



AAQEP Annual Report for 2023

Provider/Program Name:	California State University, Fresno / Fresno State
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

Land Acknowledgement:

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

Overview: Fresno State

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

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

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

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

Educator Preparation Programs at Fresno State

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

Research Foundation of our Programs

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

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

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

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

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

Programs Included in Preliminary Programs Annual Report

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

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

Public Posting URL

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

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

2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/23)	Number of Completers in most recently completed academic year (12 months ending 06/23)
<i>Programs that lead to initial teaching credentials</i>			
Multiple Subject Cred.	Traditional Pathway	178	101
	Integrated Teacher Education Program Pathway	40	39
	Intern Pathway	20	19
	Residency Pathway	94	94
Single Subject Cred.	Art	4	3
	English	46	26
	World Language	23	20
	Music	17	12
	Social Science	12	12

	Physical Education	10	8
	Agriculture Education	47	35
	Math	19	15
	Math-ITEP	14	10
	Science - Biology	15	6
	Science - Earth Science	3	3
	Science - Chemistry	3	3
	Science Foundational	1	1
	Industrial Technology	1	1
Education Specialist Cred.	Mild/Moderate Support Needs - Traditional	8	7
	Mild/Moderate Support Needs - Residency	5	10
	Mild/Moderate Support Needs - Intern	16	11
	Moderate-Severe/Extensive Support Needs - Traditional	3	3
	Moderate-Severe/Extensive Support Needs - Residency	4	4
	Moderate-Severe/Extensive Support Needs - Intern	2	5
	Mild-Moderate + Extensive Support Needs - Residency	8	3
Multiple Subject and Education Specialist Credential	Traditional Pathway	23	6
	Residency Pathway	11	11
	Intern Pathway	1	0
Total for programs that lead to initial credentials		628	481
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			

Bilingual Authorization Program		105	81
Agriculture Specialist		54	35
Total for programs that lead to additional/advanced credentials		159	116
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
	N/A		
Total for additional programs		159	116
TOTAL enrollment and productivity for all programs		787	597
Unduplicated total of all program candidates and completers		628	481

Added or Discontinued Programs

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

California is in the process of adding a PK-3 Early Childhood Specialist credential. Fresno State has developed a program that has been approved at the department, school, and university levels and is currently under review by the California Commission on Teacher Credentialing. We anticipate enrolling the first cohort of candidates in Summer 2024.

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

628

B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

481

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

394

D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

The expected time frame varies by credential and pathway.

Multiple Subject:

The expected timeline for candidates in the Multiple Subject Traditional Pathway is three semesters.

The expected timeline for candidates in a Multiple Subject Residency varies by residency; some are two semesters, while others are three semesters.

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

Single Subject:

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

Education Specialist:

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

Multiple Subject + Education Specialist:

The expected timeline for all candidates in the Multiple Subject + Education Specialist Traditional Pathway is four semesters.

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

Preparing the data for this Annual Report has highlighted the need for improved data tracking across our programs. While we worked to provide numbers that are as accurate as possible within this section, we know inaccuracies exist in the data that are reported.

Multiple Subject Credential (2 or 3-semester program)

	Enrolled Cohort	Graduated 100% (3	Graduated 150% (4
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		semesters)	semesters)
Summer/Fall 2021	176	2	6
Spring 2022	113	113	100%
Summer/Fall 2022	183	In progress	N/A
Spring 2023	99	1	In progress
Single Subject Credential (2-semester program)			
Admit Term	Enrolled Cohort	Graduated 100% (2 semesters)	Graduated 150% (3 semesters)
Fall 2021	120	104	16
Spring 2022	36	22	14
Fall 2022	99	86	13
Spring 2023	46	29	17
Education Specialist (Mild/Moderate) Credential (3-semester program)			
	Enrolled Cohort	Graduated 100% (2 years time)	Graduated 150% (3 years time)
Fall 2021	56	2	N/A
Spring 2022	32	In progress	N/A

