions (Byrd-Blake, Afolayan, Hunt, Fabunmi, Pryor, & Leander, 2010). Beare et al. (2012a) found no significant relationship between the principals' evaluation of the CSU graduates' preparation program and the characteristics of schools in which they taught during their first year. Socio-economic level of students, percent of English learners, and decile of achievement were uncorrelated with principal ratings of preparation. It was clear that principals' judgment concerning the quality of a teacher's preparation was not affected by the school characteristics that are typically thought of as indicating difficult teaching conditions.

Pathways to credentials. Two studies examined if the survey discriminated differences in credential pathways. Chiero, Tracz, Torgerson, Marshall, and Beare (2012) examined survey results from 12,590 teachers who had been prepared in one of three elementary credential pathways from across the 22 CSU institutions as well as 3781 of their supervisors. The teachers completed a traditional campus program (teacher N=9417; supervisor N=2699), an intern program where the credential candidate is the salaried teacher of record for a classroom with no master teacher (teacher N=2704; supervisor N=936), or CalStateTEACH, the CSU's completely

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online multiple subject credential program (teacher N=470; supervisor N=146). The graduates who completed the on-line pathway rated their preparation significantly higher than the other two pathways overall and on all of the 16 composite areas. Further, the traditional track graduates rated their preparation significantly better than the intern track overall and on 15 of the composite tracks. The principals however identified no significant differences in preparation overall or on any of the composites for the three pathways.

Beare, Torgerson, Marshall, Tracz, and Chiero (2012b) in a parallel examination compared three pathways to an elementary credential on a single campus, Yosemite State University (YSU), a 20,000 student comprehensive university. All three pathways included the same courses taught by instructors from the same pool. Nearly 70% of all sections were taught by instructors who taught in all three pathways. The paths were traditional campus based (teacher N=390; supervisor N=238), interns (teacher N=46; supervisor N=38), and partnership-based (teacher N=163; supervisor N=104). The partnership-based candidates took classes physically located in partnership (PDS-like) schools and did their field experiences in those sites. As much as possible, the experience was structured so the candidates felt 'part of that school' while there, attending all teacher meetings and workshops for the year, etc. There were no significant demographic variable differences among the teachers by pathway. The partnership graduates rated their preparation significantly better than did the other two groups overall and on all of the 16 composite areas. As with the previous systemwide study, principals identified no significant differences among the pathways in preparation overall or for any composite.

These last two studies raise a question about the use of survey research involving supervisor/principals evaluation of teachers' preservice preparation. Why do graduates perceive clinically and statistically significant differences in pathways while principals do not? The lack of differential perception by principals may mean that the SEPTPP survey is not sufficiently sensitive to measure program differences or that such differences are not sufficient to affect principal rating of teacher preparation. It may have been that preparation programs prepare teachers according to the California Commission on Teacher Credentials (CCTC) and CSU standards were all adequate and that may make them sufficiently similar that the principals are not able to differentiate. The graduates were however very sensitive to variations they experienced in their preparation.

The USDOE is calling for surveys of teachers and employment supervisors. If principals do not identify differences between different pre-service teacher preparation pathways, as is clear from this prior research, how reasonable is it for the USDOE to rate university preparation programs based on this data? That conundrum leads to the present research question.

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Research Question

Is a survey of program graduates and their supervisors following one year of teacher employment sufficiently sensitive to reflect teacher preparation program changes or differences?

Method

University programs that prepare teachers and administer the type of surveys recommended by the USDOE ideally use them to improve their programs. For this to occur, instruments used must be sufficiently sensitive to reflect the program changes, for if they do not, they cannot assist in program improvement. The USDOE recommends that both employers and graduates be surveyed. This raises the question, do survey results reflect program changes and do results change as programs change? Do supervisors and graduates evaluate the programs in a similar fashion? Do they examine the same kind of outcomes to determine program efficacy? Data from YSU was utilized to conduct three distinct investigations in this regard.

To answer the research question, the effects of three specific curricular changes to the YSU teacher preparation programs were examined. From the onset of the survey, graduates from YSU rated their preparation at a lower than desired level in these areas and thus curricular modifications were implemented. The data span a chronology of up to 11 years, and data prior to the curricular changes were compared to data following the interventions through two methods; visual analysis comparing means, data trend, and overlap as recommended by Tawney and Gast (1984) and Gast (2010) as well as the Mann-Whiney U. The Mann-Whitney U is one of the most powerful nonparametric tests that can be used with small samples to examine for significant differences between groups (Siegel & Castellan, 1988). It was utilized despite the very large number of subjects because of inability to obtain individual data from the early years of data collection. This test is based on the relative rank of scores across all data collection and treats each year's mean as an individual case. It speaks to statistical significance, not clinical significance and does not take into account the trend of data or the magnitude of differences between groups, thus visual analysis of the data was also conducted. While the Mann-Whitney U addresses statistical significance, the visual analysis allows for interpretation of clinical significance, very important in this context.

California Preparation Context

California statutes prohibit colleges and universities from offering undergraduate degrees in education thus all teacher candidates must possess a baccalaureate degree in a discipline other than education prior to being fully admitted to a credential program and requires that candidates be able to complete a credential program in one calendar year. The authority for approving institutions to award teaching credentials lies with the CCTC. Its purpose is to "ensure integrity and high

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quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices" (CCTC, 2011, p. 7). All credential programs at Yosemite State follow CCTC and CSU standards.

In addition to possessing a bachelor's degree, candidates for a credential program must meet minimum GPA, obtain a medical and identification clearance, pass state mandated basic skills exams, and have a subject matter degree or pass a state administered subject matter test prior to admission to a program. In addition to successful coursework and clinical fieldwork, candidates must pass a state approved teaching performance assessment (TPA) to be awarded a credential.

Three Programmatic Changes and Two Comparison Variables

Educational technology. The first target for intervention involved the item "preparation of teachers to use educational technology." The curriculum for elementary candidates was altered starting in 2008-09 to add a three-unit pre-requisite course, *Educational Applications of Technology*. The course syllabus describes it as "use of multiple applications of current and emerging technologies to increase subject matter knowledge and understanding." Principal and graduate ratings of teacher preparation on this composite area were compared for the six years prior to this requirement and four years after its implementation.

Teaching English learners. Starting in spring 2005, the teacher preparation faculty at Yosemite State took steps to raise the performance of graduates in the area of teaching students who are ELs. Demographic data collected on the SEPTPP indicated that approximately 35% of the students taught by YSU graduates were classified as ELs, with Spanish or Hmong spoken in most homes. In spring 2005 the YSU education faculty attended a daylong retreat where well-known scholar, Dr. Lilly Wong-Filmore, of the University of California-Berkeley, presented strategies to use with candidates. In fall 2005 the faculty spent a day in rural district where the schools were almost 100% EL and 100% free and reduced lunch. They heard from the superintendent, principals, teachers, parents, and staff on difficulties in improving instruction for ELs and strategies the district had found successful. Faculty also observed classrooms and talked to students. Course-alike faculty met to discuss ways their teacher preparation classes could be improved. In 2006 faculty, as reported in an article by Alamillo, Padillo, and Arenas (2011), were awarded a stipend to attend four seminars on the inclusion of EL strategies into coursework.

In 2007 the Chancellor's office of the CSU began requiring all teacher credential programs to annually submit an Improvement and Accountability Plan (IAP). This plan could focus on any areas of weakness as identified by the SEPTPP selected by the campus. The 22 CSU campus Education deans agreed that all programs would focus on the teaching of English learners and candidate knowledge of resources for working with students at-risk.

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The deans held a statewide videoconference where four campuses that scored well in regard to instruction for students who are EL presented their curriculum. The YSU faculty then revised the curriculum in that area, adding specifically applicable strategies such as providing the Sheltered Instruction Observation Protocol (SIOP) text to all faculty, connecting differentiation and SIOP strategies, and regularly holding "phase alike" (faculty who teach courses in the same semester of the three semester program) to share and expand coverage of EL issues across the program.

This second programmatic change was examined by comparing the percent of Multiple Subject graduates who were rated as well or adequately prepared to teach English learners before and after this intervention. Seven years prior to the IAP are the baseline (A) and four years after the IAP initiated is the intervention (B).

At-risk students. The YSU campus received consistently low ratings from supervisors and graduates pertaining to the item, "knowledge of resources for serving students who are at risk." Also a part of the IAP, the intervention was the same for all three basic credentials thus the data graphed was for all three credentials combined. The change implemented consisted of each candidate being provided a local resources booklet along with activities that required the candidates to utilize it. At YSU's annual *Character Education Conference*, where attendance is required attendance of all credential candidates, increased sessions were provided related to students at-risk. Sessions include professionals from the city's gang task force, child protective services, and a family counseling center among others. Also, seminars were offered in conjunction with field experiences relating to at risk, bullying, and children's resiliency. Courses on differentiating instruction across the three credentials added discussion of characteristics, services, professional roles, and resources that assist in dealing with children at-risk. As with the first two variables, the data was analyzed using a single subject A-B design with the five years before the targeted intervention as A and the four years following the IAP adoption and intervention as B.

Pedagogical practices and managing instruction. Preparation for pedagogical practices across the curriculum and preparation for managing instruction were used as control variables. No specific interventions were applied to affect these factors. Because there was no specific intervention, the data is in reality simply baseline. These variables were used to as a control for co-variation, meaning to examine if the ratings of preparation for them improved when the targeted interventions were applied. If this were the case, increased scores could be seen as part of a general program improvement and not the result of the planned changes. A condition line was inserted at the point in time the three interventions targeted for other variables were implemented. Baseline logic would reason that if these measures improved at the same time, some outside or extraneous factor could be causing the effect. The lack of a discernable change at that point would speak to the interpretation that the described programmatic interventions were responsible for any change in those variables

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Results

The research question asked if a survey of program graduates and their supervisors a year after graduation was sufficiently sensitive to reflect teacher preparation program changes? The method used to answer this question was to examine the effect over time on three different survey results prior to and following various curricular interventions as well as two control factors, not targeted for intervention. There were different starting years for baseline data in that the items for at-risk resources and use of technology were not part of the survey before the years reported. No changes to the survey were implemented after 2003.

The data were analyzed both visually and with a test of statistical significance. Table 1 lists the mean percent of candidates rated as well or adequately prepared on the five variables by employment supervisors and credential graduates before the implementation of the IAP and addition of the instructional technology course as compared to the four years subsequent. Table 1 also lists the mean rank of the data for the years prior to the intervention and the four years subsequent along with the U score for each variable as shown. The size of a U score that is significant is found in Wilcoxon-Mann-Whitney rank-sum tables (Siegel & Castellan, 1988). Each U in Table 1 is marked as to level of significance.

Educational technology. The first intervention examined was the addition of direct instruction and application of educational technology through a pre-requisite

Table 1

Number and Mean Percent of Respondent Rating Teachers as Well or Adequately Prepared in Before and After Curriculum Change, Mean Rank, Mann-Whitney U, and Level of Significance for Three Target Variables and Two Control Variables

| | Principals | | | | | | | Teachers | | | | | | |
| | Prior to Intervention | | | After Intervention | | | | Prior to Intervention | | | After Intervention | | | |
	N	Mn%	MnRank	N	Mn%	MnRank	U	N	Mn%	MnRank	N	Mn%	MnRank	U
Use of Technology for Teaching	592	76%	4	242	88%	7.8	3*	812	60%	3.5	367	76%	8.5	0**
Teach English Learners	508	73%	5.2	224	74%	6	10 ns	812	70%	3.5	342	86%	8.5	0**
Knowledge of Students and Families at Risk	584	68%	3.7	464	73%	6.6	2.5*	837	50%	3	597	62%	7.5	0**
Pedagogy Across the Curriculum	632	81%	5.8	464	81%	5.0	14ns	852	72%	4.5	603	75%	7	6ns
Managing Instruction	632	81%	5.4	468	80%	5.6	12.5 ns	852	71%	4.4	603	73%	7	5.5ns

ns = not significant

* = p<.05

** = p<.01

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course for teachers. Because of annual low scores starting with first implementation of the survey, faculty at YSU had been encouraged to integrate technology in their instruction, however scores remained at an unsatisfactory level. Beginning in 2008-09, elementary candidates were required to complete a three-unit course in using technology as a pre-requisite or co-requisite to their elementary credential.

Principal ratings. As may be seen in Figure 1, prior to the course, the 592 responding supervisors reported a mean rating of 76% of the graduates being well or adequately prepared to use technology in teaching. Following the intervention the 242 responding supervisors' mean rose to 88%, a 12% increase. The data path was increasing, improving on baseline and continued this trend after addition of the technology course. The use of the split-middle method, as described by White and Haring (1980), provides a clear picture of the trend line for both conditions. Though the means were different, the increasing, improving trend line continues in close alignment with the trend line following the course addition. This leads to the conclusion that there was little real change in ratings by principals that can be ascribed to the intervention alone. A conclusion that the change in the dependent variable is caused by the independent variable is "compromised by trends in the data" in such cases (Gast & Spriggs, 2010, p. 216).

Table 1 indicates the principals' mean ranks before and after the course addition was 4 versus 8.8 respectively for the ten years of data. The Mann-Whitney U test found the difference significant at the $p<0.05$ level, U=3.

Figure 1
Percent of Program Completers and Employment Supervisors Who Rated the YSU Graduates from All Credential Programs as Well or Adequately Prepared to Use Technology in Teaching

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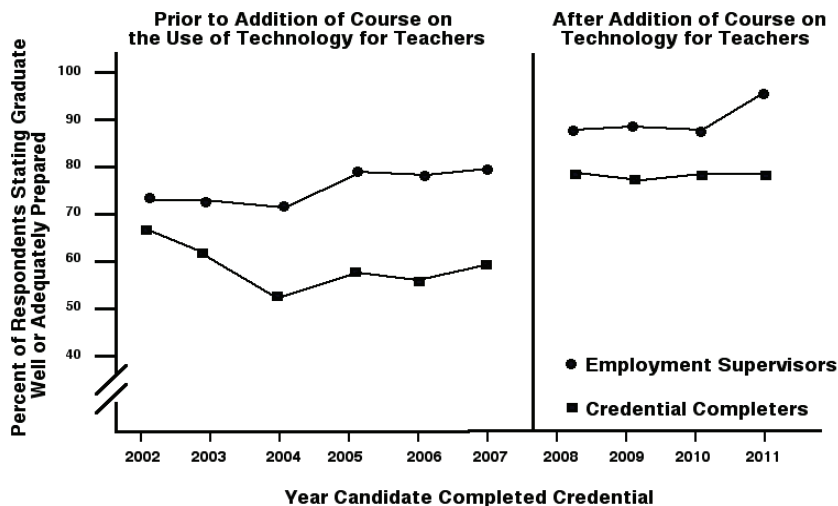
Teacher ratings. Prior to the course being required, 812 responding graduates provided a mean rating of 60% well or adequately prepared to use technology in their teaching. After the addition of the course 367 respondents had a mean rating of 76%, a 16% improvement. The trend on baseline was slightly decreasing, worsening; the first year after addition of the course the mean score improved 15%, there was no overlap between conditions and the trend was level. All indicators speak to a clinically significant improvement in teachers' ratings of their preparation to use technology as a result of the course addition.

Table 1 indicates the teachers' mean ranks before and after the course addition was 3.5 versus 8.5 respectively for the ten years of data. The Mann-Whitney U test found the difference significant at the $p<0.01$ level, U=0. The U=0 score resulted because the rank of all means before the intervention were lower than all the means after the intervention.

English learners. The result for elementary graduates preparation to teach English Learners is shown in Figure 2. The baseline condition prior to the IAP includes seven years of data. As described, the first attempted interventions consisted of workshops for teacher program faculty. These interventions were not systematic. Candidates completing their program in 2008 and later received the benefit of systematic instruction in all sections of coursework.

Principals. Mean ratings of well or adequately prepared for 73% of the graduates were received from 508 supervisors from 2001-2007. After actions implemented

Figure 2
Percent of Program Completers and Employment Supervisors Who Rated the YSU Graduates from All Credential Programs as Well or Adequately Prepared\ to Teach English Learners

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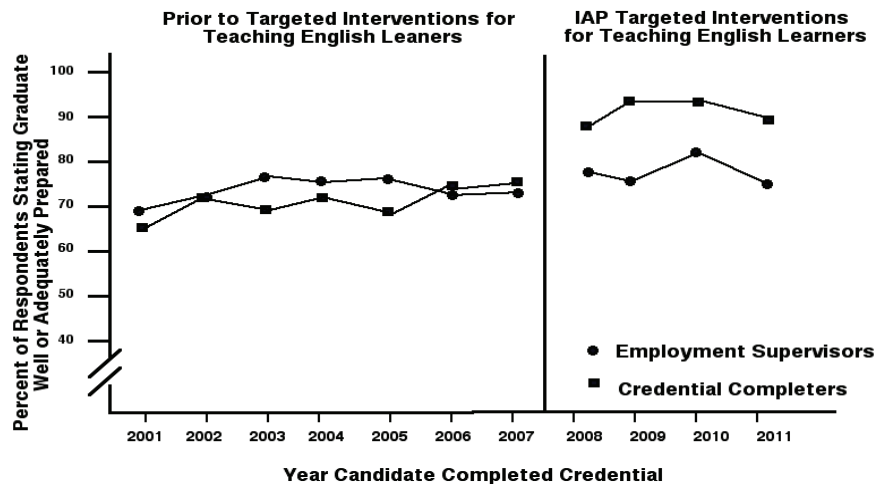
for the IAP, the mean by 224 supervisors rose to 74%, a 1% increase. The data path trend was level during before and after the intervention and the conditions had 75% overlap. No meaningful change was observed.

Table 1 indicates the principals' mean ranks before and after the IAP were 5 versus 6.2 respectively for the eleven years of data. The Mann-Whitney U test found no significant difference, U=10.

Teachers. Prior to the workshops, 812 responding program completers yielded a mean rating of 70% well or adequately prepared to teach students who are EL. After the IAP implementation 342 graduates yielded a mean rating of 86% well or adequately prepared, a 16% improvement. There was no overlap between conditions and both trends were level, scores improved 12% the first year of program implementation. There was a clear, clinically significant improvement in graduate ratings of preparation to teach students who are English learner as a result of the intervention

Table 1 indicates the teachers' mean ranks before and after the IAP were 3.5 versus 8.5 respectively for the 11 years of data. The Mann-Whitney U test found the difference significant at the p<0.01 level, U=0.

At-risk. The knowledge of resources for students at-risk item was added in 2003, thus no data exists prior to that year. This variable includes results from all three basic credentials.

Principals. As seen in Figure 3, prior to the IAP, 584 YSU supervisors gave a mean rating of 68% well or adequately prepared. The trend was level. For the four

Figure 3
Percent of Program Completers and Employment Supervisors Who Rated the YSU Graduates from All Credential Programs as Well or Adequately Prepared with Knowledge Concerning Students and Families At-Risk

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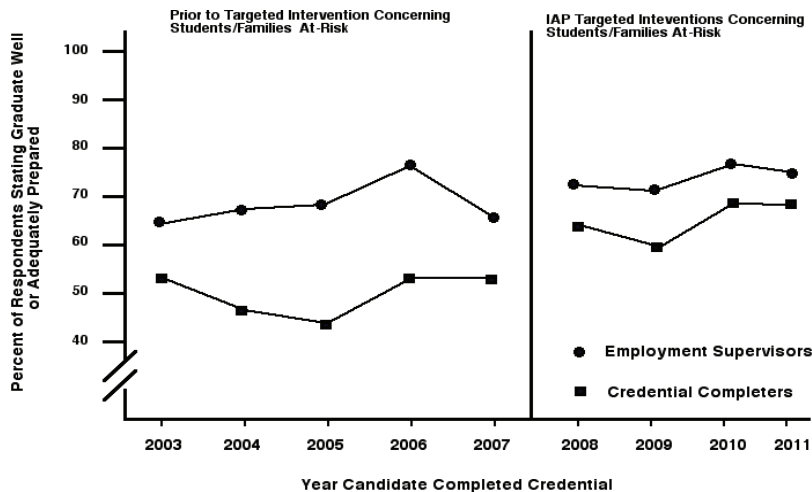
years after the curriculum additions, 464 supervisors yielded a mean rating of 73 % well or adequately prepared, a 5% improvement and the trend remained level. There was 100% overlap between conditions. The level trend and complete overlap weakly supports a treatment effect from the intervention.

Table 1 indicates the principals' mean ranks before and after the IAP were 3.7 versus 6.6 respectively for the ten years of data. The Mann-Whitney U test found the difference significant at the $p<0.05$ level, U=2.5.

Teachers. Prior to the IAP implementation, 837 credential graduates provided a 50% rating of well or adequately prepared in knowledge of resources for students and families at risk. Following the IAP in this area, 597 graduates had a mean of 62, a 12% improvement. There was a 9% improvement from the last year of baseline to the first year after the intervention. There was no overlap between conditions. This comparison supports a clinically identifiable improvement.

Table 1 indicates the teachers' mean ranks before and after IAP implementation was 3 versus 7.5 respectively for the ten years of data. The Mann-Whitney U test found the difference significant at the $p<0.01$ level, U = 0.

Pedagogy practices and managing instruction. These comparison variables were each examined across ten years. As seen in Figure 4, the trend for both supervisors and graduates for both measures was level and stable.

Pedagogy practices. The overall mean rating for *Pedagogy* was 80% well or adequately prepared by supervisors and 72% for graduates. The data was compared for the first six years versus the four years after the IAP implementation and

Figure 4

Percent of Program Completers and Employment Supervisors Who Rated the YSU Graduates from All Credential Programs as Well or Adequately Prepared for Pedagogical Practices across the Curriculum and Preparation to Manage Instruction.

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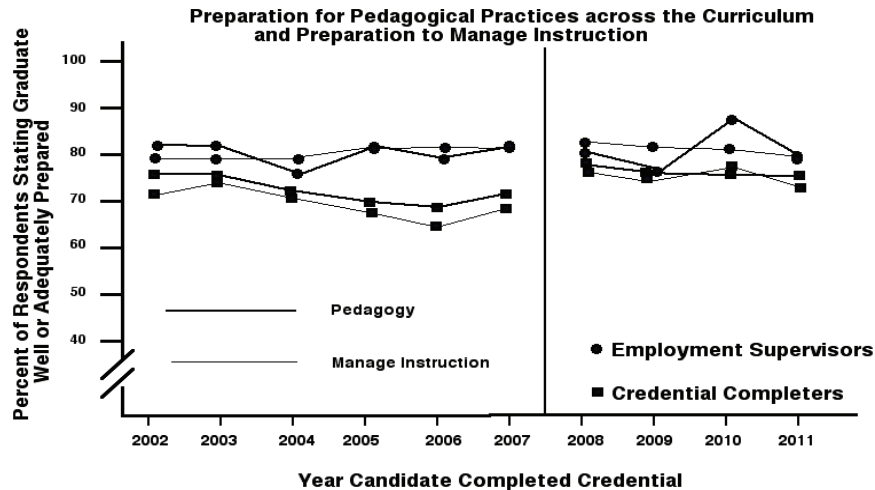
the technology course addition, that targeted the first three variables variables, to examine for co-variation or change. For supervisors, the mean rating was 81% for both time frames. For graduates there was a slight change, from 72% for the first six years to 75% for the last four. There was complete overlap of the data. Table 1 shows that for principals, the mean ranks before and after were 5.8 and 5.0, U= 4 and not significant. For teachers the mean ranges before and after were 4.5 and 6, U=6 and not significant.

Managing instruction. For *managing instruction* the overall ratings were 80% for supervisors and 72% for graduates. For supervisors, the mean rating was 81% the first six years, 80% the last four. For graduates there was a slight change, from 71% for the first six years to 73% for the last four. There was complete overlap of the data. There is some possibility of co-variation of data based on the 3% increase on Pedagogy and 2% for managing instruction on the graduate ratings. Other indicators however, such as trend and overlap would speak against that finding. Table 1 shows mean ranking of 5.4 and 5.6 before and after for the principals with U=12.5, not significant. For teachers, the mean ranks before and after were and 4.4 and 7, U=5.5, not significant.

Discussion

It was decided that to examine for clinical significance, the use of single subject research methodology best allowed for examination of change in so many respondents' ratings over decade of collected data. The Mann-Whitney U was utilized to test for statistical significance. All three independent variables were examined using an A-B design. An A-B design is useful in determining changes in scores (Tawney & Gast, 1984). There was a clinically significant change in graduate ratings of preparation based on all three targeted programmatic changes. The Mann-Whitney U also found statistical significance. The disadvantage of an A-B design visual analysis is that it cannot be used to make a confident assumption of a functional relationship, that is, one cannot be certain that the change in scores can be ascribed to the change in the supplied program (Alberto & Troutman, 2012). The same is true of statistical tests.

That said, the results on all three graphs were quite similar. Despite fairly extensive changes to the elementary program for Figures 1, 2, and 3, the supervisors perceived very little change. It was enough to find statistically significant differences for use of technology and knowledge of students and families at risk, however the clinical significance is questionable. The greatest mean improvement from the principals' view was in the use of technology in teaching where the candidates began taking an entire course devoted to this topic however the improving, increasing baseline somewhat negates an interpretation crediting the higher score completely on the program change.