Education Specialist (Extensive Support Needs) Credential (3-semester program)			
	Enrolled Cohort	Graduated 100% (2 years time)	Graduated 150% (3 years time)
Fall 2021	13	*	N/A
Spring 2022	15	*	N/A

**These data have not been systematically tracked.*

Education Specialist (Mild-to-Moderate + Extensive Support Needs) Credential (3-semester program) (SPED 111_			
Fall 2022	19	In progress	N/A
Spring 2023	16	In progress	N/A

Multiple Subject and Education Specialist Credential (3 or 4-semester program)			
Fall	Enrolled Cohort	Graduated 100% (2 years time)	Graduated 150% (3 years time)
Summer/Fall 2021	56	*	
Spring 2022	32	*	
Summer/Fall 2022	34	In progress	

**These data have not been systematically tracked.*

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

All candidates in the Multiple Subject and Single Subject preliminary credential programs are required to complete the Fresno Assessment of Student Teachers. Nearly 100% of candidates in all programs passed the FAST on their first or second attempts.

Academic Year	Total Attempted	N Passed 1 st Attempt	Percentage Passed 1 st Attempt	N Passed 2 nd Attempt	Percentage Passed 2 nd Attempt	N Passed 1 st or 2 nd attempt	Percentage Passed 1 st & 2 nd Attempt
2022-23	889	819	92.1%	62	93.9%	881	99.1%

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

The Teacher Education programs have data available from two primary sources: The California State University (CSU) Educator Quality Center administers a survey to completers of all CSU Teacher Education programs annually. Fresno State requires candidates to complete the survey at the time they apply for their credential from the state, meaning the response rate is typically quite high.

The survey includes multiple items The survey includes items that align with each of the six domains of the California Teaching Performance Expectations: 1 - Engaging and Supporting All Students in Learning; 2 - Creating and Maintaining Effective Environments for Student Learning; 3 - Understanding and Organizing Subject Matter for Student Learning; 4 - Planning Instruction and Designing Learning Experiences for All Students; 5 - Assessing Students for Learning; and 6 - Developing as a Professional Educator.

Overall, 87% of completers who responded to the survey indicated Fresno State’s teacher education program was very effective or effective. The two areas completers indicated they were the least prepared were 3 - Understanding and Organizing Subject Matter for Student Learning; 4 - Planning Instruction and Designing Learning Experiences for All Students.

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

Across all programs, the majority of completers indicated they agreed or strongly agreed with each of the 15 items, suggesting that completers overall feel well-prepared by the Fresno State Educator Preparation programs.

In early Spring 2024, we will administer a survey to 2022-2023 program completers to learn their employment status and the contact information for their supervisor. We intend to then follow that with two follow-up surveys, both administered in late Spring 2024: one to employers of program completers and one to completers who are one year out of the program.

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

To date, our program has had limited access to evidence from employers of program completers. The California Commission on Teacher Credentialing administers a survey to employers of completers of all educator preparation programs throughout the state, but the response rate is quite low. In 2021-2022, the most recent year for which data are available, only 851 individuals responded in the state. Of these, 46 indicated they employed completers of Fresno State's preliminary and advanced credential programs. Unfortunately, responses cannot be disaggregated by program.

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

Programs also gather feedback from employers at the President's Commission on Teacher Education, an event held twice a year and attended by local site, district, and county leaders; program-specific advisory board meetings; and the Teacher Education Summit. Overall, feedback on the educators prepared by Fresno State is favorable, as evidenced by districts reaching out to hire our completers and multiple districts reaching out to partner with the university on residency programs.

In Spring 2024, we intend to administer a Fresno State-specific employer survey in hopes of gathering more specific data about our completers, both in general and by program.

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

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

Beginning in early Spring 2024, individuals who completed a program in 2022-2023 will be contacted to provide (a) their current employment status; (b) their current employer; and c) the name and contact information for their supervisor. In doing so, we hope to be able to better track the employment status of our program completers while also providing us with a way to reach out to employers to learn their perceptions of how well our candidates are prepared.

4. Candidate Academic Performance Indicators

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

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

Exit Survey:

In Spring 2023, the Fresno State Educator Preparation Programs developed an exit survey that was administered to all candidates at the time of program completion. We selected four items from the survey that align with aspects of Standard 1.

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

Exit Survey								
Likert Scale		Strong Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	Average
Item 1: I am prepared to use techniques to engage and build rapport with students/clients.								
Multiple Subject	Total	0	0	0	9	27	49	5.47
	Student Teachers and Interns (No ITEP or Residents)	0	0	0	4	13	28	5.53
	Residency	0	0	0	1	12	14	5.48
	ITEP	0	0	0	4	2	7	5.23
Single Subject	Total	0	0	0	5	51	84	5.56
	Ag Specialist	0	0	0	0	9	17	5.65
	Art	0	0	0	0	2	5	5.71

	English	0	0	0	1	11	12	5.46
	Math	0	0	0	1	3	11	5.67
	Music	0	0	0	0	4	7	5.64
	PE	0	0	0	2	6	4	5.17
	Science	0	0	0	0	1	1	5.50
	Social Science	0	0	0	0	1	11	5.92
	World Language	0	0	0	1	14	16	5.48
	ITEP (Not a subject)	0	0	0	0	1	5	5.83
Education Specialist	Total	0	0	0	0	3	8	5.73
	Student Teachers and Interns	0	0	0	0	0	2	6.00
	Residency	0	0	0	0	3	6	5.67
Dual (Education Specialist + Multiple Subject)	Total	0	0	0	3	7	12	5.41
Multiple Subject BAP (Spanish and Hmong)	Total	0	0	0	1	10	8	5.37
Item 3: I am prepared to respond effectively to students/clients in regards to matters of justice, equity, diversity, and inclusion								
Multiple Subject	Total	0	0	0	9	28	49	5.47

	Student Teachers and Interns (No ITEP or Residents)	0	0	0	4	13	28	5.53
	Residency	0	0	0	1	13	14	5.46
	ITEP	0	0	0	4	2	7	5.23
Single Subject	Total	1	2	2	9	44	83	5.43
	Ag Specialist	0	0	0	1	12	13	5.46
	Art	0	0	0	0	2	5	5.71
	English	1	0	1	1	9	12	5.21
	Math	0	1	0	1	5	9	5.31
	Music	0	0	0	2	3	6	5.36
	PE	0	1	1	1	4	5	4.92
	Science (Earth Science and Physics)	0	0	0	1	1	0	4.50
	Social Science	0	0	0	0	0	12	6.00
	World Language	0	0	0	2	8	21	5.61
	ITEP (Not a subject)	0	0	0	0	1	5	5.83
Education Specialist	Total	0	0	0	2	3	6	5.36
	Student Teachers and Interns	0	0	0	0	1	1	5.50
	Residency	0	0	0	2	2	5	5.33

Dual (Education Specialist + Multiple Subject)	Total	0	0	0	2	9	11	5.41
Multiple Subject BAP (Spanish and Hmong)	Total	0	0	0	3	8	8	5.26
Item 5: I have an appropriate understanding of the theories that support my practice.								
Multiple Subject	Total	0	0	1	9	32	44	5.38
	Student Teachers and Interns (No ITEP or Residents)	0	0	0	2	15	28	5.58
	Residency	0	0	1	4	12	11	5.18
	ITEP	0	0	0	3	5	5	5.15
Single Subject	Total	0	2	3	7	57	72	5.38
	Ag Specialist	0	0	0	0	11	15	5.58
	Art					2	5	5.71
	English	0	1	1	2	13	7	5.00
	Math	0	0	1	1	5	9	5.38
	Music	0	0	0	0	4	7	5.64
	PE	0	1	0	3	4	4	4.83
	Science	0	0	0	0	2	0	5.00
	Social Science	0	0	0	0	5	7	5.58