The teachers scored more markedly observable improvement for all three

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instituted program changes. The means improved at what could be considered a clinically significant level for all three interventions. Preparation to use technology had a large jump with the addition of the course. The improvement for working with English Leaners improved from a combination of interventions. The resources for at-risk results score was for the elementary, secondary, and special education candidates combined and its results were similar to the first two. The graduates' scores reflect a change in the program content with a clinically significant improvement while the supervisors' change were less, 12% for technology, 5% for at-risk and an actual 1% decrease for English leaners.

Two control variables were also analyzed, preparation for pedagogy across the curriculum and managing instruction. If the improvements noted above were part of a general improvement of the program or due to an extraneous variable, these control measures should have improved comparably. They did not. There was a slight increase in the mean ratings by graduates but nothing of the magnitude as seen with the targeted variables. The statistical test also showed no significant change.

In answer to the research question, results overall indicate the survey of program graduates was sufficiently sensitive to reflect programmatic improvement of differences. This same reflection for employment supervisors is only weakly supported if it is supported at all.

Conclusions

The USDOE recommends data from be collected both teacher program graduates and their employment supervisors. The data gathered here demonstrates that preparation program changes were clearly reflected in the year-out data from program graduates but weakly or not at all from their principals. The obvious question is "why the different views?"

First year teachers and experienced supervisors come from a very different perspective. It is probably valuable to solicit input from both groups when assessing the efficacy of a credential program. A first year teacher works full time in the classroom for an entire school year, experiencing moments of great effectiveness and progress as well as moments of great frustration, confusion, and disappointment. The teacher is inexperienced, has not spent much time teaching any other groups of students, and may not yet access many of the resources that are available to make the classroom more effective such as libraries, multi-media, parents, volunteers, guest speaker, or visits to community sites where students can make connections to the relevance of the concepts and skills the teacher is trying to convey. Studies of new teachers' development outline typical stages and whether easy or difficult, survival is the prominent theme for the initial months (Liston, Whitcomb, & Borko, 2006). The intense survival stage, perhaps by the middle of the year, turns to a focus on curriculum, teaching practices, and eventually student learning. Most studies present a progression toward mastery or expertise, achieved perhaps by the fourth

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year of teaching (Grossman, 1992). Novice teachers in the first three years build on preparation experiences to learn their particular context, design an instructional program, create a classroom learning community, and finally develop a professional identity (Feiman-Nemser, 2001). Being a first year teacher is a struggle (Liston et al., 2006).

A principal has been in the first year teachers' classroom, according to the data, from 2-3 times up to 8-9 times for observations and adds his or her observations and conclusions about that specific classroom into a mix of experiences including the administrator's own prior teaching, his or her observations of many other teachers in the same school, and the observations and experiences from other schools. Even if the first-year teacher and the principal of the school have a common understanding of the survey question, they bring different bodies of evidence to the task of answering the question. The first year teacher is in a struggle, the principal, based on much more experience, is judging compared to all these other teachers and classrooms and realizes this new teacher has the tools to eventually succeed.

There is nothing to suggest that the employment supervisors have an inaccurate or inappropriate view of the teachers' preparation. They have perhaps different expectations and a different perspective. They rate these beginning teachers as generally prepared. There was slight improvement with the interventions but they could not be termed clinically significant. The graduates on the other hand were much more sensitive to changes and their data showed a strong positive response to what the faculty hoped were significant program improvements. This is similar to the findings of Beare et al. (2012b) and Chiero et al. (2012c). In those studies, the supervisors rated the graduates from the various program pathways as adequately prepared, but with no differences among the tracks. The graduates saw themselves as less prepared but discriminated markedly among the pathways.

Kane and Cantrell (2010) found that administrator observations focus on whether teachers are effective in meeting objectives overall rather that focusing on specific areas of strength or weakness. According to a study by the *New Teacher Project* (Weisberg, Sexton, Mulhern, & Keeling, 2009), in districts where there is a binary outcome for evaluation (i.e., satisfactory or unsatisfactory), 99% of teachers are rated satisfactory. In districts with more options, (three or more possible ratings versus two), 94% are rated satisfactory. This effect may be carrying over to rating on the SEPTPP to some degree, perhaps explaining the generally higher scores by supervisors. The nuances of program improvements are hidden from raters conditioned to this limited-choice type of assessment.

Teacher preparation has been repeatedly challenged to prove its relevance or efficacy in preparing teachers (Wineburg, 2006) by various critics (e.g., Duncan 2010; Finn, 2003). Vedder (2012) recently referred to teacher preparation's "complicity in creating the mediocrity of K-12 schools" (p. 1). Many, like the *National Center for Teacher Quality*, are collecting data on preparation to attack the profession, while the image of teacher preparation is often characterized as stagnant.

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The YSU program's targeted changes and the research presented above document that innovation and transformation based on data is present in teacher credential programs. Data on teacher education's performance should not be feared or avoided, instead it must be used to set policy and improve education at its delivery point (Wiseman, 2012).

If the USDOE's recommendations are adopted and the field of teacher preparation collects data from graduates and employment supervisors, it may have to rely on these two outcomes for different types of information. The supervisor judgments are perhaps holistic, that is, based on the adequacy of preparation compared to a large number of teachers from across a number of years and a number of settings. As described by Ovando (2005) supervisors often cognitively use different frameworks and rubrics than that provided in a survey, that is, generally the rubric devised by their district. The graduates' judgment pertains to the preparation received for teaching in their first and only setting. If the ratings improve over time, as they did for all three experimental variables, it is an indication that the teacher credential program faculty are doing a better job of preparing the teachers for those first year settings even though the program changes were not perceptible from the supervisors' view. A finding of "no change" from the principals' view should not be discouraging to teacher educators nor should it be used as a basis for criticism of such programs.

Given the proposed high stakes nature of the survey data in that it may be used to at least partially dictate the distribution of federal education dollars, the present research may be somewhat disconcerting. If the various states and the USDOE rely on employment supervisor survey data for program ranking and thus funding levels, teacher preparation programs may justifiably feel that they are helpless to affect ranking in any time frame. Beare et al. (2012b) and Chiero et al. (2012c) found that the principals did not discriminate among pathways to teaching that the graduates saw as significantly different. The present research showed that the principals do not perceive clinically significant program improvements perceived by the graduates.

Natalicio and Pacheco (2000) wrote that "the next decade promises to be one of even greater change and continuous improvement" (p. 1) in teacher preparation. The evaluation work by the CSU and the collection of data from both teachers and principals provides two distinct perspectives to teacher credential programs and supplies documentation to counter the critics of the field. Educators must continue to make measured responses to improve preparation, with the lens of being responsive to the ever-changing conditions encountered by graduates. Effective program changes can be determined and must be shared. Teacher educators must recognize "that better teachers are the keys to improving public schools and that universities have a fundamental moral responsibility to do their part through the preparation of teachers" (Natalicio & Pacheco, 2000, p. 1). The value of teacher preparation can and must be documented and preparation programs must do all they can to create

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exceptional teachers for every year of their professional practice. Tying survey results such as those presented to K-12 achievement is the next step.
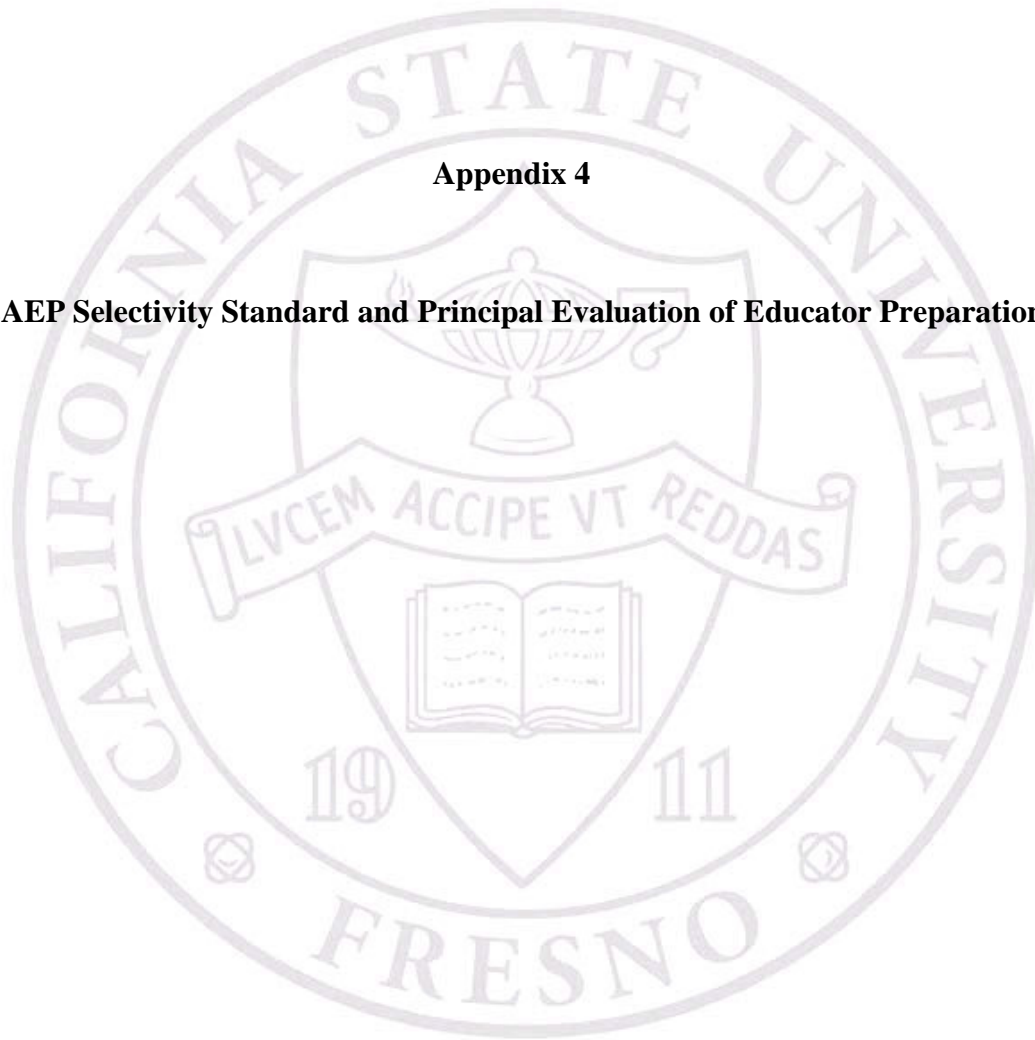
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Kremen Annual Report 2014

Appendix 4

CAEP Selectivity Standard and Principal Evaluation of Educator Preparation

**Journal of
Teacher Education**

The CAEP Selectivity Standard and Principal Evaluation of Educator Preparation

Journal:	*Journal of Teacher Education*
Manuscript ID:	Draft
Manuscript Type:	Research/Empirical
Keywords:	Accreditation, Assessment, Teacher Characteristics, Standards
Additional keywords:	Selectivity
Abstract:	The accreditation standards of CAEP require selectivity in admission to educator preparation programs. CAEP provides documentation in the form of a literature review and lists of citations that purport to indicate improved achievement by K-12 students when taught by teachers with high verbal skills and test scores. A careful review of each citation in the standard revealed minuscule or no support for the CAEP position. Original data was collected examining employment supervisor ratings of over 11,000 teachers' preparation and analyzed for differences based on the selectivity standard. No differences were found between supervisor ratings of teachers who met or did not meet the CAEP test standard, and no significant correlations were found between the selectivity tests, GPA, and principal ratings suggesting that our profession needs to re-examine this issue to determine if data exists to guide this issue of selectivity as it is currently defined and measured.

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Running head: SELECTIVITY OF CANDIDATES   1

The CAEP Selectivity Standard and Principal Evaluation of Educator Preparation

Abstract

The accreditation standards of CAEP require selectivity in admission to educator preparation programs. CAEP provides documentation in the form of a literature review and lists of citations that purport to indicate improved achievement by K-12 students when taught by teachers with high verbal skills and test scores. A careful review of each citation in the standard revealed minuscule or no support for the CAEP position. Original data was collected examining employment supervisor ratings of over 11,000 teachers' preparation and analyzed for differences based on the selectivity standard. No differences were found between supervisor ratings of teachers who met or did not meet the CAEP test standard, and no significant correlations were found between the selectivity tests, GPA, and principal ratings suggesting that our profession needs to re-examine this issue to determine if data exists to guide this issue of selectivity as it is currently defined and measured.

Keywords: accreditation, assessment, teacher characteristics, standards, selectivity

The CAEP Selectivity Standard and Principal Evaluation of Educator Preparation

As the emphasis on teacher accountability grows, universities have been under pressure to make teacher preparation programs more selective (August, Kihn, & Miller, 2010). A variety of vocal advocates for increasing entrance standards see it as a major solution for educational disparities (Riccards, 2012). This increase in selectivity for those seeking to become teachers has been referred to as "looking for teachers who are smart" by Imig and Imig (2006), who contend there is little evidence to support the practice. Simultaneously, promoting educational inclusivity has been a central priority of research and accreditation in recent years, particularly in countries with high levels of diversity (Hutchinson, 2010). Inclusivity is a complex educational construct but fundamentally refers to supporting and accepting the full range of diversities within a learning context to promote equitable education and a cohesive society (Darling-Hammond et al., 2005). Accordingly, literature recommends pre-service educator preparation programs select candidates who value educational inclusivity and represent the diversity of students those educators will eventually teach (Deluca, 2012).

The Council for the Accreditation of Educator Preparation (CAEP) has released its standards which include requiring cohorts of teacher education candidates to have a 3.0 overall grade point average (GPA) as well as a score on the Scholastic Aptitude Test (SAT), American College Test (ACT), or Graduate Record Exam (GRE) at the 50th percentile by 2016 and at the 67th percentile by 2020. The rationale CAEP provides for Standard 3.2 consists of a brief review of the literature and a set of references (CAEP, 2013). A request by the Authors to CAEP for additional support for the selectivity standard resulted in a redirection to the Standard 3 rationale as it is stated on-line.

It is unclear if the characteristics of an effective teacher are measured or predicted by these tests. Socio-economic status (SES) is highly related to performance on the ACT and SAT tests and thus raising scores would likely skew the SES and ethnic makeup of cohorts of teacher candidates (Blomeke, Suhl, Kaiser, & Dohrmann, 2012).   It is counter-intuitive to institutionalize selection criteria that may limit inclusivity absent an empirical research base that supports this criterion as producing teachers who are better prepared to foster academic achievement in their students as well as create an inclusive climate in their classrooms and schools. Recognition is growing that teacher education should attend to the unique strengths of teachers of color (Achinstein, Ogawa, Sexton, & Freitas, 2010). There is certainly a need to recruit more teachers from various ethnicities into the profession (Weisman & Hansen, 2008). Part of the rationale for this focus is that these teachers' "richer multicultural knowledge base" and commitment to teaching, to social justice, and to providing children of color with an academically challenging curriculum, are requirements that are central to working toward equitability and inclusivity in classrooms (Sleeter, 2001).

The purpose of this manuscript is twofold. First, it examines the empirical research base for the CAEP selectivity standard to determine if there is a reason to exclude individuals from the teaching profession who would be admitted under current rules. This review of the literature will initially examine each relevant citation in the Standard 3 rationale as well as the works cited by these CAEP references. Second, original data will be presented on the relationship between CAEP's selectivity factors and principals' evaluation of educators' preparation to teach.

Review of the Literature

CAEP References Pertaining to GPA, SAT, or ACT

The rationale of CAEP Standard 3.2 begins with the statement that there is a "broad

public consensus that providers should attract and select able candidates who will become

effective teachers." The first reference is to the Gallup Phi Delta Kappa poll that reported that

76% of the adult public agreed that "high-achieving" high school students should be recruited to

become teachers (Bushaw & Lopez, 2011). The second citation was an American Federation of

Teachers (AFT) (2012) report that recommended a minimum GPA of 3.0, 1100 SAT and 24

ACT score to attract capable candidates. An examination of that report found that this

recommendation does not appear in either the executive summary or the text of the AFT

document, but rather is on page 30 of its appendices and includes no supporting reference or

documentation as to how AFT arrived at the recommended cutoffs. Also, the CAEP reference

list cites the title of this article incorrectly.

The CAEP rationale's first reference to a data based examination of selectivity states,

"Researchers such as Ball, Rowan and Hill [sic]; Floden, Wayne, and Young [sic] conclude that

academic quality, especially in verbal ability and math knowledge, impacts teacher

effectiveness." Although cited and referenced incorrectly in the CAEP document, more

importantly the Hill, Rowan, and Ball (2005) manuscript never mentions verbal ability, and the

math knowledge referred to by CAEP was actually "math knowledge for teaching," not

"computational facility or course taking" (p. 399). Teachers with increased pedagogical skills in

teaching math obtained higher achievement, and their students spent more time in math

instruction. There was no reference to GPA, SAT, or ACT scores.

Floden and Meniketti. Cited incorrectly, Floden and Meniketti's (2005) article is a

review of the literature that discussed coursework in the arts and sciences as a basis for teacher

education. Specifically, they stated there is an "absence of strong support for arts and science

requirements" (p. 289) in educator preparation. They did state that there are connections

between secondary-school pupils' mathematics achievement and the amount of college

mathematics taken by those pupils' teacher. They recognized that there is some "thin" rationale

for requiring secondary teachers to have a degree in the subject area they teach, particularly in

math and science. At no time do they refer to the teacher candidates' verbal ability, test scores,

or GPA.

Wayne and Young. Wayne, and Young's (2003) review of the literature examined the

relationship between student achievement gains and characteristics of teachers. Their report

found relationships for two categories of characteristics relevant to selectivity: the selectivity

ratings for the colleges attended by teachers and teacher test scores. Three studies were cited

pertaining to college ratings. Summers and Wolfe (1975) examined achievement of 1970-1971

students in Philadelphia using ratings based on university facilities, departments, administration,

faculty, and alumni support. They found no school level relationships for 6th grade or 12th grade.

For 8th graders, there was a relationship for social studies achievement with the teachers'

university ratings. Murnane and Phillips (1981) did not discern any relationship between

students' achievement scores and the teachers' college ratings. The third cited study, Ehrenberg

and Brewer (1994), based its finding on a follow-up survey of 25 teachers. They reported that

Black students and White students, but not Hispanic students, had better achievement when

taught by teachers from higher rated institutions.

The second relevant category in Wayne and Young's (2003) review was test scores.

Summers and Wolfe (1975) found students learned less when teachers had higher scores on the

National Teacher Examination. Ehrenberg and Brewer (1995) used 1966 data to report that

teachers' scores on a short verbal facility test explained some school to school variation in gain

scores. Murnane and Philips (1981) found 6th grade students learned less when their teachers

had higher scores on a vocabulary word test. Rowan, Chiang, and Miller (1997) used teachers'

responses to a single multiple-choice test item to conclude that students whose teachers answered

the item correctly posted larger math gains between 8th and 10th grade. Ferguson and Ladd

(1996) analyzed composite ACT scores and student achievement, finding that students' reading

score gains from 3rd to 4th grade were positively related to ACT scores, but math was not.

   Whitehurst. The Whitehurst (2002) citation was used by CAEP to support the statement

that "educator preparation providers should be much more selective in terms of candidates'

cognitive abilities." His paper was part the proceedings of a *White House Conference on*

Preparing Tomorrow's Teachers and is a review of the literature. One section of the paper

addresses "general knowledge and ability," and includes four citations to support the statement,

"Every study that has included a valid measure of verbal or cognitive ability found that it

accounts for more variance in student achievement than any other measured characteristic of

teachers" (p. 9). The first cited article, a meta-analysis by Greenwald, Hedges, and Laine (1996)

concluded that "a broad range of resources were positively related to student outcomes, with

effect sizes large enough to suggest that moderate increases in spending may be associated with

significant increases in achievement" (p. 361). The authors identified 24 studies that addressed

"teacher ability," with ability described as IQ, GPA, ACT or SAT scores. Half of the studies

found a positive relationship between increased teacher ability and increased student

achievement, and half did not.

   In a chapter, "How and Why Money Matters," Whitehurst's next reference, Ferguson and

Ladd (1996) reported that teacher ACT scores had a very slight positive correlation with fourth

grade reading but not math achievement in the 35 out of 690 (5%) Alabama schools for which

they had scores for all teachers. In the other 655 schools (95%), there was no significant

relationship. The third Whitehurst citation, Kain and Singleton (1996), examined the persistence

of an achievement gap, and reported that "models suggest that teacher ability, as measured by

verbal and written proficiency scores, decreases as the campus percentage of Black and Hispanic

students increases; measures of teacher ability increases with the campus percentage of high-

income students" (p. 110).   This is quite different from the implication Whitehurst is attempting,

to establish and may primarily indicate that higher scoring teachers seek out higher income

schools, and could well be interpreted to mean that lower performing teachers seek less

challenging schools.

The last Whitehurst reference supporting his contention is Ehrenberg and Brewer (1994),

who examined school and teacher characteristics. Their conclusion was that "characteristics of

schools and teachers, or the racial/ethnic composition of a school's teachers and students, rarely

prove to be statistically significant predictors of a student's probability of dropping out of high

school….or the change in the student's achievement test scores" (p. 14). They also stated, "we

have shown that to the extent that institutional selectivity is a proxy for the verbal ability

intelligence of teachers in the school, we have provided indirect evidence on the importance of

this teacher characteristic" (p. 14). Unfortunately, there is no information as to the effect race or

SES may affect attendance at a "more selective" school, nor did they provide any statistics that

supported this statement.

Levin. Levin (1970) is quoted by CAEP as writing "that recruiting and retaining teachers

with higher verbal scores is five-to-ten times as effective per dollar of teacher expenditure in

raising achievement scores of students as the strategy of obtaining teacher with more

experience." This statement appears in Levin's abstract and is based on scores Levin projected

from a 1968 unpublished dissertation "The Education of Negroes and Whites" written by Eric

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Hanuschek and based on 1965 data from White students in 471 elementary schools and Black

students in 242 schools in "the metropolitan north." No mention is given of the measures used,

but the mean verbal score for Black students was 26.68 and 35.70 for Whites. The teachers of

Black students had a mean score of 23.98, teachers of White students a score of 24.77. Both

groups of teachers had just over 11 years of experience. Levin's "estimate" of output for each

student verbal score on some undisclosed measure was .175 point for Black students and .179

points for White students for each verbal score point of the teachers. Each year of experience for

teachers increased Black student scores by .108 and White student scores by .06 points. The

fiscal cost of these, quoted by CAEP, was based on Levin's "estimates of earning functions for

teachers" and his "estimation of the relationship between teachers' salaries and teachers'

characteristics" (p. 30). Each verbal score point of a teacher was estimated to result in a $24

salary increase, each year of experience cost $396. During this study it was also noted that the

district saved $398 if the teacher was female because females earned less. The calculation that

led to Levin's statement being quoted by CAEP, 43 years after it was published was

> Obtained by applying the teacher's experience and verbal score salary coefficients …to the
>
> production coefficients [of increased achievement]. It was assumed that the additional effort
>
> would have to be maintained for the first five years of schooling in order to obtain [the
>
> reported result]. Therefore the [savings] represent additional expenditures for the previous
>
> five years compounded at a 5 percent rate of interest and divided by the average class size of
>
> 30 in order to obtain a per-student figure (p. 31).

Levin also stated that

> "more experienced teaching staff and low teacher turnover show greater benefits to Negro
>
> than to white students because of the lesser stability of the Negro Home. It is a well known

that Negro students are far more likely to come from " broken homes' than are white

students" (p. 32).

Both of these quotes are included to exemplify the ludicrous nature of the information utilized

throughout the CAEP review and the absurdity of making policy decisions on such a basis.

Rockoff et al.   Rockoff, Jacob, Kane, and Staiger (2011), like Levin (1970), Ferguson

and Ladd (1996), and Greenwald et al. (1996) were focused on economic concerns and the dollar

value of various teacher characteristics in hiring. Rockoff et al. used a sample of 418 middle

school math teachers in the New York City public schools who completed at least part of a

survey that self-reported certain characteristics including SAT/ACT scores, selectivity of

undergraduate institution, pedagogy skills, and a complete questionnaire of personality traits.

The survey also included the *Raven's Progressive Matrices Standard Version*, an intelligence

test that includes no linguistic or mathematics skills. Math achievement data and other

demographics for the students taught by the survey respondents were provided by the New York

City Department of Education along with other demographics about the teachers. A survey of

the mentor for each subject, providing a subjective evaluation, was also gathered. None of the

variables related to SAT/ACT or cognitive ability had a statistically significant impact on the

math achievement of students. The selectivity rank of the college attended had a negative

correlation with the subjective evaluation by mentors. The teachers' self report of math

pedagogy skills was positively related to student math achievement at p<.08, a level not usually

considered statistically significant and unrelated to CAEP selectivity measures.

Dobbie. The final CAEP reference supporting the selectivity standard is Dobbie's (2011)

analysis of Teach for America (TFA). Dobbie cited numerous studies that he summarized as

providing little evidence that academic background, college admission scores, certification

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exams, or personality characteristics of teachers predict K-12 student success. He then used the

undefined "TFA Index" to predict math and English Language Arts scores by students taught by

TFA teachers. There was no description of the achievement measures used; however, he stated

that TFA teachers' achievement at a .04 effect size on math achievement and .002 on reading.

The math effect was statistically significant.   The TFA Index had a statistically significant

negative relationship with student behavior ratings, effect size of -.047.

Summary of CAEP Rationale for GPA and Test Standards. No other references in

the CAEP Standard 3 rationale address GPA, ACT, SAT levels, or the issue of excluding certain

teacher candidates. Table 1 summarizes the references' findings. In juxtaposition to the call for

higher quality, the CAEP document and its citations have numerous errors, incorrect references

with wrong authors, titles, volumes, and page numbers; enough to indicate that little concern

with quality or accuracy went into its development and authorship. Two articles (AFT, 2012;

Bushaw & Lopez, 2011) were simply opinion pieces. A number of the CAEP statements

attributed to certain authors simply were not made or implied by those authors (e.g., Hill et al.,

2005). Other cited supports for the CAEP standard came from either meta-analyses or reviews

of the literature (e.g., Floden & Menketti, 2009, Wayne & Young, 2003; Whitehurst, 2003).

Floden and Menketti (2009) addressed required arts and science courses and stated there is an

absence of support for arts and sciences courses but some rationale for math teachers taking math

courses. Wayne and Young (2003) examined three teacher characteristic areas. The relationship

between college rating and achievement had very mixed results and used a study with 1970 data

to even minimally support a positive finding for 8th grade social studies. In the area of teacher

test scores, two studies (Murnane & Philips, 1981; Summers & Wolfe, 1975) found little or no

relationship between teacher test scores, university exclusivity, and student achievement.

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Whitehurst's review of secondary sources was also plagued with errors and conclusions

attributed to studies that did not appear in his paper as primary sources (e.g., Greenwald et al.,

1996; Kain & Singleton, 1996).

Levin (1970) is quoted by CAEP using perhaps its strongest statement for raised

selectivity. Levin's paper was based on data from a dissertation written in 1968, based on 1965

information that he reworked, thus the achievement data are nearly 50 years old. The reworked

data were used to demonstrate differences in achievement between Black and White students and

to show that districts profit from hiring teachers with little experience but high-test scores,

because the higher scoring teachers earn an average of only $24 more for each test score point

produced, compared to $396 for each year of experience.

Rockoff et al. (2011) found no statistically significant relationship between teacher test

scores on the SAT/ACT or on a test of cognitive ability and student achievement. Dobbie (2011)

did not describe the measurement of teacher achievement, but indicated higher achievement

yields improved math achievement for students receiving instruction from TFA teachers.

Literature Summary

The U.S. Department of Education (2002) has argued for the dismantling of teacher

education systems as they were "broken" and imposed "burdensome requirements" for

coursework, based on four arguments, one of which was that verbal ability and subject matter

knowledge are the most important components of teacher effectiveness. At that time, Darling-

Hammond and Youngs (2002) debunked that assertion. In 2013, CAEP has indicated a similar

claim by placing SAT, ACT, and GRE minimums on accreditation with no supporting research.

A review of the articles listed found no empirical evidence to support these selectivity factors.

The research concerning gender, and in particular race, is troubling, but if anything, would speak

to keeping as diverse a pool of teachers as is feasible. It is not possible or advised that the

country return to race and gender-segregated teaching. Nothing in the CAEP cited research

addresses an advantage to student achievement by eliminating teachers based on SAT or ACT

scores, which are, at best, measures of high school achievement and at worst a reflection of

socio-economic status.

The authors who offered support for selectivity tended to come from the field of

economics and were concerned with cost versus achievement. Most spoke of effect size. As

stated, effect size is used to express how many standard deviations separate two groups and is

particularly valuable for quantifying the effectiveness of a particular intervention, relative to

some comparison (Kesselman et al., 1998). In this research, it was used to show the effect

teachers with higher verbal skills or test scores have on student achievement. The effect sizes

listed ranged from .002 to as high as .175. Cohen (1988) proposed rules of thumb for

interpreting effect sizes: a "small" effect size is .20, a "medium" effect size is .50, and a "large"

effect size is .80. As Cohen warned, however, these rules of thumb may be different for each

field of study. The U.S. Department of Education's *What Works Clearinghouse* (2014) clarified

that .25 as an important effect size to which educators should attend. None of the cited studies

approached that level.

It is troubling that the major, and soon the only, national accreditation body for educator

preparation used such a poorly written, weakly researched document lacking an empirical data

base to support a standard for entering the most important profession to our country's future.

The sources were largely secondary and the data was old. While the quantitative selectivity

standards may appear to be reasonable, the lack precision in reporting study results, the

irrelevance of much of the cited research, and the paucity of any real supporting evidence is not

acceptable for a document that supposedly defines the case for higher standards in education. Compounding the audacity of this lack of scholarship, which could be interpreted as meaning accountability does not apply to CAEP, is that this standard intends to exclude two-thirds of all potential teachers from the field, and is very likely to discriminate against teacher candidates from a lower socioeconomic background or underrepresented groups. The contradiction between evidence and assertions may lead to speculation about the influence of various entities on the development of this standard, but whatever its origin, this review of the CAEP citations demands the field examine legitimate reviews of the literature and research on the effects of selectivity, starting with a real examination of the effect teacher test scores and GPA have on schools. The factors that should be used for educator selection are not the scores CAEP requires, and nothing in their published knowledge base provides convincing evidence that a quality teacher should score in the top one-third on the cited standardized tests.

Statement of Purpose

CAEP has proposed new accreditation standards for Educator Preparation Programs (EPP), requiring a mean GPA above 3.0 for cohorts of candidates and an increasing SAT, ACT, or GRE requirement, where, by 2020, programs must exhibit mean scores above the 67th percentile. The purpose of the current research was to determine if program completers from the California State University (CSU) who would have been excluded by this requirement were judged differently by their employment supervisors than those would have met the CAEP standard. Additionally, data will be used to determine if there is a correlation between Principal's evaluation of teachers' preparation at the end of the teacher first year of professional teaching and GPA or SAT scores.

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Methodology

Subjects. Employer surveys for 11,723 CSU Teacher Education Program graduates were

examined for SAT or ACT scores, 2893 had SAT and 307 had ACT. Because ACT is used so

infrequently by California students, it was excluded from the analysis. For a second analysis

there were 435 California State University, Yosemite (Yosemite State) completers for whom

SAT scores were available and 871 Yosemite State completers for whom California Basic

Educational Skills Test (CBEST) scores were available. GPA was available for all subjects.

Yosemite State is one of 23 campuses in the CSU system. It enrolls over 20,000 students and is

one of the largest producers of multiple (elementary) and single subject (secondary) teachers in

California (CCTC, 2014).

It may be noted in the tables that the number of subjects varies among the composites.

Each composite is developed from multiple items and applies to the different basic credentials,

Multiple Subjects, Single Subject, and Education Specialist. If a respondent skipped any item in

a composite, that score was excluded from that composite and dropped from the analysis.

Data from Admission Records as the Independent Variable. The independent

variables in this study were the selectivity factors cited in CAEP Standard 3.2. Because

California does not allow an education major, all teacher credentials are granted on the post

baccalaureate or graduate-only level. The mission of the CSU is access to higher education.

Over 80% of candidates receiving teaching credentials start at community colleges, thus SAT or

ACT scores are not universally available. Neither test is required for admission to the CSU

unless the candidate applying as a first time freshman. Undergraduate transfer students are only

accepted into the CSU if they have completed a two-year degree. Additionally, admission to a

credential program in the university system requires passage of the CBEST.

Dependent Variable. The dependent variable was employment supervisors' ratings of

teachers' preparation to teach at the end of the teachers' first year of professional teaching.

Virtually all the responding supervisors are building principals (Center for Teacher Quality

[CTQ], 2009). Principals' views are important because in the overwhelming majority of schools

they have long been responsible for conducting teacher evaluations (Liu & Johnson, 2006).

Harris, Ingle, and Rutledge (2014) examined the relationship between principal evaluation of

teacher value and valued-added measures of student achievement and found they are positively

correlated. Their conclusion was that principal evaluations are not just based on achievement,

but also take into consideration collegiality, cooperation, and other characteristics important to

school-based decision making.

Dependent Measure: *Systemwide Evaluation of Professional Teacher Preparation*

Programs Survey (*SEPTPP*). After teaching for one year, all basic teaching credential completers

from the CSU and their employment supervisors are asked to complete separate but parallel 110

item surveys administered by the CSU's Center for Teacher Quality. The survey is designed to

collect information about the extent to which K-12 teachers who were recent graduates of CSU

teacher preparation programs were prepared for important teaching responsibilities, and the

extent to which preparation was professionally valuable and helpful to them during their initial

year of teaching (CTQ, 2009).

In 2003, the CSU Deans of Education grouped together survey items that were

substantively related to each other. For example, the survey includes several items related to

preparing teachers for diversity in education. The Deans grouped these questions together in a

composite called *Preparing for Equity and Diversity in Education.* The grouping of items in this

and other composites represents an important aspect of teaching and facilitates the analysis and

interpretation of large amounts of complex data. The composites are divided into areas including

A) overall effectiveness, B) preparation to understand and teach core subjects, C) preparation in

general pedagogy, and D) preparation to teach diverse groups and stages of learning.

   Development and validation of the instrument. The Deans of Education in the CSU

reviewed instruments used by other universities and research centers to develop an extensive set

of items. Alignment of items with state content standards, state expectations for newly

credentialed teachers, and state and national accreditation standards by individuals who had

participated in drafting those standards strengthened validity (CTQ, 2006). "The validity of the

CSU composites derives substantially from the Deans' extensive efforts to ensure that each

composite consists of questions that are conceptually related to each other and that address

important issues in the preparation of K-12 teachers" (p. 8). In 2003, the CSU subjected the

questions to a confirmatory factor analysis using SPSS to assess empirical validity of the Deans'

conceptual groupings. The results of a varimax rotation suggested minimal changes. After

review, the Dean's accepted the changes bringing the *SEPTPP* to its present form.

   Additional validity. Authors (2012a) analyzed responses from 19,050 employment

supervisors statewide and found no significant correlations between principals' evaluation of

graduate's preparation on the *SEPTPP* and certain characteristics of schools in which the

graduates taught during their first year. Specifically, the percent of students eligible for free or

reduced lunch, the percent of students who were English learners, school achievement level on

state tests, or the percent of teachers in the school with emergency teaching credentials had no

effect on the evaluation of the teachers by principals. The authors concluded that these findings,

devoid of extrinsic variables affecting the ratings, speak to the applicability of *SEPTPP* in

establishing a culture of evidence for teacher preparation program improvement.

Reliability. Since the inception of the survey, each year's data set yields the percent of respondents who gave specified answers to the questionnaire and included reliability estimates for each finding in the form of confidence intervals. These are based on both the number of respondents and the concurrence or homogeneity of responses. The composite scores are substantially more reliable than are the individual survey items (CTQ, 2006). The confidence intervals of the composite scores range from zero to two percentage points at the 90 percent confidence level.

Previous research findings with *SEPTPP*

Different Pathways across Campuses. Authors (2012b) examined survey results from 12,591 teachers who had been prepared in one of three elementary credential pathways, as well as 3,779 of their employment supervisors. The pathways were traditional campus program, intern program where the credential candidate was the salaried teacher of record for a classroom with no cooperating teacher, or CalStateTEACH, the CSU's systemwide completely online, spiral curriculum credential program. The graduates perceived significant differences in their preparation with the CalStateTEACH rated higher than the other two overall and every all composite areas.

Different Pathways on One Campus. Authors (2012c) compared three pathways to a Multiple Subject credential at a comprehensive university within the CSU. All three pathways included the same courses taught by instructors from the same pool. The paths were traditional campus-based, internship, and partnership-based. The partnership-based candidates took classes physically located in a partner school, and they completed their field experiences in those sites. There were no significant demographic variable differences among the graduates by pathway. The partnership graduates rated their preparation significantly better than did the other two

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groups overall and on all composites.

Specific Curricular Changes. Further research examined for effects from three specific

curricular changes focused on strengthening weakly rated composite areas on graduate and

supervisor scores (Authors, 2013). Data was collected longitudinally over a10-year period.

Visual analysis of graphed data using single subject methodology found clinically significant

increases in graduate and principal ratings as a result of program changes. Statistical analysis

verified the improvement.

SEPTPP Research Relevant to Selectivity. Using multiple years of data, Authors (2014)

examined the effect of teacher socioeconomic status (SES) and ethnicity on principal evaluation

of the teachers' preparation. The results indicated that there was no difference in ratings based

on graduates' parent education, family income, or ethnicity. Post hoc evaluation showed that

Latina teachers were rated better prepared to work with diversity in the classroom and to teach

English learners.

Procedure

Research Questions.

Question 1. Is there a correlation between principal ratings of educator preparation and

the teacher SAT or CBEST scores or undergraduate GPA?

Question 2. Is there a significant difference in principal rating of teacher preparation

between educators below the CAEP SAT limits and those above the CAEP SAT limits?

Question 3. What is the effect size of the influence SAT scores have on principal ratings

of teacher preparation?

Data Analysis

Data were analyzed with two distinct procedures. One analysis was performed on

Yosemite State data, the other on CSU system-wide data. The data-base from which the system-

wide graduates was taken included high school GPAs reported in intervals. Because California

candidates are all post baccalaureate, only test scores were used on system-wide data, not the

GPAs. Undergraduate GPAs were available for Yosemite State completers as well as CBEST

and SAT scores thus GPA was a variable for this group. Because their was college GPA, the

high school GPA was seen as irrelevant.

First analysis. The data from Yosemite State teacher graduates included college GPA, as

well as SAT and CBEST scores. The correlations between supervisor ratings and each of the

independent variables were calculated and examined for statistical and clinical significance.

Second analysis. The system-wide data was analyzed based on the 50th and 67th

percentile rank cutoffs set by CAEP. The exact SAT score cutoffs utilized were from the

College Board (2013) norms. The employment supervisor ratings of graduate preparation overall

and in each composite area of the *SEPTPP* were analyzed using independent t-tests. The mean

ratings of graduates below and above the SAT cutoffs were calculated and examined for

statistical significance and effect size.

Results

Research Question 1. No correlation was clinically significant between SAT scores or

undergraduate GPA and supervisor ratings of graduate preparation for Yosemite State program

completers (Table 2). Only two correlation coefficients between SAT scores and principal

ratings were statistically significant, these were negative correlations (-.19 for both) between

overall effectiveness of the Single Subject program with SAT Composite and with SAT Verbal

Scores. Correlations with undergraduate GPA reached only .12 or lower but were statistically

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significant due to the larger sample size; however, they are viewed as meaningless for any

clinical interpretation at such a low magnitude. Likewise, as may be seen in Table 3, the

correlations between principal ratings and CBEST scores were universally low and of no clinical

significance. The only correlations with test scores that were statistically significant were

negative correlations.

Research Question 2. The system-wide data were examined for differences in principal

ratings of teachers' preparation based on those teachers above and below the 50th and 67th

percentiles on the SAT (Table 4). No significant differences on mean ratings for the graduates'

overall preparation (Composites A) were found when comparing those above and below the

cutoff scores. Of the 54 composite comparisons, only three (5.6%) were significant. Multiple

Subject (elementary) graduates teaching reading-language arts was significant at both the 50th

and 67th level and preparation to use technology was significant at the 67th percentile level.

However, these three significant results were found for mean differences of .08, .08, and .11 and

with effect sizes of .003, .002, and .001, respectively. On 17 (31%) of the comparisons, the

lower scoring group on SAT had a higher rating by the principals.

Research Question 3. The effect sizes were extremely low with 50 of 54 (93%) between

.000 and .003. Only four of the effect sizes ranged between .006 and .008. None of the effect

sizes reached the .10 level. Grouping teacher by the 50th percentile and 67th percentile on the

SAT explains essentially no variance in supervising ratings.

Discussion

The lack of statistically significant results is a very important finding for the future of

teacher education. Despite literally hundreds of analyses, none of the statistical results, the use of

a correlation between the supervisor ratings and SAT, CBEST, and GPA, the t-test analysis of

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the difference in ratings between teachers above and below cut points, or an examination of

effect sizes, could justify excluding teachers under CAEP's Standard 3.2. The data showed no

clinically significant result that would warrant having excluded those teachers from the

profession.

This data joins the studies of Murnane and Phillips (1981), Summers and Wolfe (1975),

Rockoff et al. (2011), Harris and Sass (2011), Koedel et al. (2012), and Henry et al. (2013) in

clearly stating that entrance test scores do not have value in predicting teacher performance. A

complex activity such as teaching cannot be explained by a simple measure, particularly a

measure taken in high school. While the studies cited by CAEP generally utilized teachers who

presumably matriculated into undergraduate level programs, this current study was conducted in

California, which requires an undergraduate degree as a pre-requisite to entering an educator

preparation program. The lack of significant differences in principal rating is similar to the

finding by Authors (2014) that the family income, parents' education, and teacher ethnicity also

did not predict higher teacher performance. The lack of significant differences speaks to the

transformative quality of a college degree.

Every teacher graduate from the CSU has persevered through a four-year content degree

and a one-year teaching credential program. Each passed the CBEST, a reading pedagogy exam,

and a high stakes Teacher Performance Assessment (TPA). This study used data from

employment supervisors' rating of teachers' preparation that is viewed as a valid measure of

quality of teacher credential program and individual skills. The U.S. Department of Education

(2011) has specifically sited the *SEPTPP* as one that should be emulated by all educator

preparation programs. Skeptics may criticize the instrument; however, its reliability and its

ability to differentiate among credential pathways and higher education institutions and to reflect

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specific program changes has been well documented (Authors, 2012a; 2012b; 2012c; CTQ, 2009).

College transforms lives, educates, socializes, and develops intellect. One mission of the CSU (2014) is access to higher education. Yosemite State, the source of subjects for one of the two analyses, is one of the most economically challenged locations in the nation with the fourth lowest median family income of all cities (Kurtzleben, 2011). The Brookings Institute ranked the city where it is located as number one in the U.S. for concentrated poverty (Simmons, 2005). The students in the educator preparation program at this University were 35% English learners when they attended K-12, 66% first generation college students, 70% from an under-represented group, and 66% had a high school GPA under 3.0. Despite the challenges presented by these demographics, the cohort undergraduate college GPA for the past few years was over 3.0 (Yosemite State, 2014). Previous research (Authors, 2014) verified that coming from a low-income family and being raised by parents who never attended high school has no effect on teaching performance.

The CAEP standards would bar half to two-thirds of the students who want to be teachers, saying they should not be allowed to enter a preparation program at a university because of test scores that reflect family income and parent education. CAEP has no empirical evidence to support an exclusionary policy. CAEP is ignoring a University's ability to educate and transform learners. They are saying that what a candidate may learn at a university is less important than a test score from high school. This seems inconceivable coming from a group of professional educators. A test that is designed to predict performance in college is weighed more heavily than actual performance in college or on a teacher performance assessment. Verbalizing this exclusion as "raising the bar" does not change that it is trying to "bar the door" by excluding

capable, and often, diverse students from becoming teachers or transforming themselves as well as trying to help others transform. CAEP is, in fact, lowering quality by misstating research findings and ignoring the clinical significance of data that was presented.

CAEP criticized the National Center for Teacher Quality for relying on inputs instead of outputs in judging programs (Cibulka & Murray, 2011). High school test scores or GPA are inputs, not performance based assessments. Performance in credential and college content classes, clinical experiences, and on Teacher Performance Assessments is what should be used to judge a future teacher. It is inexplicable that CAEP has adopted a standard without due diligence that will exclude people from the classroom based on no evidence and will cancel the dreams of thousands of potential teachers each year.

Recommendations

The scores on the SAT or CBEST do not predict student success in higher education or principal evaluations just as they do not measure what is required to be an effective teacher. There is a trend among elite colleges to no longer depend on the SAT, or to even require it, with research showing little support for its use (Goral, 2014). Other factors are better predictors. The Renaissance Group Teacher Work Sample and the Teacher Performance Assessments have been demonstrated to be very valuable in determining teacher effectiveness (Authors, 2009; Denner, Norman, & Lin, 2009; Hartnett-Edward, 2013). They are an output, not a pretest. Performance assessment, in California, plays a role in determining who becomes a teacher. These and similar measures should be implanted by preparation programs and states, not simplistic non-predictive reliance on a standardized test score as an input.

CAEP needs to immediately withdraw Standard 3.2, acknowledge to the profession the paucity of empirical evidence. If selectivity is to be a factor in accreditation it should be

selectivity concerning performance while completing a credential, not biased measures

concerning who gets admitted. As a professional, accrediting organization that requires

assessment systems and data analysis of those institutions that join, CAEP must model the role of

a community of scholars who use data and research to set appropriate standards and who are

legitimately trying to improve education.

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Table 1

Summary of Research Cited to Support CAEP Standard 3.2

Supporting Article Authors	CAEP Ref	Cited CAEP	Major Findings of Article Related to the Issue of Selectivity
AFT (2012)	x		No evidence of any kind presented.
Bushaw & Lopez (2011)	x		Poll of American public desiring high achieving teachers.
Floden & Meniketti (2009)	x		Number of math courses taken by teachers and K-12 math achievement
Hill et al. (2005)	x		Teacher self rating of math pedagogy knowledge positively related to student math achievement
Levin (1970)	x		Using 1965 data from someone else's dissertation, hiring teachers with higher verbal scores is more cost effective than hiring teachers with more experience; he found a positive effect size based on higher verbal scores.
Rockoff et al. (2011)	x		SAT/ACT not related to math achievement. Selectivity of college negatively correlated with mentor ratings. Self-rating of math pedagogy mildly related to student math achievement.
Wayne & Youngs (2003)	x		Review of literature, largely articles not supporting selectivity.
Whitehurst (2002)	x		Error filled description of other research described below.
Ehrenberg & Brewer (1994)		x	Characteristics of teachers rarely prove to be significant predictors of student achievement. Reported they have "indirect evidence" that institutional selectivity is important.
Ferguson & Ladd (1996)		x	ACT scores positively correlated to 3rd grade reading achievement, not true for math.
Greenwald et al. (1996)		x	Half of 24 studies reviewed found positive relationship between teacher ability and student achievement, half did not.
Kain & Singleton (1996)		x	Higher achieving teachers teach in higher achieving schools.
Murnane & Phillips (1981)		x	Did not find a relationship between student achievement and teachers' college ratings (selectivity).
Rowan et al. (1997)		x	Using a single multiple choice math question as the measure of teacher content knowledge, they found students of teachers answering correctly obtained higher achievement scores.
Summers & Wolfe (1975)		x	Little relationship with teacher test scores and student achievement.