	World Language	0	0	1	1	11	18	5.48
	ITEP (Not a subject)	0	0	0	0	1	5	5.83
Education Specialist	Total	0	0	0	0	6	5	5.45
	Student Teachers and Interns	0	0	0	0	4	5	5.56
	Residency	0	0	0	0	2	0	5.00
Dual (Education Specialist + Multiple Subject)	Total	0	0	0	3	9	10	5.27
Multiple Subject BAP (Spanish and Hmong)	Total	0	0	0	1	8	10	5.47
Item 8: I can assess/evaluate the progress of students/clients.								
Multiple Subject	Total	0	0	0	3	28	55	5.60
	Student Teachers and Interns	0	0	0	0	13	32	5.71
	Residency	0	0	0	1	10	17	5.57
	ITEP	0	0	0	2	5	6	5.31
Single Subject	Total	0	1	0	5	53	82	5.52
	Ag Specialist	0	0	0	0	12	14	5.54
	Art	0	0	0	0	4	3	5.43
	English	0	0	0	2	10	12	5.42

	Math	0	1	0	1	5	9	5.31
	Music	0	0	0	0	5	6	5.55
	PE	0	0	0	2	4	6	5.33
	Science (Earth Science and Physics)	0	0	0	0	1	1	5.50
	Social Science	0	0	0	0	2	10	5.83
	World Language	0	0	0	0	10	21	5.68
	ITEP (Not a subject)	0	0	0	0	1	5	5.83
Education Specialist	Total	0	0	0	4	2	5	5.09
	Student Teachers and Interns	0	0	0	4	0	5	5.11
	Residency	0	0	0	0	2	0	5.00
Dual (Education Specialist + Multiple Subject)	Total	0	0	0	2	8	12	5.45
Multiple Subject BAP (Spanish and Hmong)	Total	0	0	0	2	6	11	5.47

Fresno Assessment of Student Teachers (FAST):

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

The FAST consists of two components: the Site Visitation Project (SVP), completed in candidates' initial semester of field experience, and the Teaching Sample Project (TSP), completed in candidates' final semester of field experience. Within the TSP, teacher

candidates document how they are addressing the needs of all their students in the planning, teaching, and assessing of the content. The TSP assesses candidates' ability to (a) identify the context of the classroom, (b) plan and teach a series of at least five cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) assess students' learning before, during, and after the unit, (d) document their teaching and their students' learning, and (e) reflect on the effectiveness of their teaching. Candidates are scored on seven rubrics.

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

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

FAST TSP		Learning Outcomes	Assessment Plan	Design for Instruction	Instructional Decision Making	Analysis of Student Learning
Overall (413)		2.60	2.56	2.72	2.54	2.62
Multiple Subject	All (n=267)	2.56	2.55	2.72	2.51	2.59
	Traditional/ITEP (n=175)	2.50	2.47	2.64	2.44	2.54
	Residency (n=93)	2.70	2.69	2.86	2.63	2.68
	Intern (n=17)	2.53	2.65	2.71	2.53	2.59
Single Subject	All (n=134)	2.69	2.60	2.76	2.64	2.70
	Ag Specialist (n=31)	2.55	2.55	2.71	2.55	2.71
	English (Traditional) (n= 15)	3.13	2.93	2.93	2.80	2.80
	English (Intern) (n=10)	2.60	2.60	2.80	2.50	2.50