Table 2

Correlation Coefficient Results for Survey Composites, SAT Composite, SAT Math, SAT Verbal, and GPA

Composites		SAT Comp	SAT Math	SAT Verbal	GPA
A. Overall effectiveness of basic teaching credential programs					
A1 Overall effectiveness of Multiple-Subject Credential Programs	r(p)	.07 (.36)	.06 (.45)	.05 (.48)	.11 (.02)
	n	170	180	180	435
A2 Overall effectiveness of Single-Subject Credential Programs	r(p)	-.19 (.05)	-.12 (.20)	-.19 (.05)	.12 (.01)
	n	108	113	113	446
A3 Overall effectiveness of Education Specialist Programs	r(p)	-.03 (.93)	.09 (.78)	-.16 (.60)	.12 (.01)
	n	13	13	13	435
B. Preparation to understand and teach core subjects of school curriculum at distinct levels					
B1 Preparation to understand and teach reading-language arts (K-8)	r(p)	.08 (.30)	.06 (.45)	.07 (.37)	.08 (.21)
	n	157	167	167	277
B2 Preparation to understand and teach mathematics (K-8)	r(p)	.12 (.14)	.11 (.17)	.09 (.26)	.08 (.20)
	n	153	163	163	274
B9 Preparation to understand and teach reading in content classes (Grades 7-12)	r(p)	-.12 (.23)	-.09 (.38)	-.10 (.32)	.06 (.49)
	n	100	105	105	146
C. Preparation in general pedagogical principles and practices across subjects and school levels					
C1 Preparation to plan instruction for all students & subjects (K-12)	r(p)	-.04 (.46)	-.03 (.65)	-.05 (.39)	.11 (.02)
	n	290	305	305	435
C2 Preparation to motivate students to be active learners (K-12)	r(p)	-.05 (.38)	-.05 (.43)	-.05 (.43)	.11 (.02)
	n	289	304	304	433
C4 Preparation to use education technology effectively (K-12)	r(p)	.10 (.12)	.08 (.19)	.08 (.19)	.11 (.05)
	n	247	261	261	345
C5 Preparation to use good pedagogy across the curriculum (K-12)	r(p)	-.05 (.41)	-.03 (.55)	-.05 (.38)	.11 (.02)
	n	292	307	307	446
D. Preparation to teach California's students in diverse groups and stages of development					
D1 Preparation for Equity and diversity in education (K-12)	r(p)	-.04 (.46)	-.03 (.65)	-.05 (.39)	.11 (.02)
	n	290	305	305	433
D5 Preparation to teach English learners in grades (K-12)	r(p)	-.05 (.41)	-.03 (.55)	-.05 (.38)	.10 (.03)
	n	292	307	307	435

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Table 3

Correlation Coefficient Results for Survey Composites and CBEST Scores-Yosemite State

Composites		SAT Comp	SAT Math	SAT Verbal	GPA
A. Overall effectiveness of basic teaching credential programs					
A1 Overall effectiveness of Multiple-Subject Credential Programs	r(p)	-.06 (.21)	-.07 (.13)	-.07 (.13)	-.08 (.08)
	n	511	511	511	511
A2 Overall effectiveness of Single-Subject Credential Programs	r(p)	-.02 (.77)	-.02 (.80)	-.00 (.92)	.02 (.75)
	n	285	285	285	285
A3 Overall effectiveness of Education Specialist Programs	r(p)	-.07 (.55)	-.08 (.49)	-.08 (.50)	-.09 (.45)
	n	75	75	75	75
B. Preparation to understand and teach core subjects of school curriculum at distinct levels					
B1 Preparation to understand and teach reading-language arts (K-8)	r(p)	-.08 (.07)	-.09 (.06)	-.09 (.05)	-.10 (.04)
	n	465	465	465	465
B2 Preparation to understand and teach mathematics (K-8)	r(p)	-.06 (.23)	-.07 (.16)	-.06 (.17)	-.07 (.12)
	n	458	458	458	458
B9 Preparation to understand and teach reading in content classes (Grades 7-12)	r(p)	.02 (.76)	.02 (.77)	.03 (.62)	.06 (.34)
	n	261	261	261	261
C. Preparation in general pedagogical principles and practices across subjects and school levels					
C1 Preparation to plan instruction for all students & subjects (K-12)	r(p)	-.03 (.33)	-.04 (.20)	-.04 (.26)	-.04 (.29)
	n	865	865	865	865
C2 Preparation to motivate students to be active learners (K-12)	r(p)	-.02 (.67)	-.02 (.59)	-.02 (.65)	-.01 (.72)
	n	862	862	862	862
C4 Preparation to use education technology effectively (K-12)	r(p)	.06 (.14)	.04 (.27)	.05 (.19)	.05 (.19)
	n	718	718	718	718
C5 Preparation to use good pedagogy across the curriculum (K-12)	r(p)	-.06 (.09)	-.07 (.05)	-.06 (.07)	-.06 (.08)
	n	833	833	.833	.833
D. Preparation to teach California's students in diverse groups and stages of development					
D1 Preparation for Equity and diversity in education (K-12)	r(p)	-.06 (.08)	-.07 (.06)	-.06 (.07)	-.06 (.08)
	n	863	863	863	863
D5 Preparation to teach English learners in grades (K-12)	r(p)	.06 (.11)	-.06 (.07)	-.06 (.09)	-.06 (.10)
	n	866	866	866	866

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Table 4

Differences in Supervisor Ratings of CSU Graduate Teachers by P_{50} and P_{67} SAT Cutoffs

Composites	P	N	$M_{<CUT}$	$M_{>CUT}$	M_{DIFF}	t	p	Effect Size
A. Overall effectiveness of Basic Teaching Credential Programs in the CSU System								
A1 Overall effectiveness of MS Credential Programs	P_{50}	466	2.25	2.28	.03	-.48	.64	.001
	P_{67}		2.25	2.33	.09	-1.20	.23	.001
A2 Overall effectiveness of Single-Subject Credential Programs	P_{50}	630	2.67	2.25	-.02	.34	.74	.000
	P_{67}		2.27	2.24	-.03	.59	.55	.000
A3 Overall effectiveness of Education Specialist Programs	P_{50}	107	2.39	2.54	.15	-1.23	.22	.008
	P_{67}		2.40	2.66	.26	-1.77	.08	.007
B. Preparation to understand and teach core subjects of school curriculum at distinct levels								
B1 Preparation of MS teachers for reading-language arts	P_{50}	2016	2.24	2.33	.08	-2.41	.02	.003
	P_{67}		2.25	2.33	.08	-2.04	.04	.002
B2 Preparation of MS teachers for mathematics instruction	P_{50}	1911	2.30	2.35	.05	-1.53	.13	.002
	P_{67}		2.30	2.35	.05	-1.35	.18	.001
B3 Preparation of Single-Subject teachers of English	P_{50}	133	2.44	2.49	.05	-.51	.61	.000
	P_{67}		2.51	2.41	-.10	.86	.39	.001
B4 Preparation of Single-Subject teachers of mathematics	P_{50}	245	2.32	2.42	.10	-1.24	.22	.002
	P_{67}		2.36	2.38	.02	-.22	.82	.000
B5 Preparation of Single-Subject teachers of science	P_{50}	294	2.34	2.38	.04	-.59	.55	.002
	P_{67}		2.35	2.38	.04	-.52	.62	.002
B6 Preparation of Single-Subject teachers of history	P_{50}	75	2.61	2.41	-.20	1.88	.06	.002
	P_{67}		2.55	2.33	-.21	1.73	.09	.004
B7 Prep of MS teachers to teach other than reading and math	P_{50}	464	2.16	2.20	.05	-.72	.47	.000
	P_{67}		2.15	2.28	.13	-1.59	.11	.001
B8 Prep of SS teachers to teach other than the four core subjects	P_{50}	626	2.45	2.47	.02	-.43	.67	.000
	P_{67}		2.46	2.48	.02	-.32	.75	.000
B9 Prep of SS teachers to develop reading skills in content area	P_{50}	594	2.11	2.09	-.02	.30	.77	.000
	P_{67}		2.11	2.09	-.03	.38	.70	.000
C. Preparation in general pedagogical principles and practices across subjects and school levels								
C1 Preparation of teachers to plan instruction	P_{50}	1197	2.36	2.38	.03	-.74	.46	.000
	P_{67}		2.36	2.40	.04	-1.04	.30	.000
C2 Preparation of teachers to motivate students to be active learners	P_{50}	1197	2.32	2.36	.05	-1.12	.26	.001
	P_{67}		2.33	2.36	.03	-.63	.53	.000

SELECTIVITY OF CANDIDATES　　　　　　　　　　　　　　37

		N						
C3 Preparation of teachers to manage instruction	P_{50}	1198	2.31	2.30	-.01	.29	.77	.000
	P_{67}		2.31	2.30	-.01	.16	.87	.000
C4 Preparation of teachers to use education technology	P_{50}	1148	2.41	2.46	.05	-1.36	.18	. .001
	P_{67}		2.41	2.51	.11	-2.49	.01	.001
C5 Prep of teachers to use good pedagogy across the curriculum	P_{50}	1203	2.29	2.32	.03	-.86	.39	.001
			2.30	2.34	.04	-1.02	.31	.000
C6 Prep of teachers to assess and reflect on their instruction	P_{50}	1190	2.23	2.26	.02	-.55	.58	.001
	P_{67}		2.23	2.78	.04	-.87	.39	.000

D. Preparation to teach California's students in diverse groups and stages of development

		N						
D1 Preparation of teachers for equity and diversity in teaching	P_{50}	1195	2.21	2.19	-.02	.45	.65	.000
	P_{67}		2.20	2.19	-.01	.16	.87	.000
D2 Prep of MS teachers to teach young children in grades K-3	P_{50}	466	2.29	2.32	.03	-.53	.59	.001
	P_{67}		2.28	2.38	.10	-1.27	.20	.001
D3 Prep of MS & SS to teach mid-grade students in grades 4-8	P_{50}	2634	2.28	2.29	.01	-.53	.60	.000
	P_{67}		2.28	2.30	.02	-.70	.48	.000
D4 Preparation of SS teachers to teach high school students	P_{50}	625	2.28	2.24	-.04	.77	.45	.000
	P_{67}		2.27	2.23	-.04	.76	.45	.000
D5.1 Prep of teachers to teach English learners in grades K-12	P_{50}	1197	2.22	2.22	-.01	.24	.81	.000
	P_{67}		2.22	2.22	-.00	.03	.98	.000
D1 Preparation of teachers for equity and diversity in teaching	P_{50}	1195	2.21	2.19	-.02	.45	.65	.000
	P_{67}		2.20	2.19	-.01	.16	.87	.000
D5.2 Prep of teachers to teach English learners in grades K-12	P_{50}	1181	2.17	2.13	-.04	.99	.32	.000
	P_{67}		2.16	2.12	-.04	.82	.42	.000
D6 Preparation of SpEd teachers to teach special learners in SpEd	P_{50}	107	2.40	2.54	.14	-1.04	.30	.006
	P_{67}		2.40	2.67	.26	-1.78	.08	.006
D7.1 Prep to teach spec learners in inclusive schools (K-12)	P_{50}	2624	2.18	2.18	.00	-.09	.93	.000
	P_{67}		2.17	2.19	.01	-.41	.69	.000
D7.2 Prep to teach spec learners in inclusive schools (K-12)	P_{50}	2785	2.02	2.06	.04	-1.26	.21	.000
	P_{67}		2.02	2.07	.05	-1.32	.19	.000

Kremen Annual Report 2014

Departments:

Counselor Education and Rehabilitation

Curriculum and Instruction

Educational Administration and Research

Literacy, Early, Bilingual, and Special Education

2013-2014 ANNUAL REPORT TO THE PROVOST
Kremen School of Education and Human Development
June 6, 2014

GOALS

Department of Counselor Education and Rehabilitation
1. Report on previous years goals.
Counseling:
a) Counselor Education did select a tenured professor to oversee the Comprehensive Examination process. Dr. Kyle Weir was chair of the Comprehensive Examination Oversight Committee and program faculty served on the committee thus expanding support for this vital assessment tool.
b) Clinical Review protocols were standardized and utilized. The new standards and protocols will be implemented next academic year and will serve as a vital tool for learning assessment.
c) Dr. Lam was instrumental in arranging for international students from China to study in our program next year by re-opening the M.A. in Counseling, Education, and Student Services.

Rehabilitation:
a) Two new full-time, tenure-track faculty have been hired for next year: Dr. Alicia Brown and Dr. Steven Koobatian. Their presence will significantly strengthen the Rehab program.

2. Continued goals from previous years.
Counseling:
a) The search for a K-12 School Counseling tenure-track position was not successful this past year. We are currently searching for two new faculty this next year.

3. New goals.
Counseling:
a) Implement the MA program with the students Dr. Lam found at Wuhan University of Geosciences in China. In order to optimize the opportunities of recruiting international students to KSOEHD, Dr. Lam has been working with faculty of the MA in Educational Leadership to develop blended programs for students from Wuhan University of Geosciences to study at Fresno State for one year.

b) Increase the funding and capacity of Fresno Family Counseling Center

c) Pursue the development of an online MA program in Human Development

Rehabilitation:
a) Address the changes pursuant to the merger of the CORE and CACREP accrediting bodies.

Department of Curriculum and Instruction
1. Report on previous years goals.

a. Conducting a successful search for a tenure track position in Instructional Technology and Curriculum **ACCOMPLISHED**
b. Changing the formulas for student teaching supervision to more adequately reflect workload and time requirements. New formulas were studied and recommended to Dean Beare, and subsequently approved by him. **ACCOMPLISHED**
c. Continued implementation of the Co-Teaching model through workshops and training (conducted by Drs. Kien and Lomeli) and through the supervision of student teachers (coordinated by Janine Quisenberry). A research Component will be added to the co-teaching effort in 2014 to assess its impact on our programs. **ACCOMPLISHED AND MOVING FORWARD**

2. Continued goals from previous years.
a. Work to develop a C&I class for General Education. Dr. Susan Schlievert led the effort to create EHD 44 (American public Education). The KSOEHD Curriculum Committee approved the class and it was forwarded to the University's General Education Committee. ONGOING
b. Continue the warm, efficient atmosphere in the departmental office; hold productive, issue oriented departmental meetings; serve family-style lunches at department meetings; provide a smooth, supportive transition for the UNIV 1 Coordinator (Kim Cole) and the new educational research faculty to join our department in Fall 2014. ONGOING
c. Support professional development for all faculty. ONGOING
d. Increase the number of scholarly publications in the department by encouraging faculty engaged in collaborations with local and P-16 agencies to evaluate and describe those efforts. ONGOING
e. Encourage collaborations with local and P-16 agencies to address the educational needs of students and the community. ONGOING

3. New goals.

Department of Educational Research and Administration

1. Report on previous years goals.
a. *Proactively recruit and retain diverse faculty and staff through a department culture of inclusiveness, shared leadership, and integrity*
Through a very thorough and in-depth process the Kremen School of Education hired two assistant professors, Latino and Latina, whose presence added to the diversity of the Educational Research and Administration department. The mission of the Educational Leadership and Administration Program is to prepare credible and relevant leaders in education, and this mission guides all program and assessment activities including student, staff, and faculty inclusiveness, shared leadership, and integrity. As is pointed out in the CCTC report, "*interviews with employers and Advisory Board members confirmed that the program is highly effective in fulfilling this mission.*"
b. *Goal: Increase the enrollment of international students in our Higher Education/Middle Leader [note: the degree pathway is referred to as Higher Education, Administration, and Leadership] program by expanding the number of professional collaborations with international scholars in common areas of interest*

The three Department of Educational Leadership faculty directly involved with the HEAL pathway, Juan Carlos González, Ignacio Hernández, and Susana Hernández are traveling to Quito, Ecuador for a Higher Education Study. To effectively recruit students to the pathway and department, these three faculty will engage in the study tour and build relationships with university leaders in Ecuador. These relationships will be the foundation by which a recruiting pipeline may be developed. It is also worth noting that the HEAL pathway enrolls all of the department's international students. One student (Jia Pang) graduated in 2014 and another student (Kunyi Cheng) will graduate in 2015. Since Ignacio Hernández assumed the facilitator role in January 2014 a total of five international student applications have been processed to begin in Fall 2014

c. *Conduct regular formative reviews and yearly summative evaluations of its efforts to prepare and support professionals for careers in all levels of school leadership including P-12, community college, higher education, and other education-related positions and fields.*
It should be noted that the CCTC accreditation team, in its visit to the Kremen School of Education and the Department of Educational Research and Administration in its <u>Standard Findings</u> found that: After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and employers, the team determined that all program standards are Met.

2. **Continued goals from previous years.**
a. *Continue to strengthen the department's "off-campus" programs in order to ensure regular cohort development and an appropriate number of student applications*
The Department of Educational Research and Administration now has the following cohorts in place:
1. Regular On-Campus Cohort
2. Chancellor's Fellows Cohort
3. Fresno Unified Cohort
4. Clovis Unified Cohort
5. Sanger Unified Cohort
6. Central Unified Cohort
7. Kings Canyon Cohort - (which may also be considered a "rural" cohort since it includes cohort members from surrounding school districts)
8. Visalia Cohort
9. Higher Education On-campus Cohort
The program is offered through a cohort delivery model at various sites with an intern option as part of the cohort model. All cohorts are in partnership with local school districts within the Central Valley. Intern candidates complete the same courses as all other candidates; however, Intern candidates complete two additional courses, which prepare them for their initial roles as practicing administrators. Relationships with the cohorts are strong and continue to meet the needs of both the department and the cohort participants
b. *Development of the Higher Education/Middle leader program*
The Master of Arts in Education, Higher Education, Administration, and Leadership master's degree pathway is offered in the newly reorganized Department of Educational Leadership. Consistent with the mission of the California State University, Fresno, the KSOEHD, and the department, the HEAL Pathway attracts individuals interested in careers in higher education as well other educational settings and agencies. During the course of a 31-semester unit

program of study, HEAL students delve into a curriculum that examines policies, practices, theories, and current issues related to the post-secondary education pipeline.

A primary goal of the HEAL pathway is to **align the curriculum with higher education organizations' professional standards and competencies**. Leading organizations like the American Association of Community Colleges (AACC), Association for the Study of Higher Education (ASHE), the National Association of Student Personnel Administrators (NASPA), and the American College Personnel Association (ACPA) have each developed guiding principles for graduate-level preparation programs which can help the Department of Educational Leadership develop valuable human capital in its HEAL students. Another goal is for **at least half of all graduating HEAL students to participate in the annual Graduate Research and Creative Activities Symposium** at Fresno State. This is an important goal for aspiring higher education leaders in the HEAL pathway since a hallmark of graduate education in educational leadership is to develop valuable skill in participating public forums discussing research and practice. Finally, a third goal of the HEAL pathway is to **develop ethical leaders whose practice relies on critical thinking and is informed by research and theory** to work in colleges, universities, and other educational agencies as a means of advancing social justice and diversity. Given the Central Valley's unique geography and related challenges, this goal aims to develop a shared capacity of department faculty for the integration of theory and practice.

c. *The department will initiate a comprehensive exam option for the program*
   Dr. Linda Hauser, Program Coordinator of the Department of Educational Research and Administration, Dr. Nancy Akhavan, Dr. Jason Immekus, Dr. Don Wise, and Dr. Mabel Franks, department faculty members, primarily established the Comprehensive Examination development process. The process included a review through department subcommittees, vetting it through all faculty, blind scoring, and collaborative debrief sessions for key learning's. Comprehensive exams are designed to demonstrate how well the student has integrated the knowledge gathered throughout their studies in the master's program. While the questions come from specific areas, they generally reflect broader issues than what a student will find in a single class. The Comprehensive Examination was made available to students beginning in the spring of 2013 and was successfully initiated and provided.

The following are the goals from previous years and progress made:

a. *Finalize the curriculum change and, refine signature assignments and embedded fieldwork.*
   The process to have student's evaluate the appropriateness of the signature assignments and embedded fieldwork for several of the courses continued and data were collected at the end of this year.
b. *Assess student and program outcomes that are selected for data collection and review.*

The process to collect data through student surveys and focus groups continued in order to gather data related to program and student outcome goals.

a. *The department will create a new capstone course that will be an online course focusing on action research as the basis for the comprehensive exam.*
   ERA 244 served as the capstone course from which students may select as an option over EAD 298 or EAD 299. It is an action research course focused on a relevant area of study for

student site/district/Valley. Students culminated the Capstone with a Comprehensive Exam. The department goal was to have this option available for the students who entered CSUF during the spring 2012, which means they were able to take this option in spring 2013. This goal was reached and the class implemented

3. **New goals.**
   a. *The department will continue development of the Higher Education, Administration, and Leadership master's degree pathway of the Educational Leadership and Administration program with regular reviews to ensure Prek12 and HEAL Program fidelity, including regular communication*
   b. *The department will continue development of the California Administrator Performance Expectations (CAPES)*
   c. *The department will develop an "Educational Leadership" mission and vision statement*
   d. *The department will review the peer teaching evaluation process including roles and responsibilities for tenured and untenured*
   e. *Redesign the Educational Leadership and Administration Program leading to a Preliminary Administrative Services Credential to meet the newly adopted California Program Standards, Content Expectations and Performance Expectations for a Preliminary Administrative Credential Preparation Program, pilot elements of the redesign, and fully implement in Fall 2015*
   f. *Study the feasibility of developing and offering a new Administrative Services Credential Clear Induction Program*

Department of Literacy, Early, Bilingual, and Special Education

1. **Report on previous years goals.**
   a. Recruiting students for masters programs in the department
      1. The Master of Arts in Reading (online) transitioned from being a special session program housed in Continuing and Global Education to be a stateside program like other programs. About new 19 students accepted into the program took classes this year. The online Master of Arts in Reading continues to be well represented in student interest. The Reading program agrees that we need more recruitment in the face to face program. The numbers in this particular have dropped.
      2. Early Childhood recruiting resulted in about 13 new students starting the program this fall. As a result of hard work on recruiting, the Early Childhood Program has received an influx of master's candidates. Special Education began its' revised program this past fall. The coordinator revised program documents. Course design/redesign (SPED 136, 137, 179, 243, 235, and 236), Practicum redesign (SPED 171, 175), revised program documents, including advising forms.
      3. The Multilingual/Multicultural Education Masters program began its' first cohort fall, 2013. There were about 8 students who entered. The program coordinator is recruiting for the spring cohort. The Dual Language Consortium has been active in recruiting students to enter the program. It has served as an active voice in recruiting students for spring 2014.
   b. Searches were held in Special Education, Reading, and Early Childhood. Two professors were hired in Reading and one in Early Childhood. As a result of a Reading professor leaving for personal reasons, the LEBSE department will hold three searches in the fall of

2014. The goal is to actively begin recruitment this summer, 2014. Search committees will be formed and the SPED committee plan to have their search announcement in the Chronicle of Higher Education in the August 2014 issue. The committee hopes to make an offer November, 2014.

c. We need to develop Common core standards integrating the new standards into existing syllabi.
   1. Working with STEM/FUSD partnership. Faculty in the LEBSE are actively involved in the teaching and planning of the STEM FUSD/Fresno State partnership. Currently, three faculty in the LEBSE department teach in the partnership. Faculty co-teach with FUSD employees and have integrated new Common Core and ELD standards in to their course syllabi.
   2. Faculty meetings – Common Core in the Multiple Subject Program. The Multiple Subject Program Review Committee set up multiple opportunities for faculty who teach in the program to plan for how to integrate the new Common Core/ELD Standards in to their syllabi. In course/phase alike meetings, LEBSE department faculty plan together by course alike on how to make these adjustments. This is done at the beginning of every semester. Faculty also attended the CSU Chancellor conference on Common Core Standards in May, 2014.

d. The faculty will develop courses undergraduates could take that would advance their knowledge of pedagogy in the areas of disabilities, in children's literature, and storytelling. No progress was made on these goals for this year.

2. Continued goals from previous years.

a. Approval of the Linguistically and Culturally Diverse (LCD) Learners Master's Option.
   1. The Linguistically and Culturally Diverse (LCD) Learners Master's Option was approved by the department in May and accepted students in the fall 2013. The program is recruiting for the fall cohort of 2014. There were about 9 students who entered in the fall 2013.

b. Improve mentoring of untenured faculty through monthly meetings of faculty and mentor.
   1. An ad hoc committee came up with Recommended Guidelines for Mentoring in our May 2012 meeting. They are as follows:
      - The faculty mentor should meet with the probationary faculty at a specified time once a month to discuss how classes are going, what research is being written, and what is happening in service.
      - Meet with probationary faculty one month before the tenure file is due to discuss specific format and to show examples. Faculty mentors should make suggestions about what to place in the file.
      - Meet with probationary faculty a week before the file is to be submitted to revise the file.
      - Faculty mentors should familiarize probationary faculty of the nature of the classes in credential program (more practically oriented) and the master's programs (more new ideas connecting theory to practice).
      - The faculty mentor should describe key elements of the project and theses including: the timeline, important dates, when students should expect a grade, and how to give guidance to students. It is recommended that projects and theses have a Blackboard website.

c. Increased scholarly writing
    1. We hope to continue a bi-monthly writing group and Writer's in Residence. At department meetings, faculty have opportunities to share on new publications. Faculty formed a writing group in spring 2013. The group established research ideas centering around Common Core standards. They are currently writing their own articles and hope to submit to an online journal under the advisement of Professor Emeritus; Elaine Garan is leading these efforts.
    2. Our department published 18 publications this year. About 10 were published in peer reviewed journals. Our department was very productive. One faculty has three articles pending in peer reviewed or edited volumes.
d.
    1. One faculty member presented at the school research forum.
    2. Four faculty applied in the fall for assigned time for research and writing for the Fall 2014. All four proposals were accepted for Fall of 2014.

3. New goals.

PUBLICATIONS:

Department of Counselor Education and Rehabilitation

Lee, Song

Lee, S. E. (2014). Mental health of Hmong Americans: A Meta-synthesis of academic journal article findings. *Hmong Studies Journal, 14,* 1-31.

(Listed Previously) Weir, K.N., **Lee, S.,** Canosa, P., Rodrigues, N., McWilliams, M., & Parker, L. (2013). Whole Family Theraplay®: Integrating family systems theory and Theraplay® to treat adoptive families. *Adoption Quarterly*, 16, 3 & 4.

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Lucey, Christopher

Weir, K.N., Pierce, L.M., & Lucey, C. (2014). Establishing Innovative Student Training Clinics for Counselor Educators and Marriage and Family Therapists *CLEARvoz Journal –* Published on-line Jan. 31, 2014.

Pierce, L. Marinn

Sheperis, C. J., **Pierce, L. M.**, & Davis, R. J. (2015). Forensic mental health counseling. In D. S. Sheperis & C. J. Sheperis (Eds.), *Clinical Mental Health Counseling: Fundamentals of Applied Practice* (pp. 269-291). Upper Saddle River, NJ: Pearson.

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Pitt, Jenelle

Pitt, J. S. (accepted). Who speaks for me? Learning to resist with marginalized statuses in the academy. In B., Marina, & S. Ross (Eds.), *Beyond retention: cultivating spaces of equity, justice, and fairness for women of color in U.S. higher education*. NC: Information Age Publishing.

Pitt, J. S., Leahy, M., & Lewis, A. (2013). Turnover intent predictors among state vocational rehabilitation counselors. *Journal of Rehabilitation Administration 37*(1), 5-18.

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Burris, J., Lewis, A. N., **Pitt, J. S.**, Getachew, M., & Alston, R. (2013). Essential knowledge for improving employment of ethnic minorities with disabilities in the United States. In D.

Strauser (Ed.), *Career development, employment and disability in rehabilitation: From theory to practice* (pp. 449-464). NY: Springer.

Raheem, Malik

Myers, C. E., **Raheem**, M, Jeon, M.-H., & Peterson, C., (2014). The use of play therapy across cultures. In S. L. Brooke (Ed.), *The use of the creative arts across cultures*. Springfield, IL: C. C. Thomas. [Edited chapter]

Weir, Kyle

(Listed Previously) Weir, K.N., Pierce, L.M., & Lucey, C. (2014). Establishing Innovative Student Training Clinics for Counselor Educators and Marriage and Family Therapists *CLEARvoz Journal* – Published on-line Jan. 31, 2014.

Weir, K.N., **Lee, S.,** Canosa, P., Rodrigues, N., McWilliams, M., & Parker, L. (2013). Whole Family Theraplay®: Integrating family systems theory and Theraplay® to treat adoptive families. *Adoption Quarterly*, 16, 3 & 4.

Weir, K.N. & Brodzinsky, D.M. (2013). Treatment and therapy considerations for adopted children and their families. *Adoption Quarterly*, 16, 3 & 4 (Introductory article for a special double issue I guest edited with Dr. David M. Brodzinsky).