FAST TSP		Learning Outcomes	Assessment Plan	Design for Instruction	Instructional Decision Making	Analysis of Student Learning
	Math (Traditional) (n =14)	2.86	2.86	2.86	2.79	3.14
	Math (Intern) (n = 8)	2.50	2.50	2.88	2.63	2.50
	Music (n=11)	2.82	2.64	2.82	2.64	2.73
	PE (n=9)	2.33	2.22	2.33	2.22	2.44
	Science (Traditional) (n=2)	4.00	3.50	4.00	3.50	3.50
	Science (Intern) (n=4)	3.00	2.50	3.00	3.50	2.75
	Social Science (n=11)	2.36	2.27	2.36	2.55	2.36
	World Language (n=1)	2.00	2.00	3.00	2.00	2.00
Ed Specialist	All (n=2)	3.00	3.00	3.00	3.00	3.00
	Traditional (n=1)	4.00	4.00	3.00	4.00	4.00
	Residency (n=1)	2.00	2.00	2.00	2.00	2.00
Dual (MS + ES)	All (n=10)	2.40	2.40	2.40	2.40	2.60
	Traditional (n=8)	2.25	3.13	3.00	2.25	2.38
	Intern (n=2)	3.00	3.50	2.25	3.00	3.50

Final Field Experience Evaluation:

- Multiple Subject & Education Specialist

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

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

Field Experience Final Evaluation from Fall 2022 - Spring 2023							
		Unobserved: Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting; somewhat effective	Average
Area 1: Caring Community							
Multiple Subject	Total: 263	4	4	17	85	98	4.29
Education Specialist	Total: 66	0	1	5	9	38	4.58
Dual (Education Specialist + Multiple Subject)	Total: 50	0	0	2	8	23	4.67
Multiple Subject BAP (Spanish and Hmong)	Total: 134	0	2	17	27	83	4.48
Area 8: Varied Strategies							
Multiple Subject	Total: 263	2	12	24	54	70	4.09
Education Specialist	Total: 66	1	1	5	8	27	4.40

Field Experience Final Evaluation from Fall 2022 - Spring 2023							
		Unobserved: Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting; somewhat effective	Average
Dual (Education Specialist + Multiple Subject)	Total: 50	0	1	3	10	15	4.43
Multiple Subject BAP (Spanish and Hmong)	Total: 134	0	10	9	22	74	4.39
Area 11: Subject Matter Knowledge							
Multiple Subject	Total: 263	1	6	22	60	67	4.19
Education Specialist	Total: 66	0	0	3	17	13	4.30
Dual (Education Specialist + Multiple Subject)	Total: 50	0	0	2	9	7	4.28
Multiple Subject BAP (Spanish and Hmong)	Total: 134	0	7	15	39	54	4.22
Area 14: Monitoring Student Learning & Adjusting Instruction							
Multiple Subject	Total: 263	2	12	24	57	57	4.02
Education Specialist	Total: 66	0	2	5	10	15	4.19
Dual (Education Specialist + Multiple Subject)	Total: 50	0	1	4	6	7	4.18

Field Experience Final Evaluation from Fall 2022 - Spring 2023							
		Unobserved: Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting; somewhat effective	Average
Multiple Subject BAP (Spanish and Hmong)	Total: 134	1	13	18	29	51	4.04

- Single Subject

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

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

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

Single Subject:

Single Subject Final Evaluation • Fall 2022 - Spring 2023						
		Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	Average
Monitoring Student Learning and Making Adjustments During Lessons						
	Total	1	24	70	47	3.15
	Ag Specialist	0	7	13	7	3.00
	Art	0	0	0	3	4.00
	English	0	1	18	7	3.17

Single Subject Final Evaluation • Fall 2022 - Spring 2023						
		Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	Average
	Math	0	9	15	1	2.68
	Music	0	2	9	2	3.00
	PE	1	1	3	2	2.86
	Science (Earth Science and Physics)	0	2	2	5	3.33
	Social Science	0	1	5	6	3.42
	World Language	0	1	5	14	3.65
Subject-Specific Pedagogy						
	Total	0	3	3	14	3.20
	Ag Specialist	0	6	16	5	2.96
	Art	0	0	0	3	4.00
	English	0	1	17	8	3.27
	Math	0	3	17	5	3.08
	Music	0	1	12	0	2.92
	PE	1	2	1	3	2.86
	Science (Earth Science and Physics)	0	0	5	4	3.44