Weir, K.N., Greaves, M., Denno, R., Kelm, C., Ragu, R. (*Accepted March 2014*). Scrupulosity: Practical Treatment Considerations Drawn from Clinical and Ecclesiastical Experiences with Latter-day Saint Persons Struggling with Religiously-oriented Obsessive Compulsive Disorder, *Issues in Religion and Psychotherapy*, (Anticipated Publication Date August 2014).

Department of Curriculum and Instruction

Benninga, Jacques

Benninga, J.S. (2013). The fundamental connection between education for democracy and character education. *Korean Journal of Educational Policy* (Special Issue), 135-139.

Bohlin, Carol Fry

Tehrani, F.M., Papavasiliou, N.K., Nelson, F.L., **Bohlin, C.F**., & Brady, M. (2014, April). Engineering Literacy: Educating prospective elementary school teachers to lay the foundation for a more knowledgeable and well-prepared generation of engineering students. In the *Proceedings of the 2014 American Society for Engineering Education Zone IV Conference*, Long Beach, CA.

Bohlin, C. F. (Ed.). (2013). *COMET: California Online Mathematics Education Times, 14* (7-12).

Bohlin, C. F. (Ed.). (2014). *COMET: California Online Mathematics Education Times, 15* (1-4).

Lomeli, Jose

Lomeli, J. (2013). *Realizing Potentials Migrant High School Youth Leadership Institute*. Evaluation Report, Kern County Office of Education, California Department of Education.

Lomeli, J. (2014). *Realizing Potentials Migrant Middle School Youth Leadership Institute*. Evaluation Report. San Joaquin County Office of Education, California Department of Education.

Nyberg, Lisa

Nyberg, L. (2014). **Seeding Science in Elementary Schools**. *Science and Children*, 51 (7), 84-88.

Ullrich, Walter

Ullrich, W. J. (2013). Companion Website. In K. Zeichner & D. Liston, *Reflective Teaching* (2^(nd) ed.). London: Routledge. Retrieved from http://www.routledge.com/cw/zeichner-9780415826617/s1/

Department of Educational Research and Administration

Akhavan, Nancy

Akhavan, N. (2014). *The Nonfiction Now Lesson Bank: Strategies & Routines to Meet Today's Demands for Higher-Level Content-Area Reading, grades 4-8.* Thousand Oaks, California: Corwin Press.

Akhavan, N. (2013). "Teaching Long-Term English Learners to Write in Content Areas." in Pytash, K., Rasinski, T., & Ferdig, R., Eds. *Preparing Teachers to Teach Writing Using Technology*. ETC Press.

Akhavan, N. (2013). "Information Nation: What the mind needs to do to read nonfiction". *ASCD Express*. November, 2013.

González, Juan Carlos

Peguero, A. A., Portillos, E. L., & **González, J. C.** (2014, accepted). School securitization and Latina/o educational progress. *Urban Education*.

Peguero, A. A., Portillos, E. L., Sung Hong, J., **González, J. C.**, Kahle, L., & Shekarkhar, Z. (2013). Victimization, urbanicity, and the relevance of context: School routines, race and ethnicity, and adolescent violence. *Journal of Criminology,* 1-14. DOI: http://dx.doi.org/10.1155/2013/240637.

González, J. C., & Immekus, J. (2013). Experiences of Central California Latino male youth: Recollecting despair and success in barrios and schools. *Diaspora, Indigenous, and Minority Education, 7*(2), 180-197. DOI: 10.1080/15595692.2013.787063.

González, J. C., & Portillos, E. (2013). Chicanos teaching social justice in higher education / Chicanos enseñando justicia social en la universidad: Experiences at predominately White and Hispanic serving institutions. In P. G. Boyer & D. J. Davis (Eds.), *Social justice issues and racism in the college classroom: Perspectives from different voices (International Perspectives on Higher Education Research, Volume 8)* (pp. 85-111). Cambridge, MA: Emerald Group Publishing Inc. Doi: 10.1108/S1479-3628(2013)0000008009.

González, J. C., & Ryujin, K. (2013). Of color beyond Black and White. In S. Thompson (Ed.), *Views from the frontline: Voices of conscience on college campuses* (pp. 19-40). Champaign, IL: Common Ground Publishing.

Hauser, Linda

Quinto, J. & **Hauser, L.** (March, 2014). Effectiveness of California higher education legislation (senate bill 1644) and national implications of higher education as a right or privilege. *Educational Leadership and Administration: Teaching and Program Development*, *25*, 27-40.

Hauser, L. & Darrow, R. (October, 2013). Cultivating a doctoral community of inquiry and practice: Designing and facilitating discussion board online learning communities. *Educational Leadership Review, 14*(3), 29-48.

Hernandez, Ignacio

Hernández, J.C. & **Hernández, I.** (2014). The role of the executive-level student services officer within a community college organizational structure. In C.J. Lunceford, A.M. Hornak, & C.C. Ozaki (Eds.). *New Directions for Community Colleges*

Nellum, C.J., & **Hernández Jr., I.** (2014). The role of community college faculty in widening the STEM pipeline. In J.L. Wood & R.T. Palmer (Eds.). *STEM models of success: Programs, policies, and practices*. Information Age Press. New York.

Immekus, Jason

Immekus, J. C. (2014). Review of the Multi-Dimensional Intelligence Test. *The Mental Measurements Yearbook*.

González, J. C., & **Immekus, J. C.** (2013). Experiences of Central California Latino male youth: Recollecting despair and success in *Barrios* and schools. *Diaspora, Indigenous, & Minority Education, 7*, 180-197.

Immekus, J. C. (2013). The factor structure and invariance of an observational checklist to measure children's emergent literacy development across male and female samples. *Journal of Educational and Development Psychology, 3*(1), 101-112. doi:10.5539/jedp.v3n1p101

French, B. F., **Immekus, J. C.** & Yen, H-J. (2014). Logistic regression. In T. Teo (Ed). *Handbook of Quantitative Methods for Educational Research*, Sense Publishers.

Magdaleno, Ken

Teniente-Matson, C. & **Magdaleno, K.R**. (2014) Equation for Access (Cabinet Support + Staff Mentorship) =A Leadership Pipeline, *Connect, International Mentoring Association*

Magdaleno, K.R. (2013). Students bring cultural value to school, *Leadership Magazine – Association of California School Administrators*

Tracz, Susan

McCarthy, M. A., Harris, D., & **Tracz, S.** (2014). Academic and nursing aptitude and the NCLEX-RN in baccalaureate programs. *Journal of Nursing Education, 53*(3), 151-160.

Beare, P., Torgerson, C., Marshall, J., **Tracz, S.**, & Chiero, R. (2014). Examination for bias in principal ratings of teachers' preparation. *The Teacher Education, 49*(1), 75-88. DOI 10.1080/08878730.2013.848005.

Beare, P., Torgerson, C., Marshal, J., **Tracz, S.,** & Chiero, R. (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly, 40*(3), 143-161.

Lam, S., **Tracz, S.**, & Lucey, C. (2013). Age, gender, and ethnicity of counsellor trainees and corresponding counseling self-efficacy: Research findings and implications for counselor educations. *International Journal for the Advancement of Counselling, 35*(3), 172-187.

Leininger, L. J., Harris, D., **Tracz, S**., & Marshall, J. E. (2013). Differences in Physical Activity Participation between University Employees with and Without a Worksite Health Promotion Program. *Californian Journal of Health Promotion, 11(1),* 67-75.

Wandeler, Christian

Villiger Hugo, C., **Wandeler, C.**, & Niggli, A. (2014). Explaining differences in reading motivation between immigrant and native students: The role of parental involvement. *International Journal of Educational Research, 64*, 12-25.

Wandeler, C., Niggli, A., Trautwein, U. & Villiger Hugo, C. (2013). [Homework support as an accompanying measure of school promotion of reading. Preventive effects of a course for parents]. Hausaufgabenbetreuung als Begleitmaßnahme schulischer Leseförderung. Präventive Effekte eines Elternkurses. *Psychologie in Erziehung und Unterricht*, *60*, 253-266.

Biewer, C., **Wandeler, C**., & Baeriswyl, F. (2013). [Effects of social background and perceived justice during the transition between primary and middle school.] Herkunftseffekte und Gerechtigkeitserleben beim Übergang von der Primarschule in die Sekundarstufe I. *Swiss Journal of Educational Research*,(*3*), 425-446.

Wise, Donald

Wise, D., Dell'Olio, F., Jones, A., Jindra, S, Jingwirth, L., Lindsey, D.B., Lindsey, R.B., Mirci, P., Purrington, L., Moore Steward, T., Thomas, C., Ward, C. & Winkelman, P. (2014). California Association of Professors of Educational Administration: Promoting Equity and Excellence in Educational Leader Preparation. *Educational Leadership and Administration: Teaching and Program Development*, 25, 1-21.

Wise, D., Sontay, G. & Nuñez, G. (2014). *Caja de herramientas para la Comisión Técnica de Calidad Educativa Departmental* (Toolkit for the State Technical Commission of Educational Quality). Book (in Spanish), Guatemala: USAID/Reforma Educativa en el Aula.

Department of Literacy, Early, Bilingual, and Special Education

Bathina, Jyothi

Bathina, J. (2014) "Writing from the Heart." *Educational Leadership*. (in press).

Bathina, J. (2014) "When the Subaltern Finally Speaks: Personal Narrative as a Means to Identity and Voice." *Journal of Adolescent and Adult Literacy* (in press).

Bathina, J. (2013). "From Slumdog to Humanitarian: Combining Literacy with Purpose. *Journal of Adolescent and Adult Literacy*. (57:4) 279.

Bennett, Lisa

Athanases, S. Z., Wahleithner, J. M., & **Bennett, L. H.** (2013). Learning about English learners' content understandings through teacher inquiry: Focus on writing. *The New Educator*.

Brooks, Maneka

Valdés, G., Poza, L., **& Brooks, M.D**. (in press). Entre familia: Immigrant parents' strategies involvement in children's schooling. The School Community Journal.

Valdes, G., Poza, L. & **Brooks, M.D**. (accepted). Educating students who do not speak the societal language: The social construction of language learner categories. PMLA

Hart, Steve

Hart, S., & Bennett, S. (2013). Disciplinary literacy development of STEM preservice teachers. *Teacher Education and Practice, 26*(2), 221-241.

Minkler, J., & **Hart, S**. (2013). *Valley change agents: A service-learning guide for K-12 teachers*. Fresno, CA: Fresno Urban Civic Education

Hart, S. (under contract). "This isn't what we normally do." : Test preparation and the teaching of writing. In J.J. Schneider (Ed.). *Casework in K-6 writing instruction: Connecting composing strategies, digital literacies, and disciplinary content to the Common Core*. New York, NY: Peter Lang.

Hart, S., & Mullooly, J. (under contract). From student to steward of democracy: Developing teachers as transformative change agents. In. K. M. Sturges (Ed.). *Reforming Schools in the Age of Neoliberalism.* Rotterdam, Netherlands: Sense Publishers.

Mullooly, J., **& Hart, S**. (under contract). Building service learning into an academic discipline: Civic urban education. In. O. Delano-Oriaran, M. W. Parks, and S. Fondrie (Eds.). *Service-learning and civic engagement: A sourcebook*. Thousand Oaks, CA: SAGE Publications.

Shelton, Marilyn

Hui Young, C. and **Shelton, M**. (2013) The Relations among the Experiences and Beliefs of Cultural Diversity, and the Culturally Responsive Teaching Efficacy of American Early Childhood Preservice Teachers : Mediating Effect of the Beliefs and Multi-group Analysis of Teacher Education Stages. *Journal of Korean Child Care and Education* 2013 Vol. 9. No. 5. pp. 79

Shelton, M. and Gold, W. (Ed.s) (2013). Nonviolence in the lives of Children Project, Inc. *Level Two Training; Facilitators' Manual* (Fourth Edition)

Shelton, M. and Gold, W. (Ed.s) (2013). Nonviolence in the lives of Children Project, Inc. *Level Two Training; Participants Notebook* (Fourth Edition)

Shelton, M. and Gold, W. (Ed.s) (2014). Nonviolence in the lives of Children Project, Inc. *Level One Training; Facilitators' Manual* (Seventh Edition)

Shelton, M. and Gold, W. (Ed.s) (2014). Nonviolence in the lives of Children Project, Inc. *Level One Training; Participants Notebook* (Seventh Edition)

Shen, Hong

Shen, H. (2013). Why Others Do Better in Math? Diversity and Globalization Conference Proceedings. Trilateral Conference on Diversity and Globalization. (Peer reviewed), 153-182. Konkuk University, Korea

Shen, H. (2014). The Way to Inclusion: Universal Design. Child Study 5, 24-30 (Peer reviewed and indexed journal).

Torgerson, Colleen

Beare, P., **Torgerson, C**., Marshall, J., Tracz, S., & Chiero, R. (2013). Examination for bias in principal ratings of teachers' preparation. *Teacher Education Quarterly*, *49*(1), 1-14.

PRESENTATIONS:

Department of Counselor Education and Rehabilitation

Garcia, Juan
Garcia, J.C. *(2014). "Cultural Beliefs of Mexican Latino Immigrants" University of California, San Francisco, School of Medicine, Fresno Campus, Invited presentation. May 5, 2014.*
Garcia, J.C. *(2013). "Mental Health Services Act Population Report: A View of Stigma, mental health, and Community-based Solutions," Tulare County Department of Mental Health, Tulare CA. Invited presentation. October 12, 2013.*

Lam, Sarah
Lam, S.K.Y. (2014, April). *Counseling aspects for international students in the United States.* Presented at the Professional Development Workshop, National Changhua University of Education, Changhua, Taiwan (**Invited**)
Lam, S. (2013, November). *Women in higher education.* Presented at the Student Affairs and College Counseling Symposium, California State University, Fresno (**Invited**).

Pierce, L. Marinn
Pierce, L. M., & Sortwell, A. K. (March 2014). *Working with Deaf and hard-of-hearing clients: Implications for practice.* American Counseling Association. Honolulu, Hawaii.
Pierce, L. M., & Sortwell, A. K. (March 2014). *Meeting the unfamiliar: Making the existential experience part of the supervision process.* American Counseling Association. Honolulu, Hawaii.
Pierce, L. M., Holt, A. K., & Sears, C. M. (October 2013). *When your mind meets your soul: When supervisees experience existential crises.* Association for Counselor Education and Supervision. Denver, Colorado.
Pierce, L. M., Sortwell, A. K., & Holt, A. K. (October 2013). *Points of confluences: Implications for deaf and hard-of-hearing counselors in a hearing world.* Association for Counselor Education and Supervision. Denver, Colorado.
Invited Speaker
Pierce, L. M. (April 2014). *Death and dying.* COUN 206: Counseling through the Lifespan. California State University, Fresno.
Guest Lectures
Pierce, L. M. (July 2013). *Gestalt and experiential approaches to counseling.* Department of Counseling. Wake Forest University.
Pierce, L. M. (February 2013). *Reflection of Feeling.* COUN 200: Seminar in Counseling Techniques. California State University, Fresno.

Pitt, Jenelle
Pitt, J. S., Gines, J., & Wilson, K. B. (2014, March). *Acquisition and application of multicultural counseling competencies for emerging and established professionals.* Poster session at the 13th Annual National Rehabilitation Educators Conference at Manhattan Beach, CA.
Gary, K., **Pitt, J. S.**, Talley, W., & Wilson, K. (2013, July). *VCU Project Empowerment: Mentoring Strategies to Advance Minority Disability Research.* Presentation at the 20th

Annual National Association of Multicultural Rehabilitation Concerns (NAMRC)Conference, New Orleans, Louisiana.

Raheem, Malik
Raheem, M. (2014). *Contemporary Mental Health Issues of Students of Color: Implications of Racial Microaggressions and Stereotype.* Fresno City College: Mental Health Summit, Fresno, CA.

Raheem, M. (2014). *Investigating the Relationship of Ethnic Identity Development and Comfort and Competence of Counselor Educators in addressing Multicultural Issues.* American Counseling Association, Honolulu, HI.

Raheem, M. (2013). *Investigating the Relationship of Ethnic Identity Development and Comfort and Competence of Counselor Educators in addressing Multicultural Issues.* Association of Counselor Educators and Supervisors, Denver, CO.

Weir, Kyle
Weir, K.N. (2014). Child Development, Annoying and Difficult Behaviors, Presented to the Preschool Programs of Madera County Office of Education (Twice on Feb. 7, 2014 and Twice on Feb. 28, 2014).

Weir, K.N. (2014). Discipline vs. Punishment: Effective Parenting of Preschool Children, Presented to the Preschool Programs of Madera County Office of Education (Twice on March 14, 2014 and Twice on March 28, 2014).

Weir, K.N. (2014). The Power of Attachment in Human Relationships, Presented to the Turning Points FFA (April 14, 2014).

Valencia, Albert
Valencia, A. (June 2013. "Keeping Families Strong". An invited presentation at Wayfinders 1st Annual Convocation, Save Mart Center, Fresno, CA.

Department of Curriculum and Instruction

Behrend, Jeanie
Behrend, J. L. (January 2014). *CGI and CCSS: Examining lessons, teachers and students' roles, and student work.* San Joaquin Valley Mathematics Project Leadership Retreat, Three Rivers, CA. (Invited speaker.)

Behrend, J. L. & Mohs, L. C. (November 2013). *Algebraic reasoning with negatives in the primary grades.* California Mathematics Council-South Annual Conference, Palm Springs, CA. (peer reviewed conference presentation)

Behrend, J. L. & Mohs, L. C. (July 2013). *Positives about negatives.* Cognitively Guided Instruction Biennial Conference, Des Moines, IA. (peer reviewed conference presentation)

Biacindo, Katherine
Biacindo, K.J. (2014, May). *Multimedia Use Decreases Speaking Anxiety and Increases Self Confidence: Proteus Effect Variation.* Paper presented at the Association for Psychological Science, San Francisco, CA.

Biacindo, K.J. (2014, March). *Improving student's self-esteem: Using the Proteus effect.* Paper Presented at the 30th Annual Conference on Character and Civic Education, Fresno, CA.

Biacindo, K.J. (2013, July). *Caves of Sequoia and Kings Canyon: Exploring the world of caving.* Paper presented at the Sunset Amphitheatre, Sequoia National Park, CA.

Bohlin, Carol Fry

Tehrani, F., **Nelson, F**., Papavasiliou, N., **Bohlin, C.F**., & Brady, M. (2014, April 25). *Integrating STEM into K-6 Teacher Education: A Multi-Disciplinary Approach to Faculty Collaboration*. 2014 ASEE Zone IV Conference. Long Beach, CA.

Tehrani, F., Papavasiliou, N., **Nelson, F**., & **Bohlin, C.F** (2014, April 25). *Engineering Literacy: Educating prospective elementary school teachers to lay the foundation for a more knowledgeable and well-prepared generation of engineering students.* 2014 ASEE Zone IV Conference. Long Beach, CA.

Amarasinghe, R., **Bohlin, C.F.,** Chamberlain, M., Lee, M., & Tuska, A. (2014, April 6). *The San Joaquin Valley Mathematics Project.* Poster presentation at California State University, Fresno, for the National Council for Accreditation of Teacher Education (NCATE) site visit.

Bohlin, C.F., & Lee, M. (2014, April 6). *Fresno State's Mathematics and Science Teacher Initiative: Supporting the production of mathematics and science teachers.* Poster presentation at California State University, Fresno, for the National Council for Accreditation of Teacher Education (NCATE) site visit.

Bohlin, C.F., Nelson, F., & Tehrani, F. (2014, February 27). An engineering literacy course for future elementary school teachers. In Bissell, J. and LeDuc, D. (Chairs), *NGSS: Changes, impacts, and responses in K-12 and CSU.* Webinar hosted by WestEd, San Francisco, CA. Available online at www.schoolsmovingup.net/cs/smu/view/e/5330

Walker, C., Eddy, C., Williams, D., **Bohlin, C.F**., Franz, D., & Burton, M. (2014, February 6). *Connecting and empowering AMTE affiliates.* Association of Mathematics Teacher Educators Annual Conference. Irvine, CA.

Bohlin, C.F., & Spencer, G. (2014, February 4). Fresno Teacher Residency Program: A partnership between Fresno State and the Fresno Unified School District. In Bissell, J. (Chair), *CSU case studies of reform and innovation in STEM teacher preparation.* 2014 California STEM Summit, Santa Maria, CA.

Bohlin, C.F., Arth, K., Portela, L., & Hamada, L. (2014, January 31). *25th anniversary panel: Reflections of past directors of the San Joaquin Valley Mathematics Project* – SJVMP Winter Leadership Retreat. Three Rivers, CA.

Bissell, J., **Bohlin, C.F.,** Goldberg, F., Postma, J., **Nelson, F.,** & Brady, M. (2013, November 18). *University reforms and K-6 partnerships advancing successful Next Generation Science Standards.* First Annual State STEM Conference: "Invest in California STEM Education: Innovate, Integrate, and Inspire!" Sacramento, CA.

Bohlin, C. F. (2013, October 30). *Fresno State's STEM initiatives.* Central California STEM Collaborative Kick-Off Convening. Fresno, CA.

Bohlin, C.F., & Nelson, F. (2013, October 29). *Exemplars in transformative undergraduate preparation of future K-6 teachers in STEM: Fresno State's Liberal Studies STEM concentration.* A New Vision for Preparing Tomorrow's Teachers in Math, Science, and STEM Conference; Hayward, CA.

Person, E., **Bohlin, C.F.,** Elrod, S., & Randall, E. (2013, October). *Model STEM service learning initiatives at Fresno State target a wide range of community needs.* Coalition of Urban and Metropolitan Universities, Louisville, KY.

Bohlin, C.F. (2013, August 21). *Overview of the new Liberal Studies STEM concentration.* STEM Professional Development Workshop for the Liberal Studies STEM Concentration faculty, with additional presentations for administrators and potential students.

Bohlin, C.F. (2013, August 6). *Professional organizations and opportunities for future mathematics and science teachers.* Fresno Unified School District Teacher Residency Program Orientation, Fresno.

Bohlin, C.F. (2013, July 9). *A brief tour of professional organizations and resources for mathematics teachers.* San Joaquin Valley Mathematics Project Summer Leadership Institute, Fresno.

Bohlin, C.F. (2013, July 9). *Introducing the Fresno State STEM Web site.* Provost's Leadership Team Meeting, Fresno, CA.

Cole, Kim

Cole, K. (2013, November). Panelist: Black male summit: *Saving lives and salvaging dreams.* Fresno State Researchers and Critical Educators; Black Faculty and Staff Association. Fresno, CA.

Cole, K. (2013, October). Panelist: *Race as an illusion.* Fresno State Researchers and Critical Educators. Fresno, CA.

Lomeli, Jose

Lomeli, J. & Perez, A. (2013). *Enhancing Self-Confidence and Internal Motivation*. 15th Annual Realizing Potentials Academic/Leadership Institute. Fish Camp, California. (Invited Conference/Workshops).

Lomeli, J. & Perez, A. (August 15, 2013 and May 19, 2014). *Group Dynamics Teambuilding*. Annual KSOEHD Doctoral Program Initial Meeting. Fish Camp, California (Invited Workshop).

Lomeli, J. & Perez, A. (September 20-22, 2013). *Organizational Leadership and Group Dynamics* National Conference Equipo Vision/Amway Organization. Fish Camp, California (Invited National Conference Training).

Nelson, Frederick

Nelson, F. L. (2014, January). *Preservice science teachers' reflections while engaged in physics outreach demonstrations.* Paper presented at the International Conference of the Association for Science Teacher Education, San Antonio, TX.

Nelson, F. L., Immekus, J., & **Ullrich, W.** (2014, January). *Action research in a social justice online program.* Paper presented at the 12th Annual Hawaii International Conference on Education, Honolulu, HI.

Nelson, F., Bohlin, C.F., & Brady, M. (2013, December). *Natural connections in STEM learning for future elementary teachers.* California Mathematics Council-North Conference. Pacific Grove, CA.

Nelson, F., Bohlin, C.F., Brady, M., Williams, D., & Tehrani, F. (2013, November). *Growing future elementary teachers: Cross-disciplinary collaboration in STEM Education.* First

Annual State STEM Conference: "Invest in California STEM Education: Innovate, Integrate, and Inspire!" Sacramento, CA.

Nelson, F., Bohlin, C.F., & Brady, M. (2013, November 1). *Connecting science learning for future elementary teachers*. Transforming STEM education: Inquiry, Innovation, Inclusion, and Evidence–AAC&U/PKAL Conference. San Diego, CA. PPT file: www.aacu.org/meetings/stem/13/documents/CS23.ppt

Bohlin, C.F., & Nelson, F. (2013, October). *Exemplars in transformative undergraduate preparation of future K-6 teachers in STEM: Fresno State's Liberal Studies STEM concentration.* A New Vision for Preparing Tomorrow's Teachers in Math, Science, and STEM Conference; Hayward, CA.

Nelson, F. L. (2013, October). *Taking physics on the road!* Presentation at the California Science Education Conference, Palm Springs, CA.

Pasha, F., Weinman, B., **Nelson, F. L**., & Sharma, F. C. (2013, October). *Five faculty in search of a mission: The dynamics of interdisciplinary course development.* Paper presented at the 19th Annual Conference of the Coalition of Urban and Metropolitan Universities, Louisville, KY.

Nelson, F. L., Bohlin, C. F., & Brady, M. (2013, October). *Connecting science learning for future elementary teachers.* Paper presented at the Network for Academic Renewal National Conference of the American Association of Colleges and Universities, San Diego, CA.

Nelson, F. L. (2013, October). *O inquiry where art thou? The metamorphosis of a critical concept in science education.* Presentation at the Department of Physics Colloquium at California State University, Fresno, CA.

Nelson, F., Bohlin, C.F., & Brady, M. (2013, June). *Growing STEM learning experiences for future elementary teachers.* APLU SMTI Conference; St. Louis, MO.

Nyberg, Lisa

Nyberg, L. **Spring 2014 Greece** (Thessaloniki) (Teleconference Format) Served on an advising team for The American Farm School.

Area of consultation: Science, Technology, Engineering, Agriculture, and Mathematics (S.T.E.A.M. Education for primary and secondary classrooms)

Pham, Kien

Pham, K. and Lomeli, J. (2014). Overview of Co-Teaching Strategies. California State University, Fresno. August 29; September 7, 12, 19, 27 2013; and January 17, 28; February 19, 22, 28, 26 2014.

Schlievert, Susan

Schlievert, S. (2013, December). *The Art(s) of Common Core.* Paper presented at the annual meeting of the California Educational Research Association, Anaheim, CA.

Department of Educational Research and Administration

Akhavan, Nancy

Akhavan, N. (2014, March). *Working With English Learners in Content Classrooms.* Invited Speaker for the Burbank School District Annual ELD Conference, Burbank , Illinois.

Akhavan, N. (2014, March). *Teaching Nonfiction Reading: Phenomenal Lessons Across Content Areas.* Session conducted at the Michigan State Reading Association, Grand Rapids, Michigan.

Akhavan, N. (2014, March) *Teaching Nonfiction Reading: Phenomenal Lessons Across Content Areas.* Session conducted at the Illinois Reading Council, Springfield, Illinois.

Akhavan, N. (2014, February). *Engaging Students Hearts and Minds With Nonfiction Reading.* Session conducted at the California Association of Teachers of English, San Diego, California.

Akhavan, N. (2014, February). *Teaching Nonfiction Reading: Phenomenal Lessons Across Content Areas.* Session conducted at the Wisconsin State Reading Association Conference, Milwaukee, Wisconsin.

Akhavan, N. (2014, February). *Teaching Nonfiction Reading: Phenomenal Lessons Across Content Areas.* Session conducted at the Colorado Council of International Reading Association Conference, Denver, Colorado.

Akhavan, N. (2014, February). *Best Practices Round Table Conversations on Literacy Turnaround.* Featured speaker at the Scholastic Family and Community Engagement Symposium, Fresno California.

Akhavan, N. (2013, November). *Meeting Common Core with Common Sense.* Session presentation with Barry Gilmore and Releah Lent, National Council of Teachers of English Conference, Boston, Massachusetts.

Akhavan, N. (2013, November). *Achieving Student Engagement Across Content Areas.* Featured Speaker at the Association of Middle Level Education Association Conference, Minneapolis, Minnesota.

Akhavan, N. (2013, November). *Accelerating Learning with Focused Vocabulary Instruction.* Featured speaker at the Association of Middle Level Education Association Conference, Minneapolis, Minnesota.

Akhavan, N. (2013, November). *Conversation with Dr. Eric Mazur..* Invited facilitator for the session at the Exemplary Practices in Education Leadership Conference: Shaping 21st Century Learning, Central Valley Educational Leadership Institute, Fresno, California.

Akhavan, N. (2013, August). *Writing Multiple Choice Questions,* Hit the Ground Running Conference, CSALT and TILT, Fresno State, Fresno, CA.

Akhavan, N. (2013, June). *Common Core State Standards: Integrating Nonfiction to Build Content Knowledge.* Invited Speaker at the ELA Common Core Cherokee County Teacher Conference, Cherokee County School System, Cherokee County, Georgia.

Akhavan, N.(2013, June). *Common Core State Standards: Integrating Research-Based Vocabulary Instruction in All Content Areas.* . Invited Speaker at the ELA Common Core Cherokee County Teacher Conference, Cherokee County School System, Cherokee County, Georgia.

Boris, Virginia

Boris, V.R., Wise, D., and Weil, S. (2014, May 29). *Lindsay Leadership Learning Seminar Five.* Lindsay, California: Lindsay Unified District Office. A half-day workshop for Lindsay USD administrators; topics include high leverage leadership actions and courageous conversations. Fifth of five sessions.

Boris, V.R. (2013, March 21). *Implementing Common Core Standards for Speaking and Listening: Grades 6 - 12.* Sanger, California: Sanger Unified District Office. A half-

day workshop for administrators and teachers of grades 6 -12 presenting lesson design and applications of California's Common Core State Standards for speaking and listening.

Boris, V.R. (2013, May 14). *Instructional Rounds: Deeping Problems of Practice.* Clovis, California: Oraze Elementary School. A half-day workshop for administrators and resource teachers to deepen leaders' understanding of peer observation emphasizing problems of practice. Fourth of four sessions.

Boris, V.R. (2013, May 7). *Instructional Rounds: Deeping Problems of Practice.* Clovis, California: Reagan Elementary School. A half-day workshop for administrators and resource teachers to deepen leaders' understanding of peer observation emphasizing problems of practice. Third of four sessions.

Boris, V.R. (2013, April 30). *Instructional Rounds: Deeping Problems of Practice.* Clovis, California: Fancher Creek Elementary School. A half-day workshop for administrators and resource teachers to deepen leaders' understanding of peer observation emphasizing observation protocols. Second of four sessions.

Boris, V.R. (2013, April 23). *Instructional Rounds: Deeping Problems of Practice.* Clovis, California: Freedom Elementary School. A half-day workshop for administrators and resource teachers to deepen leaders' understanding of peer observation emphasizing observation protocols. First of four sessions.

Boris, V.R. (2014, March 20). *Implementing Common Core Standards for Literacy in Science and Social Studies: Lesson Design for Grades 6-12.* Sanger, California: Sanger Unified District Office. A half-day workshop for lead science and social studies teachers in grades 6-12 presenting lesson design and applications of California's Common Core State Standards. Second of two workshops.

Boris, V.R. (2014, March 7). *Central Valley Higher Education Collaborative Regional Meeting: Implications of the Common Core State Standards for Future Articulation .* Bakersfield, California: California State University, Bakersfield. A half-day workshop for CVHEC presidents/ leaders and school district superintendents/administrators; presentation of key elements of the CaCCSS and facilitation of discussions among participants addressing policy and articulation implications.

Boris, V.R. (2014, February 7). *Central Valley Higher Education Collaborative Regional Meeting: Implications of the Common Core State Standards for Future Articulation .* Turlock, California: California State University, Stanislaus. A half-day workshop for CVHEC presidents/ leaders and school district superintendents/administrators; presentation of key elements of the CaCCSS and facilitation of discussions among participants addressing policy and articulation implications.

Boris, V.R. (2014, January 31). *Introducing CaCCSS Reading Standards for Non-Fiction Text and Close Reading: A Trainer of Trainers Workshop .* Sacramento, California: Twin Rivers Unified District Office. A full-day trainer of trainers workshop for lead teachers kindergarten through grade twelve reviewing content and expectations for the second of three literacy workshops. Third of three sessions.

Boris, V.R. (2014, January 16). *Implementing Common Core Standards for Literacy in Science and Social Studies: Lesson Design for Grades 6-12.* Sanger, California: Sanger Unified District Office. A half-day workshop for lead science and social studies teachers in grades 6-12 presenting lesson design and applications of California's Common Core State Standards. Second of two workshops.

Boris, V.R. (2014, January 9). *Introducing CaCCSS Reading Standards for Non-Fiction Text and Close Reading: A Trainer of Trainers Workshop* . Sacramento, California: Twin Rivers Unified District Office. A full-day trainer of trainers workshop for lead teachers kindergarten through grade twelve reviewing content and expectations for the second of three literacy workshops. Second of three sessions.

Boris, V.R., and Weil, S. (2014, January 7). *Lindsay Leadership Learning Seminar Three.* Lindsay, California: Lindsay Unified District Office. A half-day workshop for Lindsay USD administrators; topics include high leverage leadership actions and systems thinking. Third of five sessions.

Boris, V.R. (2013, December 10). *Introducing CaCCSS Reading Standards for Non-Fiction Text and Close Reading: A Trainer of Trainers Workshop* . Sacramento, California: Twin Rivers Unified District Office. A full-day trainer of trainers workshop for lead teachers kindergarten through grade twelve reviewing content and expectations for the second of three literacy workshops. First of three sessions.

Boris, V.R. (2013, December 4). *Closing the Achievement Gap: A CaCCSS Mathematics Articulation Workshop.* Lemoore, California: Lemoore Unified District Office. A full-day of awareness presentations and facilitated discussions for West Hills faculty and feeder high school administrators/ math faculty . Second of two sessions.

Boris, V.R. (2013, November 6). *Closing the Achievement Gap: A CaCCSS Mathematics Articulation Workshop.* Lemoore, California: Lemoore Unified District Office. A full-day of awareness presentations and facilitated discussions for West Hills faculty and feeder high school administrators/ math faculty . First of two sessions.

Boris, V.R. (2013, November 5). *Building Literacy Across the Content Areas: Grades 3-5.* Sanger, California: Sanger Unified District Office. A full-day workshop for administrators and teachers of grades 3-5 presenting Webb's Depth of Knowledge and lesson design strategies for California's Common Core State Standards. Second of two workshops.

Boris, V.R. (2013, October 24). *Building Literacy Across the Content Areas: Grades K-2.* Sanger, California: Sanger Unified District Office. A full-day workshop for administrators and teachers of grades 3-5 presenting Webb's Depth of Knowledge and lesson design strategies for California's Common Core State Standards. Second of two workshops.

Boris, V.R., and Weil, S. (2014, October 8). *Lindsay Leadership Learning Seminar Two.* Lindsay, California: Lindsay Unified District Office. A half-day workshop for Lindsay USD administrators; topics include high leverage leadership actions and Total Leaders concepts. Second of five sessions.

Boris, V.R. and Marcellin, J.(2013, October 1). *Accountable and Systemic Professional Development.* Fall 2013 Joint Conference of TECSCU and TRG, The Proof of Effective Partnerships: Educators Meeting the Challenges and Opportunities of the 21st Century. Arlington, Virginia

Boris, V.R. (2013, September 26). *Building Literacy Across the Content Areas: Grades 3-5.* Sanger, California: Sanger Unified District Office. A full-day workshop for administrators and teachers of grades 3-5 presenting Webb's Depth of Knowledge and lesson design strategies for California's Common Core State Standards. First of two workshops.

Boris, V.R. (2013, September 20). *Implementing a High Utility Academic Vocabulary Program for Middle School* . Firebaugh, CA: Firebaugh Middle School. Full day workshop for middle school lead teachers addressing the attributes and implementation of a school-wide academic vocabulary program.

Boris, V.R. (2013, September 19). *Building Literacy Across the Content Areas: Grades K-2*. Sanger, California: Sanger Unified District Office. A full-day workshop for administrators and teachers of grades 3-5 presenting Webb's Depth of Knowledge and lesson design strategies for California's Common Core State Standards. First of two workshops.

Boris, V.R., and Weil, S. (2014, September 5). *Lindsay Leadership Learning Seminar One.* Lindsay, California: Lindsay Unified District Office. A half-day workshop for Lindsay USD administrators focusing on high leverage leadership actions. First of five sessions.

Boris, V.R. (2013, September 3). *Implementing a High Utility Academic Vocabulary Program: Deepening the Work.* Firebaugh, CA: A. E. Mills Intermediate School. Half- day workshop for certificated faculty and administration at Bailey Elementary School and addressing the attributes and implementation of a school-wide academic vocabulary program.

Boris, V.R. (2013, August 22). *Implementing a High Utility Academic Vocabulary Program for Middle School* . Firebaugh, CA: Firebaugh Middle School. Full day workshop for middle school lead teachers addressing the attributes and implementation of a school-wide academic vocabulary program

Gonzalez, Juan Carlos

Jendian, M., **González, J. C.**, & Reid, K. (2014, Feb 24). *Race as an illusion*. Fresno, CA: California State University, Fresno. Moderated by F. Oputa. Organized for Leaders and Managers.

Turner, C. S V., **González, J. C.,** & Ramirez, E. (2014, Feb 22). *An examination of successful pathways and challenges for mentoring across race/ethnicity and gender in higher education: Mentoring for faculty of color and women with implications for Chicana/o faculty.* Woodland, CA: Northern California Regional Conference of the National Association of Chicana and Chicano Studies (NACCS).

González, J. C. (2014, Feb 21). *Are cross-race mentorships successful and necessary for the advancement of tomorrow's faculty of color in American colleges and universities?* Latino Faculty and Staff Association: Café con Leche Speaker Series. Fresno, CA: California State University, Fresno.

Bell, M., **González, J. C.,** Grice, B., Lewis, D., Marshall, J. (2014, Feb 19). *What is privilege?* Researchers and Critical Educators and Black Faculty and Staff Association: Speaker Series. Fresno, CA: California State University, Fresno.

González, J. C. (2013, Nov 15). *College choice in central California: A qualitative study of high school seniors.* Visalia, CA: University Preparatory High School.

González, J. C., & Turner, C. S. V. (2013, Oct 25). *What does the literature tell us about mentoring across race and gender in higher education?: An examination of successful pathways and challenges in mentoring for faculty of color and women*. CLEAR: 2nd Annual Mentoring Summit. Fresno, CA: California State University, Fresno.

González, J. C., & Immekus, J. (2013, Oct 19). *Latina/o and Hmong student discipline: Exploring school experiences through race, class, and gender*. Fresno, CA: 2013 DPELFS Faculty Research Colloquium.

Jendian, M., **González, J. C.**, Cole, K., & Reid, K. (2013, Oct 16). *Race as an illusion*. Fresno, CA: California State University, Fresno. Moderated by C. Teniente-Matson & M. Caldwell. Sponsored by Researchers and Critical Educators (RACE).

Huerta, T., & **González, J. C.** (2013, Oct 11). *Escuelas promotoras de cultura y lenguaje de estudiantes Latinos / Schools promoting Latino students' culture and language: Best practices from Central California classrooms and communities.* Valparaíso, Chile: The 5th International Symposium on Bilingualism and Bilingual Education in Latin America.

Hauser, Linda

Hauser, L. (2014, March 24). *Refining instructional vision and strategy related to problem solving.* Internal Coherence Collaborative (CVELI-Harvard-Clovis Unified). Clovis, CA.

Hauser, L. (2014, March 19). *Instructional Rounds: A Network Approach to Improving Teaching and Learning.* Northern Network (Le Grand Elementary School District). Le Grand, CA.

Hauser, L. (2014, February 27). *Instructional Rounds: A Network Approach to Improving Teaching and Learning.* Central Valley Rural Network, Mendota, CA.

Hauser, L. (2014, January 17). *Managing Up: Project Management.* CVELI Middle Leaders Development Program.

Hauser, L. (2014, January 6). *Importance of thinking and acting like a system.* Internal Coherence Collaborative (CVELI-Harvard-Clovis Unified). Clovis, CA.

Hauser, L. (2013, December 11). *Systems thinking in leading and motivating high performing teams.* CSU Regional Leadership Development Program. Northridge, CA.

Hauser, L. (2013, December 11). *Effective meeting management to achieve results.* CSU Regional Leadership Development Program. Northridge, CA.

Hauser, L. (2013, December 2). *Instructional Rounds: A Network Approach to Improving Teaching and Learning.* Northern Network (Le Grand High School District), LeGrand, CA.

Hauser, L. (2013, October 30). *Instructional Rounds: A Network Approach to Improving Teaching and Learning.* Southern Network Training, Planz Elementary, Bakersfield, CA.

Hauser, L. (2013, October 14*). Developing team commitments to foster team learning.* Internal Coherence Collaborative (CVELI-Harvard-Clovis Unified). Clovis, CA.

Hauser, L. (2013, October 2). *Instructional Rounds: A Network Approach to Improving Teaching and Learning.* Northern Network (Planada School District), Planada, CA.

Hauser, L. (2013, August 7). *Instructional Rounds: A Network Approach to Improving Teaching and Learning.* Northern Network Training (Le Grand Elementary School District, LeGrand High School District and Planada School District), LeGrand, CA.

Hernandez, Ignacio

Hernández, I., Muñoz, M.R., Leyba-Ruiz, T., De Jesus, L. (2014, April). *The National Community College Hispanic Council Leadership Fellows Program: Preparing the next generation of Latina/o leaders*. Presentation at the American Association of Community Colleges Annual Conference, Washington, DC.

Hernández, I., Espino, M.M., Guardia, J.R., Pérez, J. (2014, March). *Transforming the higher education landscape: A focus on supporting Latina/o students, administrators, and faculty*. Presentation at the National Association of Student Personnel Administrators Annual Conference, Baltimore, MD.

Solórzano, D.G., Acevedo-Gil, N., Santos, R.E., Soltero-Lopez, A.K., Tapia, L., **& Hernández, I.**, (2013, November). *Latinas/os in the community College system: Addressing obstacles in the transfer pipeline.* Symposium at the Association for the Study of Higher Education Annual Conference, Saint Louis, MO.

Hernández, I., (2013, September). *Latina/o leadership: Transforming community colleges*. Presentation at the National Community College Hispanic Council Leadership Symposium, Chicago, IL.

Hernandez, Susana

Hernández, S. & Hernández, I. (2014, May). Keynote address for College of Sequoias TRiO Awards Night in Visalia, CA.

Hernández, S. (2014, March). *Latino/a Faculty Office Hours at NASPA*. Held at the annual NASPA – Student Affairs Administrators in Higher Education National Conference in Baltimore, MD.

Hernández, S. (2013, November). *Academic job search process*. Invited panelist for the Council on Ethnic Participation Pre-conference of the annual meeting of the Association for the Study of Higher Education in St. Louis, MO.

Immekus, Jason

French, B. F., Gotch, C. G., **Immekus, J. C.,** & Beaver, J. L. (2014). *The development and investigation of the psychometric properties of a measure of teamwork among high school students*. Paper to be presented at the annual American Educational Research Association Conference, Philadelphia, PA.

Hart, S. M., & **Immekus, J. C.** (2014). *Developing community college students' civil engagement through service-learning learning communities*. Paper to be presented at the annual American Educational Research Association Conference, Philadelphia, PA.

Kralowec, C., Yockey, R., **Immekus, J.,** & Lane-Garon, P. (2014, May). *Confirmatory Factor Analysis of the Modified Davis Interpersonal Reactivity Index – Students (M-IRI).* Poster session presented at the meeting of the Association for Psychological Science, San Francisco, CA.

Nelson, F., **Immekus, J. C.,** & Ullrich, W. (2014, January). *Action research in a social justice online program*. Paper presented at the annual Hawaii International Conference on Education, Honolulu, HI.

González, J. C., & **Immekus, J. C.** (2014, January). *Latina/o and Hmong student discipline: Exploring school experiences through race, class, and gender*. Paper presented at the annual Hawaii International Conference on Education, Honolulu, HI.

Magdaleno, Ken

Magdaleno, K. (2014, March). Who are you? Exploring Your Layers of Diversity…and Beyond. Invited Presenter, California State University Channel Islands, Department of Student Affairs.

Magdaleno, K. (2014, March). Collaborative Leadership for Equity, Co-Presenter, Association of Supervision and Curriculum Development (ASCD), Los Angeles.

Magdaleno, K. (2013, October). Cultures Have Capital: How Recognizing Cultural Value Benefits Educators, Presenter, California Latino School Boards Association, San Diego.

Magdaleno, K. (2013, October). Improving Achievement Via Student Discipline Policies, Co Presenter, California Latino School Boards Association, San Diego.

Magdaleno, K. (2013, October). Mentoring toward leadership, Roundtable facilitator, Educational Leadership Program: Twenty Years: Leadership Across the Educational Continuum, University of California at Los Angeles.

Magdaleno, K. (2013, August). Mentoring as a Leadership Responsibility, Keynote Presenter, Farmersville School District Leadership Team, Visalia.

Tanner, David

Tanner, D.E. (2013). [Review of the book, The Infrastructure of accountability: data use and the transformation of American education]. Choice, 50, July.

Tanner, D.E. (2013). [Review of the book, Educating Latino boys: an asset-based approach]. Choice, 50, July.

Tracz, Susan

Tracz, S. M., Newman, I., & Newman, D. O. (2014, April). Understanding Hierarchical Linear Models and Type VI Errors: The Need for Reflection. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Guthrie, M. M., & **Tracz, S. M.** (2014, April). Hiring Processes in California of the Pre-K-12 Superintendency. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Cardoza, D. & **Tracz, S. M.** (2014, April). Peer Mediation and Its Effects on Elementary Student Perceptions of Self-Esteem and Social Competence. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Bathina, J., Yun, C., Brooks, M., & **Tracz.** (2014, March). Character education: Perspectives from India and the U.S. Paper presented at the annual

Wandeler, Christian

Wandeler, C. (2013, June). *The development of hope at the workplace*. Presentation at the 3rd World Congress of the International Positive Psychology Association, Los Angeles, California.

Wandeler, C. (2014, January). *Recent developments in educational research and teacher training in the United States.* Presentation at the University for Teacher Training of Fribourg, Fribourg, Switzerland.

Wandeler, C. (2014, March). *Hope as a character strength – What educators and schools can do to spread hope.* 30th Annual Conference On Character and Civic Education, Fresno, California.

Wise, Donald

Wise, D. (2014, April). *Liderazgo de Servicio* (Servant Leadership). Video conference for 53 Master's Degree students at the Universidad del Valle de Guatemala, Guatemala City, April 23.

Wise, D., & Weil, S. (2014, March). *Collaboration and Courageous Conversations*. Presentation to 30 leaders of Lindsay Unified School District, Lindsay, CA, March 13.

Wise, D., Sontay, G., & Nuñez, G. (2014, January). *Caja de Herramientas para la Comisión Técnica de Calidad Educativa Departamental* (Coaching Toolkit for the State Technical Educational Quality Commission). Video conference presented to officials of the Totonicapán State Department of Education, January 22, and to officials of the San Marcos State Department of Education, Guatemala, January 23.

Wise, D. (2014, January). *Las Comunidades de Aprendizaje: El Poder de la Colaboración* (Learning Communities: The Power of Collaboration). Video conference presented to officials of the Ministry of Education in Guatemala City, Guatemala, January 12.

Wise, D. (2014, January). *Emerging Challenges for School Principals*. Hawaii International Conference in Education, Honolulu, Hawaii, January 5-8.

Wise, D., Weil, S., & Boris, V. (2013, November). *The Five Dysfunctions of a Team*. Presentation to middle leaders from eight school districts, Fresno, CA, November 15.

Wise, D., Benavides, O., Destarac, M.A. (2013, October). *Using Video Conferencing for International Teaching: A Case Study Linking the US to Central America*. Presentation at the International Conference of Educational Media, Singapore, October 1-5. (Did not attend. Otto Benavides presented on my behalf.).

Wise, D., & Weil, S. (2013, September). *The Speed of Trust: Leadership and Trust for Middle Leaders*. Presentation to middle leaders from eight school districts, Fresno, CA, September 24.

Wise, D., Weil, S., & Boris, V. (2013, September). *Executive Coaching: An Introduction*. Presentation to 30 leaders of Lindsay Unified School District, Lindsay, CA, September 5.

Wise, D. (2013, July). *Coaching para el Liderazgo Educativo* (Coaching for Educational Leadership). One week Master's Degree course in Merida, Mexico at the Universidad Autónoma de Yucatán, Merida, Mexico. July 8-13.

Department of Literacy, Early, Bilingual, and Special Education

Alamillo, Laura

Alamillo, L. and Jason Immekus (2013). The Use of Multiple Measures to Examine Pre-service Teachers' Cultural Responsive Beliefs and Practices in a Teacher Education Program AERA, San Francisco, CA.

Bathina, Jyothi

Keynote. January 6, 2014. Shailabala Women's College. Orissa, India.

Panel Presentation. January 13, 2014. St. Joseph's College of Teacher Education. Kerala, India.

Panel Presentation. April 26, 2014. Conference on Character Education. Fresno Convention Center. Fresno, CA.

Bennett, Lisa

Contrasting Cases of Inquiry Stance Development: The Practices and Perspectives of Two Graduates of an Inquiry Infused Teacher Education Program. *American Educational Research Association Annual Meeting*. Philadelphia, PA., April, 2014.

Brooks, Maneka

"Another kind of cultural match: An examination of deficit discourses in a biology classroom" paper presented for R.A.C.E. Fresno. 2014.

"Privileging the English of Latino students: An examination of an on-demand writing task" paper presented at Annual Meeting of American Educational Research Association. Philadelphia. 2014.

"Another kind of cultural match: An examination of deficit discourses in a biology classroom" paper presented at Annual Meeting of American Educational Research Association. Philadelphia. 2014.

DeVoogd, Glenn

McLaughlin, M. & **DeVoogd, G.L**. (2014, May). Research into practice: What's new in language arts research? Looking inside the Handbook of Research on Teaching the English Language Arts, Vol.3. Featured Research Session at the International Reading Association annual conference, New Orleans, LA.

DeVoogd, G. L. (2014, February). Recommandations d'amélioration: La pédagogie dans les classes de littérature et d'histoire. Presented in Kikquit, Congo to the leaders and teachers of Mennonite Schools.