Single Subject Final Evaluation • Fall 2022 - Spring 2023						
		Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	Average
	Social Science	0	2	4	6	3.33
	World Language	0	3	3	14	3.55
Assessment						
	Total	1	20	36	85	3.10
	Ag Specialist	0	7	15	5	2.93
	Art	0	0	3	0	3.00
	English	0	3	18	5	3.08
	Math	0	3	19	3	3.00
	Music	0	0	11	2	2.85
	PE	1	1	2	3	3.00
	Science (Earth Science and Physics)	0	1	4	4	3.33
	Social Science	0	1	8	3	3.17
	World Language	0	1	8	3	3.55

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

Exit Survey:

In Spring 2023, the Fresno State Educator Preparation Programs developed an exit survey that was administered to all candidates at the time of program completion. We selected four items from the survey that align with aspects of Standard 2.

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

Exit Survey								
Likert Scale		Strong Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	Average
Item 10: I have skills to successfully collaborate with others in the workplace.								
Multiple Subject	Total	0	0	0	1	29	56	5.64
	Student Teachers and Interns	0	0	0	0	11	34	5.76
	Residency	0	0	0	1	13	14	5.46
	ITEP	0	0	0	0	5	8	5.62
Single Subject	Total	0	0	0	3	41	97	5.67
	Ag Specialist	0	0	0	0	6	20	5.77
	Art	0	0	0	0	1	6	5.86
	English	0	0	0	0	10	14	5.58
	Math	0	0	0	2	3	11	5.56
	Music	0	0	0	0	3	8	5.73
	PE	0	0	0	0	6	6	5.50

Exit Survey								
Likert Scale		Strong Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	Average
	Science (Earth Science and Physics)	0	0	0	0	1	1	5.50
	Social Science	0	0	0	0	2	10	5.83
	World Language	0	0	0	1	9	21	5.65
	ITEP (Not a subject)	0	0	0	0	1	5	5.83
Education Specialist	Total	0	0	0	0	1	10	5.91
	Student Teachers and Interns	0	0	0	0	0	2	6.00
	Residency	0	0	0	0	1	8	5.89
Dual (Education Specialist + Multiple Subject)	Total	0	0	0	2	9	11	5.41
Multiple Subject BAP (Spanish and Hmong)	Total	0	0	0	0	8	11	5.58
Item 8: I have learned to establish goals for my own professional growth and engage in self-assessment, goal setting, and reflection								
Multiple Subject	Total	0	0	0	6	26	54	5.56
	Student Teachers and Interns	0	0	0	3	10	32	5.64

Exit Survey								
Likert Scale		Strong Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	Average
	Residency	0	0	0	1	13	14	5.46
	ITEP	0	0	0	2	3	8	5.46
Single Subject	Total	0	0	0	7	44	90	5.59
	Ag Specialist	0	0	0	0	10	16	5.62
	Art	0	0	0	0	2	5	5.71
	English	0	0	0	0	8	16	5.67
	Math	0	0	0	2	3	11	5.56
	Music	0	0	0	1	4	6	5.45
	PE	0	0	0	2	4	6	5.33
	Science (Earth Science and Physics)	0	0	0	1	0	1	5.00
	Social Science	0	0	0	0	1	11	5.92
	World Language	0	0	0	1	12	18	5.55
	ITEP (Not a subject)	0	0	0	0	1	5	5.83
Education Specialist	Total	0	0	0	1	3	7	5.55
	Student Teachers and Interns	0	0	0	0	2	0	5.00
	Residency	0	0	0	1	1	7	5.67

Exit Survey								
Likert Scale		Strong Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6	Average
Dual (Education Specialist + Multiple Subject)	Total	0	0	0	0	13	9	5.41
Multiple Subject BAP (Spanish and Hmong)	Total	0	0	0	0	8	11	5.58

Fresno Assessment of Student Teachers (FAST):

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

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

We selected two of these rubrics that align with aspects of Standard 2.