DeVoogd, G. L. (2014, February). Recommandations d'amélioration du grammaire. Presented in Kinshasa, Congo to the leaders and teachers of St. Therese.

DeVoogd, G. L. (2014, March). Authentic Approaches of Teaching Reading Comprehension with Common Core Anchor Standards for K-12 Students. Presented at the Chavez Conference for Literacy and Educational Policy, Fresno, California.

DeVoogd, G. L. (2014, March) Best Practices Toward a Multilingual Education: Interactive Session on the Vision of a Multicultural Education. Presented at the Dual Language Conference, Fresno, California.

Hart, Steven

Bennett, S., & **Hart, S.** (2014, April). *Addressing the 'Shift': Preparing Preservice Secondary Teachers for the Common Core*. Presented at Annual American Educational Research Association Conference, Philadelphia, PA.

Hart, S., & Immekus, J. (2014, April). *Developing community college students' civic engagement through service-learning learning communities*. Presented at Annual American Educational Research Association Conference, Philadelphia, PA.

Hart, S. (2014, March). *Impact of service-learning on adolescents' argumentative essay writing*. Presented for Dandoy Research Committee, Fresno, CA.

Hart, S. (2014, March). *Future now: Preparing students for college, career and citizenship*. Presented at Cesar Chavez Critical Education Conference, Fresno, CA.

Hart, S., & Bennett, S. (2013, December). Addressing the 'Shift': Preparing Preservice Secondary Teachers for the Common Core. Presented at Annual Literacy Research Association Conference, Dallas, TX.

Huerta, Teresa

Huerta, T. M. (Oct. 11, 2013). Schools Promoting Latino Students' Culture and Language. International Symposium on Bilingualism and Bilingual Education in Latin America

Huerta, T. M. (April 23, 2014). Supporting Bilingualism in Central California. Latino Rotary Club of Fresno.

Huerta, T. M. (April 25, 2014). New Master's Program and Impact on Dual Language Programs. Education & Leadership Foundation.

McKay, Joanne

McKay, J. (2014). *Planning, Preparing, and Presenting a Demonstration Lesson.* San Joaquin Valley Writing Project, ISI Pre-Institute, California State University, Fresno.

McKay, J. (2013). *Seeing, Speaking, Writing Thinking: Using Visual Texts to Develop Written Language Skills.* San Joaquin Valley Writing Project, California State University, Fresno.

McKay, J. (2013). *Multigenre, thematic teaching and the Common Core.* San Joaquin Valley Writing Project, California State University, Fresno.

McKay, J. (2013). *Seeing, Speaking, Writing Thinking: Using Visual Texts to Develop Written Language Skills.* New Perspectives through Illustrations and Visual Literacy Symposium, California State University, Fresno.

McKay, J., Leyba, K., Ritzman, B., & Smith, J. (2013). *Using Teacher Inquiry Projects to Develop New Pedagogical Practices.* California Writing Project's 40th Anniversary Conference. University of California Davis Conference Center.

Macy, Susan

Teaching Sample Project Review Workshop Series, KSOEHD, Fall, 2013 & Spring, 2014.

Solving Professional Dilemmas, Character and Civic Education Conference, March 28, 2014

Shelton, Marilyn

March 29-30, 2014. Co presented with Gus and Wilma Gold, Gaby Litsky. Nonviolence in the lives of Children Project, Inc. Level One Training. Santa Cruz, Ca.

Torgerson, Colleen

Rehabilitation Services. (May 2014). "21st Century Skills" Fresno, CA.

American Association of Colleges for Teacher Education. (February, 2014). Annual Conference. "Assessing Partnership Evolution: Using K-12 Achievement, Employer and Graduate Surveys, and TPAs to Analyze Educator Preparation and Discount the Selectivity Factor in Program Evaluation" Indianapolis, IN

Rehabilitation Services. (January 2014). "The Interview: Skills to get a job – and what not to do" Fresno, CA

Kiwanas. (February 2014) "Kremen School and Undergraduate Learning Communities" Fresno, CA

Rehabilitation Services. (December 2013). "How to talk to a boss" Fresno, CA

Fresno State: Syllabus Conference. (December 2013). "Active Engagement Strategies" Fresno, CA

Rehabilitation Services. (October 2013). "Adding Value as an Employee" Fresno, CA

The Renaissance Group. (October 2013). Annual Conference. "Teacher Residency: Collaboration for Common Core and Instructional Shifts "Washington, D.C.

Kremen Community Council (August 2013) "Partnerships in Valley" Fresno, CA

Vang, Tony

Keynote Speaker at the Hmong Heritage Week, CSU Sacramento. April 22, 2014

Yun, Cathy

Yun, C., Farran, D. C., Lipsey, M. W., Bilbrey, C., & Hofer, K. G. (2014, April). *Prekindergarten teachers' school readiness beliefs, classroom practices, and moderating contextual considerations*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Bathina, J., Tracz, S., & **Yun, C.** (2014, March). *Ideas from abroad: Making service part of the curriculum*. Workshop presented at the 30th annual Fresno State Character & Civic Education Conference, Fresno, CA.

1. **Awards and Honors Received**

Department of Counselor Education and Rehabilitation

Name of Award	Organization Giving Award	Date Received *mm/dd/yy*
Lee, Song		
Outstanding Faculty Publication Award	Fresno State	3/7/14
Lucey, Chris		
Provost Award for Faculty Service	Fresno State	5/9/14
Pitt, Janell		
Provost – Promising New Faculty Award	Fresno State	
Outstanding Faculty award from the Black Faculty and Staff Association (BFSA)	Fresno State	
Unsung Hero – Rosa Parks Award from the Center for Women and Culture (CWC) at Fresno State	Fresno State	
Rehabilitation Educator of the Year Award	National Council on Rehabilitation Education (NCRE)	
Smith, H. Dan		
Master of Ceremonies	Fresno State	2014 Commencement
Weir, Kyle		
Outstanding Faculty Publication Award	Fresno State	3/7/14

Department of Curriculum and Instruction

Name of Award	Organization Giving Award	Date Received *mm/dd/yy*
Bohlin, Carol Fry		
Outstanding Service Award	Phoenix Alliance, University High School, Fresno, CA	6/4/2013
Nyberg, Lisa		
Professional Development Task Force	National Science Teachers Association	Summer 2013- Spring 2014
Elected to the Board of Directors	National Science Teachers Association	June 2011- May 2014 3 year term
Elected to the Board of Directors	The Association for Science Teacher Education	June 2011– May 2014 3 year term
Ullrich, Walter		
Exemplary Blended-Online Course	California State University's Quality Online Learning and Teaching (QOLT)	03/20/2014

Department of Educational Research and Administration

Name of Award	Organization Giving Award	Date Received *mm/dd/yy*
Gonzalez, Juan Carlos		
Dandoy Research Award for Spring 2014 (CSU, Fresno)	KSOEHD	Fall 2014
Dandoy Research Award for Fall 2013 (CSU, Fresno)	KSOEHD	Spring 2013
Hauser, Linda		
NCATE Accreditation: Unit Assessment System - Recognition as Strength (Hauser lead architect)	National Council for Accreditation of Teacher Education (NCATE)	April 24, 2014
NCATE/CTC Accreditation: Program Fully Aligned and Standard 2 – Assessment - Moving to Target (Hauser Program Coordinator and Standard 2 Lead)	NCATE and CTC	April 24, 2014
Hernandez, Susana		
Outstanding Advisor Nominee	Campus Advisor Network CSU Fresno	05/01/2014
Exemplary Social Justice Contribution by a Graduate Student	ACPA – Commission for Social Justice	03/2014
Magdaleno, Ken		
Richter Award	Kremen School of Education	04/11/14

Department of Literacy, Early, Bilingual, and Special Education

Name of Award	Organization Giving Award	Date Received *mm/dd/yy*
Torgerson, Colleen		
Top 10 Professional Women of Fresno	Marjoree Mason Center	10/18/13

2. Research/Grants/Contracts Funded

Department of Counselor Education and Rehabilitation

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2012-2014)	Amount Funded 2013-2014
Garcia, Juan					
Human Trafficking	Margarita Rocha	SB	1.1M	2014-2017	300,000
Child Welfare Mental Health	Mary dela Torre (Northstar Family Center) in collaboration with Central Star (Long Beach CA)	Fresno County Dept of Social Services	3M	2104	Not sure yet

Department of Curriculum and Instruction

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2012-2014)	Amount Funded 2013-2014
Benninga, Jacques					
The Bonner Center for Character Education and Citizenship		The Bonner Family Foundation • KSOEHD • FCOE • KCOE • MCOE • TCOE • EECU	$40,000+ (yearly average)		
Bohlin, Carol Fry					
California Online Mathematics Education Times 2014-2015		U.S. Dept. of Education (NCLB 11)	$37,800	2014-2015	$37,800
California Online Mathematics Education Times 2013-2014		U.S. Dept. of Education (NCLB 10)	$37,800	2013-2014	
CSU-Fresno Mathematics and Science Teacher		CSU Chancellor's Office	$150,000	2012-2013	

Initiative (continuing)					
CSU-Fresno Mathematics and Science Teacher Initiative 2013-2014		CSU Chancellor's Office	$150,000	2013-2014	$150,000
Teacher Recruitment Project (TRP)		State of California	$75,000	2013-2014	$75,000
Fresno State Teaching Fellows Program (Co-PI; continuing grant–submitted in 2009)	David Andrews, Lance Burger, Rick Zechman	National Science Foundation	$1,500,000 (awarded as invoiced)	2009-2015	
San Joaquin Valley Mathematics Project--NCLB (Federal) Monies	Karen Arth, Mike Chamberlain, May Lee, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 10)	$34,000	2013-2014	
San Joaquin Valley Mathematics Project--NCLB (Federal) Monies	Mike Chamberlain, May Lee, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 11)	$34,200	2014-2015	$34,200
San Joaquin Valley Mathematics Project-- State Monies (2013-2014)	Karen Arth, Mike Chamberlain, May Lee, Agnes Tuska, Rajee Amarasinghe	State of California	$24,021	2012-2013	
San Joaquin Valley Mathematics Project-- State Monies (2014-2015)	Mike Chamberlain, May Lee, Agnes Tuska, Rajee Amarasinghe	State of California	$24,034	2013-2014	$24,034
Undergraduate Science for Future Elementary Teachers	Fred Nelson	CSU Chancellor's Office/S.D. Bechtel, Jr. Foundation	$20,000	2013-2014	
Firpo, Richard					
Alternative Certification Project	Rich Firpo/ Larry Powell	Calif. State Department of Education	$274, 255	2008-2013	$274,255

Nelson, Frederick L.					
Water Questions: Development and Implementation of an Interdisciplinary Undergraduate Course on Water	Drexler, D., Pasha, F., Sharma, F. C., Therkelsen, J., & Weinman, B.	Water Resources & Policy Initiatives	$13,512	2014	$13,512
Pham, Kien					
Making Teachers "Appy"	Eric Eslinger, Lance Burger	Google Company	$20,000	2011-2012	$20,000
Quisenberry, Janine					
Arts in Education		Bonner Family Foundation	$3,000	2012-2013	
Ullrich, Walter					
Technology Innovations Academy		Title V, TILT	$5,000	2013-2014	$5,000

Department of Educational Research and Administration

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2012-2014)	Amount Funded 2013-2014
Akhavan, Nancy					
Dandoy		Dandoy	3,000	2014	3,000
Boris, Virginia					
Building Coherence for Instructional Improvement	Mabel Franks	Cowell Foundation	$52,500	March, 2014	September 2014
Lindsay Leaders Learning Seminar Series	Don Wise Steve Weil	Lindsay USD	$20,000	October 2013	May 7, 2014
Lindsay Executive Coaching	Don Wise Steve Weil	Lindsay USD	$25,000	October 2013	May 7, 2014
Twin Rivers USD Consulting Services: Environmental Scan, Executive Coaching, Leadership Workshops	Mabel Franks	Twin Rivers USD	$72,000	October 2013	May 7, 2014
Building Coherence for Instructional Improvement	N/A	Fresno COE	$10,000	August 2013	May 2014

Building Coherence for Instructional Improvement	N/A	Lozano Smith	$20,000	January 2014	May 2014
Rural Network: Instructional Rounds	N/A	California Endowment	$20,000	October 2013	May 2015
Rural Network: Expanding Outreach Through Technology	Marcy Masumoto	Fresno Regional Foundation	$12,500	October 2013	September 2014
Hernandez, Ignacio					
Division of Graduate Studies 2013-2014 Graduate Recruitment Mini Grant	n/a	Division of Graduate Studies-CSU, Fresno	$800	2013-2014	$800
Immekus, Jason					
Escholars Professional Development	Walter Ullrich & Fred Nelson	Fresno State - TILT	$5,000	Summer 2013	
Dandoy Award			$5,000	Fall 2013	
Dandoy Award		KSOEHD	$5,000	Spring 2014	

Department of Literacy, Early, Bilingual, and Special Education

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2012-2014)	Amount Funded 2013-2014
Bathina, Jyothia					
Research Grant	Dandoy Grant	CSU-Fresno	2500	Fall 2013	2500
Research Grant	Dandoy Grant	CSU-Fresno	Course Release	Spring 2014	Course Release
Summer Teaching Innovations Academy		TILT- Fresno State	$5,000	2013-2014	$5,000
Project WE CaRE (Water Experiences for Conservation and Recycling Education	Fred Nelson Mara Brady	US Dept of Interior-Bureau of Reclamation-Mid-Pacific Region	$100,000	2013-2015	
Huerta, Teresa					
2012/13 Recruitment Mini-Grant.		Division of Graduate Studies	$700.00	2012-13	$700.00
McKay, Joanne					
NWP SEED Grant for Professional Development	Godfrey, K		$20,000	7/1/14-6/30/15	$20,000

With High Needs School.					
NWP SEED Grant for Teacher Leader Development	Godfrey, K		$20,000	7/1/14-6/30/16	$20,000
California Subject Matters Projects. Application For Continued Funding	Godfrey, K		$24,000	7/1/13-6/30/14	$24,000
California Subject Matters Projects: NCLB 10	Godfrey, K		$35,535	7/1/12-6/30/14	$35,535
Torgerson, Colleen					
Teacher Residency (4-8) STEM emphasis	Fresno USD	Bechtel	740,869	2012-2014	337,985
Linked Learning Teacher Preparation Grant		Irvine Foundation	36,000	2011-Dec 2013	18,000
Linked Learning	Nancy Akhavan	Irvine	50,000	2014-15	25,000
Chancellor's Office-Improving Student Success: Learning Communities	Eric Person	CSU Chancellor's Office	60,000	2014-Ongoing	60,000

3. Volunteer Service Activities

Department of Counselor Education and Rehabilitation

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Garcia, Juan				
Integral Community Solutions	Grant writing	120	3	5
Centro la Familia Advocacy	Grant Writing	40	2	4
Spirit of Woman of California	Supervision	116	3	32
Lee, Song				
Program Coordinator for CER Department	coordinator	180+ hrs/yr	10+ faculty	0
Graduate Coordinator Committee for Kremen School	member	18 +/yr	10+ faculty/1+ staff	1
Hmong Student Association	Advisor	5+/yr	3	20+
Scholarship Committee	Member, Rep for Faculty Assembly	5/yr	5+	0
Southeast Asian Teachers Association	Advisor	5+/yr	2	10+
Mental Health Board---Hmong Mental Health Project	Consultant and Researcher	Ongoing, as needed basis, 5-20hrs per year		5
Women's Resource Center, CSUF	Advisory board member	4hr/yr	Around 10	1
The Hmong People Foundation	Consultant	Ongoing as needed, 4+ hours a year.	0 (none yet. In process of starting the foundation)	0
Lucey, Christopher				
Fresno Family Counseling Center	Director	800	8	90
State of California Board of Behavioral Sciences	University Liaison	60	0	100
Boy Scouts of America	Volunteer	100	0	
Weir, Kyle				
LDS Family Services (Low Cost Counseling)	Therapist	240	1	0
Fresno Family Counseling Center (Beyond COUN 238/239 Responsibilities)	Supervisor	276	1	16
Valencia, Albert				
Poverello House	Member	4	1	12

Department of Curriculum and Instruction

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Benninga, Jacques				
Journal of Character Education	Co-Editor	40-60	M. Berkowitz	
Bonner Center for Character and Civic Ed	Director	60-100		
Virtues and Character Recognition Award	Director	60-100		
Conference on Character and Civic Ed	Co-Coordinator	60	Jane Moosoolian and Susan Schlievert	
KVPR (89.3FM) *The Moral Is*	Writer and Coordinator	40-6-	5 CSUF Faculty	
FLC—Professional Ethics	Co-Coordinator	30	Andrew Fiala	
Biacindo, Kathryn				
Sierra Seventh Lodge	Board member	100	Members from various community agencies	
Cave Research Foundation	Researcher	200	Members from other universities	
San Joaquin Valley Grotto	Team leader	100	Members from various community agencies	
Heart of Horse Therapy Ranch	Program design	50	Members from Community colleges	

Bohlin, Carol Fry				
Association of Mathematics Teacher Educators (AMTE)	Invited member, AMTE Affiliate Connections Committee (2011-2014)	20		
California Association of Mathematics Teacher Educators (CAMTE)	(a) CAMTE Web site designer and writer; (b) LISTSERV manager; (c) historian; (d) Member of Advisory Board, Membership Committee, Communications and Website Committee (Chair), Advocacy Committee, and Conference Program Committee; (e) Implemented new online elections (coordinated 2 elections).	150		
University High School (UHS)	Secretary, Phoenix Alliance Board	100		
Bohlin, Roy				
Trinity Lutheran Church	Usher	18 hours		

Firpo, Richard				
Brick's Committee	Member	3 hrs. per week	4 Faculty 1 Staff	"n/a"
KSOEHD Alumni Board	Member	2 hrs. per week	8 Faculty 1 Staff	"n/a"
KSOEHD Scholarship Committee	Member	15 hrs. per year	3 Faculty	"n/a"
SPED Advisory Committee	Member	3 hrs. per year	5 Faculty	"n/a"
Lomeli, Jose				
Roosevelt High School Performing Arts Boosters	Participant	20		140
Monterey County Office of Education Migrant Program Out of School Youth Food giveaway	Donated	18		90
Univision Television Network Holiday Food drives	Participant	10		280
Mata, Susana				
VASA Charter School Science Fair	Judge	4 hours	Faculty	50
Character Education Validation Visit	Evaluator	4 hours	Faculty	100+
Moosoolian, Jane				
Kappa Kappa Gamma	Faculty Advisor	5- 10 hours/yr		60
Nelson, Frederick L.				
American Educational Research Association Portfolio and Reflection in Teaching and Teacher Education Special Interest Group	Program Chair	50		
Association for Science Teacher Education	Proposal Reviewer	10		
California Science Teachers Association	Region 3 Director	50		
Action in Teacher Education	Article Reviewer	10		
Reflective Practice: International and Multidisciplinary Perspectives	Article Reviewer	10		
Nyberg, Lisa				
National Science Teachers Association	Board of Directors	360 +		
The Association for Science Teacher Education	Board of Directors	200 +		
National Science Teachers Association Professional Development Task Force	Research and Author of Report	200 +		

Parks, Joe				
Turning Point of Central California	Board of Directors	Four Meetings per year		
Pham, Kien				
Vietnamese Association For Advancement of Educational Excellence	Advisor	100	15	60
Quisenberry, Janine				
Beginning Support and Assessment Advisory Board – Kerman, Kingsburg, Riverdale, Selma Consortium	Board Member	6 hours		
Beginning Support and Assessment Advisory Board – Fresno County	Board Member	6 hours		
Beginning Support and Assessment Advisory Board- Fresno Unified	Board Member	8 hours		
Beginning Support and Assessment Advisory Board- Clovis Unified	Board Member	2 hours		
Beginning Support and Assessment Advisory Board- Tulare County	Board Member	2 hours		
Beginning Support and Assessment Advisory Board- Central Valley Regional Network Committee	Participant	6 hours		
KSOEHD Alumni Meeting	Board Member	20 hours		
Fresno Unified Teacher Residency Committee	Member	15hours		
CSU Field Directors Organization	Secretary	30 hours		
Schlievert, Susan				
Bonner Center for Character Education	Board Member	4		
Center for Creativity and the Arts	Coordinator K-12 ed.	40		
Character and Civic Education Annual Conference	Co-Director	22		
CSUF Academic Senate	Elected Member	30		
Development Committee	Member	6		
Doctoral Club	Steering Committee	6		
Fresno State Kremen School Alumni Board	Past President	30		
Kremen Alumni Scholarship Committee	Member	12		
Liberal Studies Review Committee	Coordinator	40		
Noted Alumni Committee	Member	20		
Oktoberfest at University House	Chair	30		
Young Artists' Gallery	Curator	4		

Department of Educational Research and Administration

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Akhavan, Nancy				
CLEAR, Center for Leadership, Equity and Research	Program Director	50	2 employees at CLEAR	n/a
CLEARvoz Journal	Editorial Director	120	Volunteer editorial board 3	n/a
Boris, Virginia				
Building Coherence for Instructional Improvement: School Site Coaching	Executive Coaching	36 hrs/ year	25	0
Clovis Unified School District	Academic Leadership Training	16 hrs/year	3	0
Hernandez, Ignacio				
Association for the Study of Higher Education (National)	Conference Proposal Reviewer	5	n/a	n/a
Council for the Study of Community Colleges (National)	Conference Proposal Reviewer	5	n/a	n/a
KSOEHD Budget Committee (CSU Fresno)	Member	20	8	n/a
National Community College Hispanic Council (National)	Member, Board of Directors	40	n/a	n/a
Search Committee: Assistant Director for Student Life (CSU Fresno)	Faculty Representative	20	5	1
University Student Union Board of Directors (CSU Fresno)	Faculty Representative	40	5	12
For the Association for the Study of Higher Education's Program Committee, 2014 conference	Section co-chair			
Hernandez, Susana				
President's Commission on Human Relations & Equity	Commissioner	20		
Vice President for Student Affairs Search Committee	Committee member	50		
Commitment to Latino Success & Excellence (CLASE)	Mock Interviewer	2		
Kremen School of Education Equity Committee	Committee Member	6		

Department of Educational Research & Administration – Educational Leadership Faculty Search Committee	Committee Member	40		
American Association of Hispanics in Higher Education	Graduate Student Fellowship Reviewer	5		
Association for the Study of Higher Education – Council on Ethnic Participation	Mentor	4		
Journal of Current Issues in Education	Reviewer	4		
Latina Researcher's Network- Annual Conference	Reviewer	3		
National Association of Student Personnel Administrators – NASPA Region VI, Research & Policy Institute	Planning Committee Region VI Conference	5		
National Association of Student Personnel Administrators – NASPA Annual Conference	Reviewer	5		
Immekus, Jason C.				
Reading & Beyond	Research	100	2	2
San Joaquin River Parkway Conservancy & Trust	Research	40	2	1
J. E. Fehsenfeld Foundation	Board Member	60	-	-
U.S. Department of Education	Grant reviewer	40	-	-
California Commission on Teacher Credentialing Teaching Performance Assessment Model Panel	Panel Review member	40		
Tracz, Susan M.				
Multiple Linear Regression Viewpoints	Editorial Board Member	30		
Measurement and Evaluation in Counseling and Development	Editorial Board Member	100		
Multiple Linear Regression/General Linear Model Special Interest Group of AERA	Program Chair	20		
Wandeler, Christian				
SCORE	Volunteer	200h/yr		
CAPE California Council for Excellence	Examiner	180h/yr		

Wise, Donald				
Student Charter of ACSA	Advisor	50-60	5	8-10
California Association of Professors of Education Administration (CAPEA)	Executive Council	30	140	10
Hanford Elementary School District	Member, Alternative Governance Board	25	40 (at 2 school sites)	Over 600 grade 7-8 students
Bonner Center for Character Education	Advisory Board member	40	8	5

Department of Literacy, Early, Bilingual, and Special Education

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Basurto, Imelda				
Arne Nixon Storytelling Guild	Board of Directors	10	0	0
California Professors of Reading/Language Arts	Treasurer	20	0	0
Center of Advancement for Reading Research	CSU Rep	18		
Bathina, Jyothia				
Literacy Project: Balashram, India	Mentor	200	3	150
DeVoogd, Glenn				
California Professors of Reading/Language Arts	President	25	12	0
Journal of Technology and Teacher Education	Review Board	18	0	0
California Reader	Review Board	8	0	0
Teacher Education Professional Book Club	Organizer	18	8	0
Hart, Steven				
Fiji Service-Learning Adventure	Faculty	50		
Kepler Neighborhood Charter School	Board Vice-President	50		
Literacy Research Association	Reviewed proposals for Teacher Education Area	10		

Literacy Research Association	Reviewed proposals for Literacy Education Contexts Area	10		
National Education Association Foundation	Reviewed Learning & Leadership grants	10		
National Education Association Foundation	Reviewed Student Achievement grants	10		
Tree Fresno Science Advisory Committee	Member	30		
Valley Preparatory Academy Charter School	Service-Learning Professional Development	20		
Huerta, Teresa				
The Children's Network Service (CSN).	Board Member	20	8	2
2014 Cesar Chavez & Dual Language Conference	Planned & Organized	30	12	6
Fresno Regional Dual Language Consortium	Planned & Organized	25	25	3
Macy, Susan				
Clovis Unified BTSA Advisory Board	Board Member	6	16	
Dual Language Consortium Committee	Participant	20	20	
Early Stars Steering Committee (FCOE)	Board Member	120	12	
Child Development Program, Fresno City College, Advisory Board	Board Member	6	8	
Shelton, Marilyn				
Center for Social Change at the California Association for the Education of Young Children Annual conference April 5th.	Co-organizer	4	12	5
Central California Association for the Education of Young Children	Historian			
Torgerson, Colleen				
Calif. Comm. Teach. Educ- TAP Panel	Member	20	1	
CCTC – Program Reviewer	Reviewer	25	1	

External Review of Doctoral Program CSU San Marcos	Reviewer	36	1	
Vang, Tony				
Attending the Common Core Workshops held in the Kremen School of Education.	Participant		1	
Developing the Master of Art in Education emphasis in Multilingual and Multicultural Education.	Member		3	
Participating in the scoring of the Fast Assessment in the Kremen School of Education.	Member		1	
Bilingual Consortium Committee - FUSD, CUSD, Central USD, SUSD, MUSD and other agency representatives.	Member		1	
Equity Committee – Kremen School of Education and Human Development	Member		6	
English Learners & Bilingual Authorization Committee – Literacy, Early, Bilingual, and Special Education.	Member		3	
Personnel Committee – Literacy, Early, Bilingual, and Special Education.	Chair		4	

4. Other Activities and Accomplishments

Department of Counselor Education and Rehabilitation

Garcia, Juan
- School Personnel 2013-2014 - Member
- Department Search – K- 12 - Chair

Lam, Sarah
- Re-activated the MA in Education: Option in Counseling & Student Services program in March 2014
- Recruited five international students to participate in the counseling education program in April 2014
- Coordinated the delegation for President Castro for the Silk Road to the Future 2014 Conference in China from February 2014- July 2014
- Completed the Educational Leadership Academy at UC, Berkeley in March 2014
- Completed the Regional Education for Achievement in Leadership (REAL) program in April 2014
- Met accreditation standards successfully as one of the Standard Leaders for NCATE review and as one of the credential coordinators for CCTC review in April 2014

Lee, Song
- Program Coordinator
- Involved in Clinical Review Committee to assess students' progress in program.
- Chair of Department committee on Program Change Policy
- Trained and fixed Department website and student handbook

Lucey, Christopher
- Central California Children's Institute Advisory Board
- KSOEHD Budget Committee
- KSOEHD Development Committee
- KSOEHD Technology Committee
- CER Department Faculty Search committee

Pierce, L. Marinn
University/Departmental Service
- *Member* (August 2013-present). Allies Network. California State University, Fresno.
- *President* (May 2013-May 2014). Faculty Assembly. Kremen School of Education and Human Development. California State University, Fresno.
- *CACREP Liaison* (March 2012 – present). Counselor Education Program. California State University, Fresno.
- *Chapter Faculty Advisor* (March 2012 – present). Chi Sigma Phi Chapter. Chi Sigma Iota International Counseling Honors Society. California State University, Fresno.
- *Member* (December 2011 – present). Research Committee. Department of Counselor Education and Rehabilitation. California State University, Fresno.