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

FAST TSP	Students in Context	Reflection and Analysis
Overall (413)	2.70	2.57

FAST TSP		Students in Context	Reflection and Analysis
Multiple Subject	All (n=267)	2.66	2.58
	Traditional/ITEP (n=175)	2.63	2.51
	Residency (n=93)	2.71	2.71
	Intern (n=17)	2.59	2.47
Single Subject	All (n=134)	2.78	2.55
	Ag Specialist (n=31)	2.74	2.71
	English (Traditional) (n= 15)	3.2	2.87
	English (Intern) (n=10)	2.70	2.30
	Math (Traditional) (n =14)	3.00	2.57
	Math (Intern) (n = 8)	2.63	2.38
	Music (n=11)	2.82	2.45
	PE (n=9)	2.44	2.22
	Science (Traditional) (n=2)	3.00	3.50
	Science (Intern) (n=4)	3.00	2.50
	Social Science (n=11)	2.36	2.27

FAST TSP		Students in Context	Reflection and Analysis
	World Language (n=1)	3.00	2.00
Ed Specialist	All (n=2)	3.00	3.00
	Traditional (n=1)	4.00	4.00
	Residency (n=1)	2.00	2.00
Dual (MS + ES)	All (n=10)	2.70	2.50
	Traditional (n=8)	2.63	2.50
	Intern (n=2)	3.00	2.50

Final Field Experience Evaluation:

- Multiple Subject & Education Specialist

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

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

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

Field Experience Final Evaluation • Fall 2022 - Spring 2023							
		Unobserved: Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting; somewhat effective	Average
Area 2: Inclusive Learning Environment							
Multiple Subject	Total: 263	2	6	26	75	98	4.26
Education Specialist	Total: 66	0	1	6	11	31	4.47
Dual (Education Specialist + Multiple Subject)	Total: 50	0	1	4	8	21	4.55
Multiple Subject BAP (Spanish and Hmong)	Total: 134	0	2	16	21	90	4.54
Area 6: Funds of Knowledge							
Multiple Subject	Total: 263	3	7	24	57	57	4.07
Education Specialist	Total: 66	3	0	6	7	14	3.97
Dual (Education Specialist + Multiple Subject)	Total: 50	1	0	3	7	6	4.13
Multiple Subject BAP (Spanish and Hmong)	Total: 134	1	9	20	26	58	4.15
Area 12: Content Accessibility							
Multiple Subject	Total: 263	1	9	27	45	65	4.12

Field Experience Final Evaluation • Fall 2022 - Spring 2023							
		Unobserved: Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting; somewhat effective	Average
Education Specialist	Total: 66	0	1	4	11	16	4.31
Dual (Education Specialist + Multiple Subject)	Total: 50	0	0	4	9	6	4.22
Multiple Subject BAP (Spanish and Hmong)	Total: 134	0	8	16	27	63	4.27

- Single Subject

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

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

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

Single Subject Final Field Experience Evaluation • Fall 2022 - Spring 2023						
		Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	Average
Maintaining Effective Environments						
Single Subject	Total: 143	1	19	79	43	3.15

Single Subject Final Field Experience Evaluation • Fall 2022 - Spring 2023						
		Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	Average
	Ag Specialist	0	5	16	5	2.96
	Art	0	0	0	3	4.00
	English	0	3	17	6	3.12
	Math	0	3	19	3	3.00
	Music	0	1	12	0	2.92
	PE	1	1	2	3	3.00
	Science (Earth Science and Physics)	0	1	3	5	3.44
	Social Science	0	3	5	4	3.08
	World Language	0	1	5	14	3.65
Addressing Needs of All Students						
Single Subject	Total	1	31	69	41	3.06
	Ag Specialist	0	8	14	5	2.89
	Art	0	0	0	3	4.00
	English	0	4	17	5	3.04
	Math	0	8	13	4	2.84

Single Subject Final Field Experience Evaluation • Fall 2022 - Spring 2023						
		Does not meet expectations 1	Meets expectations 2	Meets expectations at a high level 3	Exceeds expectations 4	Average
	Music	0	2	11	0	2.85
	PE	1	1	2	3	3.00
	Science (Earth Science and Physics)	0	1	5	3	3.22
	Social Science	0	3	4	5	3.17
	World Language	0	4	3	13	3.45

5. Notes on Progress, Accomplishment, and Innovation

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

During the 2022-2023 academic year, we initiated two new events in an effort to strengthen connections among all stakeholders within the Teacher Education Program.