- *Member* (October 2011 – present). Dandoy Committee. Kremen School of Education. California State University, Fresno.
- *Diversity Chair* (September 2011 – present). Untenured Faculty Organization. California State University, Fresno.
- *Member* (August 2011 – present). Development Committee. Kremen School of Education. California State University, Fresno.
- *Member* (August 2011 – present). Educational Equity Committee. Kremen School of Education. California State University, Fresno.

Professional Service
- *Member.* (September 2013-present). Education Committee. California Association of Licensed Professional Clinical Counselors.
- *Member.* (August 2013-present). Regional Networks Committee. California Association of Licensed Professional Clinical Counselors.
- *Section Editor.* (December 2012-present). Books that Made Me a Better Counselor. *Chi Sigma Iota International's Counselor Bookshelf.*

Smith, H. Dan
- Nominating Committee, California Association of Marriage and Family Therapists
- Senior Advisory Committee to the Board of Directors, California Association of Marriage and Family Therapists

Weir, Kyle
- Interim Dept. Chair, Counselor Education and Rehabilitation (CER) – Nov. 2013 to Present
- Chair, Counselor Education Program Comprehensive Examination Oversight Committee (CEOC)
- Chair, KSOEHD Scholarship Committee
- Member, University Nominations and Elections Committee

Department of Curriculum and Instruction

Behrend, Jean
- Fresno State Undergraduate Curriculum Committee - member
- Multiple Subject Review Committee - secretary
- KSOEHD Coordinating Council – member

Benninga, Jacques
- I serve on a variety of departmental and KSOEHD committees and I'm on the University's Ethics Committee.

Biacindo, Kathryn
- Chair of KSOEHD Equity committee, design and data analysis of equity survey
- Member of FLC on Ethics, designing new venues for university development
- Attended all workshops on CCSS, integrated new knowledge into course assignments and presentations

Bohlin, Carol Fry
- Special Assistant to the Provost for STEM Initiatives
- Coordinator, Fresno State STEM Initiatives Website
- Director, Mathematics and Science Teacher Initiative
- Editor, *California Online Mathematics Education Times* (COMET)
- Co-Founder and Steering Committee Member, Central California STEM Collaborative
- NCATE Standard 1 Leader (Knowledge, Skills, and Professional Dispositions)
- Member, President's Commission on Teacher Education
- Member, University Graduate Committee
- Member, Leadership Team for developing and implementing new Liberal Studies STEM Concentration
- Member, Fresno State/Fresno Unified Gr. 4-8 Math/Science Teacher Residency Partnership
- Manager of the CSUME (California State University Mathematics Educators) listserv and the CSU Mathematics Educator database
- Member, Reedley College STEM Advisory Council
- Quoted in the following article: Day, A. (2014, April). Supporting the STEM career pipeline from preschool to graduate school. *Fresno State Magazine*, pp. 20-21.
- Chair, Technology Committee
- Dandoy Committee
- Interim KSOEHD Graduate Coordinator (Fall Semester)
- C & I Personnel Committee
- C & I Part-time Pool Committee
- KSOEHD Graduate Committee and Doctoral Core Committee
- Doctoral Academic Policy & Planning Committee

Bohlin, Roy M.
- Chair, C&I Search Committee
- Chair, KSOEHD Technology Committee
- Chair, C&I Personnel Committee
- Chair, C&I Graduate Committee
- Member, KSOEHD Dandoy Committee
- Member, Academic Policy & Planning Committee, Doctoral Program in Educational Leadership
- Member, Core Committee, Doctoral Program in Educational Leadership
- Member, KSOEHD Graduate Committee

Cole, Kim
- Black Faculty and Staff Association (Campus Committee); Supported Brown Bag lunch lectures and activities.
- Researchers and Critical Educators (Campus Committee): Brown Bag lectures and campus lectures/discussions. Provided support and designed event fliers.
- Latino Faculty and Staff Association (Campus Committee-member)
- International Education Committee (KSOEHD Committee-member).

Firpo, Richard
- Member----KSOEHD Noted Alumni Committee
- Member----FCOE BTSA Advisory Committee
- Member----Sanger Unified BTSA Advisory Committee
- Member----CA. League of Schools (CLS) State Board
- Member----Dean's Advisory Board on Professional Education
- Chair----Teacher Internship Advisory Committee
- Master of Ceremonies----KSOEHD Convocation
- Master of Ceremonies----KSOEHD Noted Alumni Awards Dinner
- Master of Ceremonies----Brick's KSEE 24 Educator of The Week Recognition

Lomeli, Jose
- Active participant in Multiple Subject Committee program meetings
- Active member of the School Personnel Committee
- Involved in TPA scoring every semester
- Completed writing and gathering exhibit evidence for Standard 5 Faculty Professional Development for upcoming NCATE Accreditation
- Implemented Co-Teaching Training for Teachers and Teacher candidates during Fall 2013 and Spring 2014 Semesters (Description on next page)

Mata, Susana
- Board Member, Yak Tityhu Tityhu Tilhini tribe. San Luis Obispo, CA.
- Advisory Board, Native American Advisory Board, Carrizo Plains Area, Bureau of Land Management (BLM)

Moosoolian, Jane
- Multiple Subject Review Committee – representative, field experiences
- Sanger Partnership Coordinator
- Bonner Center Advisory Committee
- Co-chair Character and Civic Education Conference

Nelson, Frederick L.
- Facilitator, Faculty Collaboration on Metacognitive Learning Strategies, 2014
- Facilitator, Learner-Centered Teaching Faculty Learning Community, 2013-present
- Committee Member, Kremen School of Education and Human Development Equity Committee, 2012-present
- Coordinator, KSOEHD Research Colloquia Series, 2014
- Secretary, KSOEHD Faculty Assembly, 2013-present
- Committee Member, KSOEHD Research Committee, 2012-present
- Secretary, Untenured Faculty Organization, 2013-present
- Committee Chair, Untenured Faculty Organization Teaching Technology Committee, 2012-present
- Committee Member, Campus Planning Committee, 2013-present
- Fresno State DISCOVERe Tablet Initiative Faculty Fellow, 2014
- National Science Foundation Geoscience Ideas Lab, 2014

- CSALT/TILT Teaching Innovations Summer Academy, 2013
- CSALT/TILT Syllabus Design Workshop, 2013

Nyberg, Lisa
- KSOEHD Executive Committee and Coordinating Council
- Basic Credential Committee
- Multiple Subject Program Review Committee: Chair and Coordinator
- NCATE/CCTC Accreditation Successfully Met
- Partnership Committee
- Faculty Assembly
- Department Meetings
- Technology Committee
- Presidents Commission on Teacher Education
- Technology Workshops

Parks, Joe
- (University) University Personnel Committee (RTP) 2011 - 2017
- (University) Level "A" Budget Committee 2012 - 2013
- (University) Level "B" Budget Committee 2006 – 2013 / 2014 - 2017
- (University) Narcotics & Dangerous Drugs Committee 2001 -2017
- (University) Equal Employment & Educational Opportunity (EEEO) Designee 2005 – Present

Pham, Kien
- Second Annual Edvention Partners Co-Teaching Symposium. Monterey, CA. April, 2014.
- Technology in the Classroom. Fresno, CA. October 2013.
- Google Tools in the Classroom, Fresno, CA. September, 2013.

Quisenberry, Janine
- Presentations on Co-Teaching-Keynote:
- Mid-Central Valley Regional Network Committee- March 14, 2014
- North Central Regional Network Committee – May 9, 2014

Schlievert, Susan
- Developed curriculum for public schools to interface with Fresno State's visiting artist. Included lesson plans and resources for students and teachers.
- Wrote Honors Program for Liberal Studies: rational, proposals (3), and syllabi (3).
- Judge: e-portfolio submissions (D. Nef, chair)

Ullrich, Walter
- Treasurer, Faculty Assembly

Department of Educational Research and Administration

Akhavan, Nancy
- FLC Facilitator, Linked Learning for Single Subject Credential Program, 10 FLC members
- Coordinator, Single Subject Credential Program
- Search Committee, C & I
- Faculty Senate, Senator
- Committee member for redesign of Administrative Credential aligned to CA new Administrative standards
- Chair, Phonics SIG, International Reading Association
- Attended Summer Innovations Academy, TILT and SALT, Fresno State
- Facilitator for Rural School Network, CVELI
- Facilitator for Middle School Management Academy, CVELI
- Coach and attendee for BCII project on Internal Coherence, Project co-sponsored by CVELI and Harvard for Clovis East Area, Clovis Unified.
- Consultant in Common Core, and ELA instruction for Lathrop Elementary School, Lathrop CA
- Consultant for Caruthers Elementary School, Caruthers, CA. Wrote ELD curriculum for 8 grade levels
- Program Evaluation completed for Valley Oaks Charter School, Bakersfield, CA
- Co-director with Dr. Colleen Torgerson, of Irvine Grant for Linked Learning
- Co-developer with Dr. Colleen Torgerson of Partnership development in Sanger Unified, and Washington Unified School Districts
- Member, President's Commission for Educational Excellence, facilitated by Dr. Paul Beare
- Chair, Kremen School of Education Curriculum Committee
- Attended Symposium for Co-Teaching Development in Monterey Bay
- Attended CCTE and was assigned a mentor, Dr. Sharon Russell at the Chancellor's Office
- Team member on the successful NCATE accreditation visit for the SS Credential Program
- Reviewer of online digital portfolios for CSALT, Fresno State.
- Reviewer for Corwin Press, Thousand Oaks, CA
- Contributor, *The Common Core Companion: The standards decoded, Grades, K-2,* by Sharon Taberski, Corwin Press, Thousand Oaks, CA.
- Presenter, *Nonfiction Now Lesson Bank,* Webex presentation for Corwin Press

Boris, Virginia
- Central Valley Educational Leadership Institute, Co-Director
- Middle Leaders Program, Coordinator, Central Valley Educational Leadership Institute.
- Executive Coach for Superintendents of Kingsburg Elementary School District and Firebaugh-Las Deltas Unified School District, CVELI Rural Schools Network, Central Valley Educational Leadership Institute.
- Established an ongoing partnership among Central Valley Educational Leadership Institute, Harvard Graduate School of Education and the Strategic Educational Research Partnership to pilot the full implementation of Richard Elmore's Building Coherence for Instructional Improvement Two-Year Leadership Team Training Project. Pilot is being rolled out with the schools of the Clovis East Area schools in the Clovis Unified School District. Project

includes five training workshops, five planning day, monthly coaching meetings, four video seminars with project leaders and school site coaching meetings. CVELI leaders are being trained in data gathering protocols to sustain research models. First of a two-year partnership.

Hauser, Linda
- Executive Instructional Leadership Program for Rural Central Valley School Districts (CVELI): Content/Process Developer, Facilitator, and Coach – Year 5 and 25+ participating districts.
- Middle Leaders Project - - 60+ Participants – Clovis Unified, Central Unified, Fresno Unified, Sanger Unified, Riverdale, Lemoore, Kings Canyon Collaborative: Cohort Facilitator and Collaborative Session Presenter
- Lead recruiter for Educational Leadership and Development Program: 160+ currently enrolled
- University Learning Assessment Team Member

Hernandez, Ignacio
- Facilitator for the development of the Higher Education, Administration, and Leadership (HEAL) master's degree pathway in the Department of Educational Research and Administration. In this role I serve as the HEAL pathway facilitator, essentially a program coordinator. HEAL serves 29 students in two cohorts. HEAL expects to enroll 15 students to begin the 2014-2015 school year. I receive 3 units of assigned time per semester to lead the development and growth of HEAL.
- Thesis committee member for graduate student Brenda Sifuentez.
- Lead a cross-institutional and cross-departmental effort in bringing Dr. Enrique Alemán, Jr from the University of Utah to screen his recently released documentary STOLEN EDUCATION by securing funds in developing a partnership with Literature, Arts, and Culture of the Americas program at Fresno State

Hernandez, Susana
- Thesis Chair: Brenda Sifuentez, Higher Education, Administration, and Leadership Pathway, Cultural competency: An understanding of cultural competency within the division of student affairs at Fresno State
- Committee Member: Sophia Rizzo, Educational Leadership, *La voz paternal*: A qualitative study of Mexican immigrant fathers and the college choice process of their children
- Provost Faculty Award – Promising New Faculty Nominee

Immekus, Jason
- Dandoy Committee, Kremen School of Education & Human Development
- Faculty Assembly Vice-President, Kremen School of Education & Human Development
- Fresno State Institutional Review Board Committee

Magdaleno, Ken
- Executive Director, Center for Leadership, Equity, and Research
- Any Given Child, Fresno Unified and Kennedy Center

- Consultant, Fresno State Staff Mentoring Program
- Academic affairs Provost Search Committee

Tracz, Susan
- KSOEHD Graduate Programs Coordinator
- KSOEHD Graduate Committee – Chair
- KSOEHD Personnel Committee - Chair
- KSOEHD Dandoy Research Committee - Chair
- DPELFS Graduate Group – Member
- Served on 4 search committees, 2 as a voting member, 2 as an EEO
  - Educational Administration - voting member,
  - Health and Psychological Services – voting member,
  - School Psychology – EEO,
  - Child, Family and Consumer Science - EEO

Wandeler, Christian
- Co-Chair of the International Education Committee of the Kremen School of Education & Human Development

Wise, Donald
- Special consultant to the Ministry of Education of Guatemala. Assisted with redesign of the national ministry of education. Part of overall national education reform strategy.
- Executive Coach, Rural Network of the Central Valley Educational Leadership Institute.
- Named adjunct professor, Universidad Autonoma de Yucatán, México. Teach one course per year.
- Member of International Committee, KSOEHD

Department of Literacy, Early, Bilingual, and Special Education

Abramson, Shareen
- Co-developed new Transition Kindergarten Certificate Program. I designed and taught the new course, LEE 180T: Transition Kindergarten Learning Environments. For Spring, 2014, eleven TK, Kindergarten and preschool teachers and student teachers completed the class.
- Beginning in Fall, 2013, LEE 180T Early Learning for School Success was approved as an elective to meet Liberal Studies elective requirements. As a result, enrollment in the course has doubled.
- Member, ECE Faculty Search Committee

Alamillo, Laura
- Huggins Center, Dual Language Immersion, Committee

Basurto, Imelda
- Arne Nixon Storytelling Festival, April 21, 2012
- Dandoy Research Recipient, Spring 2014

Bennett, Lisa
- KSOEHD Multiple Subject Review Committee
- KSOEHD Basic Credential Committee
- Participated in Teacher Residency Program cohort
- Participated in First Year Experience cohort
- Annual Outstanding Faculty Publication Exhibition
- Tablet Initiative FLC
- ePortfoio FLC
- Presented on Classroom Management History/Social Science CI 161, Fall 2013
- Organized Chavez Conference 2014
- Participated in scoring the FAST- November 15, 2013; April 11, 2014

Brooks, Maneka
- Reviewer, Research in the Teaching of English

DeVoogd, Glenn
- University Budget Committee August 2013 to December 2013
- Coordinator, Master of Arts in Reading Online in Special Session fall 2013
- Organizer and leader of the Fresno State Book Club, a community project for the California Reading and Literature Project http://fresnostatebookclub.blogspot.com
- Provided modeling effective teaching methods in fifteen classrooms in Kinshasa and Kikqut, Congo. Provided policy recommendations to school leaders, met with university teacher education professors at Universite Pedagogique National and Universite Pedagogique de Kikquit and a editor of a journal in Kikquit, February 7-24, 2014.

Hart, Steven
- Bennett, S., & Hart, S. (under review). Addressing the 'shift': Preparing preservice secondary teachers for the Common Core," *Journal of Adult and Adolescent Literacy*, Manuscript submitted for publication (copy on file with author).
- Reading/Language Arts Master's Program Coordinator
- Urban Civic Education Minor Coordinator
- Developed partnership with Fresno Unified School District Career & Technical Education program to link *Urban Civic Education Minor* students with Teaching Academy future teachers
- Presented at university forum *Adventurers Making A Difference: Reflections on International Service-Learning in Fiji* with students, community organizers, and service-learning faculty
- Presented forum for Psychology Honors students- *Cultural Experiences in Fiji*
- Attended professional development workshop *Central California Regional Meeting: TK-Grade 12 Education Changes in California*
- Served on Dean McGee Dissertation Committee- "The influence of extrinsic motivation on student performance on large-scale assessments"
- Hosted Fresno Urban Civic Education Service-Learning Workshop for K-12 teachers and community organizers- July 24-25, 2013
- Participated in WestEd webinar: Disciplinary Literacy: Why it matters and what we should do about it- October 24, 2103

- Participated in Children's Movement of Fresno seminar *Moving to action: A shared commitment to children read at grade level by third grade*- November 8, 2013
- Participated in *Working Hard, Left Behind: College Opportunity for the Working Poor* workshop
- Participated in scoring the FAST- November 15, 2013; April 11, 2014
- Collaborated with Dr. Susan Macy to redesign the Comprehensive Lesson Planning Project component of the FAST
- Participated in KSOEHD training *Common Core -What is needed related to instruction and expectations*
- Participated in Fresno State Community Service Opportunities Fair to organize service-learning experiences for Liberal Studies students
- Served as official mentor to new faculty member Maneka Brooks
- Committee Work:
  - University Graduate Curriculum Committee, Chair
  - Urban Civic Education Faculty Group, Chair
  - University Service-Learning Committee
  - LEBSE Department Personnel Committee
  - Bonner Center Advisory Board
  - Character and Civic Education Conference Committee
  - KSOEHD Graduate Committee
  - KSOEHD Multiple Subject Committee
  - KSOEHD Coordinating Council

Huerta, Teresa
- Bilingual/EL Committee: focus on Master's Program Proposal & Recruitment, 30 hrs. 5 members
- Multiple Subject Committee, 20 members, 15 hrs.
- STEM Partnership with FUSD - Teacher Residency Program (TRP) 20 hrs.
- KSOEHD Graduate Committee, 20 members, 18 hrs.
- University Graduate Committee, 35 members, 18 hrs.
- KSOEHD Scholarship Committee – 8 members 5 hrs.
- FAST Scoring, 20 members, 8 hrs.

Jamgochian, Elisa
- Program Coordinator
- NCATE accreditation
- CTC Clear Credential Program Submission/Approval
- SPED Search Committee
- Executive Committee
- Graduate Committee
- Basic Credential & Curriculum Committee
- Liberal Studies Review Committee
- Teacher Internship Program Advisory Committee
- eWPAF adhoc committee
- President's Tablet Initiative

- Dobb's Award Selection Committee
- Course design/redesign (SPED 136, 137, 179, 243, 235, 236)
- Practicum redesign (SPED 171, 175)
- Revised program documents, including advising forms
- FAST Scoring
- Attended Monarch Center Program Improvement Seminars (Data-based Problem-Solving: Cohort 3; March and October 2013) – invited participant
- Mentor for Senior Project - Harmony Magnet School in Porterville

Macy, Susan
- Multiple Subject Credential Master Teacher Conference, Co-chair, October 19, 2013
- Teleconference inservices (series of 6) with American Farm School in Thesalaniki, Greece. Presentations with Lisa Nyberg and Colleen Torgerson.
- Liberal Studies Committee Member
- Scholarship Committee Member
- ECE Program Coordinator
- Director, Joyce M. Huggins Early Education Center
- Coordinators Committee
- FAST Assistant; facilitated scoring of CLPP fall, 2013 & spring, 2014; facilitated the revision of the CLPP assessment (lesson plan).
- Coordination of EHD178 seminars (4 per semester)
- Development of a Spanish/English Language Dual Immersion Preschool Program in the Huggins Early Education Center
- Planned and facilitated an ECE workshop, VIP reception and project approach conference featuring Dr. Lilian Katz.
- Participated in Huggins Center Early Stars evaluation which resulted in the Center being named the only 5-star early education and care facility in the Valley.

Powell, Dana
- Sabbatical Leave Fall 2013
- New Clear Education Specialist Program:
  - Worked with Dr. Jamgochian to prepare documents submitted to CCTC. For approval of the new Clear Education Specialist Credential. Developed syllabi, prepared new course proposals and advising schedules, met with departments involved for approval.
- Other Committee Work
  - KSOEHD Basic Credential Committee

Shen, Hong
- External Reviewer: Quarterly (Journal of United Nations of Educational, Scientific, and Technology).

Torgerson, Colleen
- Director of Learning Communities (First Year Experience)
- Member of GRIT – Graduation Initiative; SSTF – Student Success Task Force

- Created and taught an all new course for the Single Subject program: SPED 518 – Differentiated Instruction in the Inclusive Secondary Classroom
- Provided professional development with Drs. Nyberg and Macy to the American Farm School in Greece related to integrated curriculum and problem-based learning.
- Teacher Residency Planning Leadership meetings with Fresno USD
- Participated with FUSD administration on Walk-throughs at 6 schools.
- Organized Pipeline meetings with the Kremen School and FUSD
- Vice-Chair and Executive Board member for the Programs for Children
- Assisted on the lead for the highly successful NCATE/CCTC visit in April 2014.
- Fresno State representative for the CEEDAR grant to California.
- Kremen representative at SCALE UP meetings with rural school districts.
- Chaired Arboretum Task Force. Appointed by Academic Affairs to lead Task Force members to provide a recommendation to the President related to the Arboretum status and footprint; completed February 2014

Yun, Cathy

- Served on Sarah Baron Dissertation Committee- "Educators' Beliefs on Using Developmentally Appropriate Practice: Exploring Contextual Considerations Around Child's Play in the Transitional Kindergarten Setting"
- Participated in scoring the FAST- November 15, 2013; April 11, 2014
- Served as reviewer for KSOEHD Outstanding Thesis Award
- Participated in Early Childhood Education/Child Development Higher Education Faculty Collaborative Northern Regional Meeting
- Participated in Bonner Center Virtue and Character Recognition Award school validation visit
- Participated in SB 837 and Strong Start Information Meeting (Fresno County Office of Education)
- Professional Development:
  - Porterville Linked Learning program
  - Technology Orientation Workshop
  - Common Core – What is Needed Related to Instruction and Expectations
  - Common Core presentation by Kevin Baird at Southeast Middle School
  - Committee for the Protection of Human Subjects Training
  - Webinar: SB837: The Kindergarten Readiness Act 2014
  - Metacognition Collaboration FLC
  - Professional Development trip to India
  - Joint Higher Education Symposium on Common Core Standards & New ELD Standards
  - Chavez/Dual Language Conference
- Committee Work:
  - KSOEHD Graduate Committee
  - KSOEHD Multiple Subject Committee
  - KSOEHD Dandoy Committee