Teacher Education Summit:

As a way to continue to strengthen ties among all involved in our initial teacher education programs—faculty, coaches, and mentor teachers—we held a [Teacher Education Summit](#) on February 11, 2023. The purpose of this Summit was to begin to have conversations about each Teacher Education program (Multiple Subject, Single Subject, and Education Specialist) across these three different groups. In total, 74 full-time and part-time Teacher Education faculty, coaches, and mentor teachers participated.

[The day began](#) with a panel featuring recent completers of each program. They were invited to respond to questions about their experiences in the program and the extent to which the program prepared them for the real world of teaching as a way for everyone to hear their perspectives on our programs. These perspectives serve as one form of data for faculty, coaches, and mentor teachers to reflect on. Additionally, participants were provided with program-specific phase/course overviews, FAST data from recent years, responses to the CSU Educator Quality Center survey from Spring 2022, and demographic data from recent years.

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

At the end of the day, we invited participants to share their feedback on the event with us. Overall, participants valued the opportunity to come together. “I gained a plethora of knowledge regarding the program that is offered through Fresno State. I learned about additional opportunities to be a part of the program in various roles, such as a professor or a coach,” shared one mentor teacher. But findings also showed that we need more opportunities for all stakeholders to connect. As a Teacher Education Program, we also need to more clearly communicate program components and expectations. There was a lack of understanding from mentor teachers about FAST (Fresno’s TPA), as well as a lack of understanding about specific phases of each program, including what courses are offered when and what the content and expectations are of each course. Additionally, there was a lack of understanding of roles and responsibilities. One participant suggested that the program provide, “Mentors for mentor teachers, a guide or manual for mentor teachers with a list of the required lessons and tasks the student teachers need to complete through the semester.”

Moving forward, we hope to institute a program-wide orientation at the beginning of each academic year that will celebrate our new candidates and provide program-specific orientations for both new candidates and mentor teachers.

Additionally, our hope is that the Teacher Education Summit will become an annual event where we can share data with all involved in teacher education and work to build stronger connections among faculty—full-time and part-time, coaches, and mentor teachers. Our next Summit is scheduled for March 9, 2024.

Orientation/Induction:

In the past, our Teacher Education Program brought together all new candidates at the beginning of their first semester of the program for an Induction Ceremony as a way to welcome them into the field of teaching. We decided to bring this event back but to also combine it with orientations to each of the programs. We also wanted to include coaches, mentor teachers, and faculty as a way to bring together our entire Teacher Education community.

We held our first Teacher Education Induction Orientation at the beginning of the 2023 Fall Semester. The day began with a general session for all that included a welcome from the Dean and an overview of the day, followed by the entire group reading the Educator's Affirmation.

Following that, all candidates heard from a panel of program completers, while coaches and mentors heard from a panel of veteran coaches and mentor teachers.

Candidates, coaches, and mentors then attended three program-specific sessions: One led by the Office of Clinical Practice that provided an overview of clinical practice expectations, one led by the program coordinator that provided program-specific details, and one led by the Fresno Assessment of Student Teachers (FAST) coordinator.

After, everyone gathered for lunch.

The day was not without its hiccups: A primary goal had been to connect coaches and mentors with candidates, but the organization of this piece fell apart. Additionally, there was quite a bit of overlap in the content that was shared in different sessions. However, overall feedback on the day was very positive. People enjoyed the opportunity to connect and saw the day as a positive start to the program.

We are planning to replicate this event each semester with each new cohort of candidates, though we are planning ways to tailor the sessions to be even more meaningful.

Improved Data Collection Efforts:

As highlighted above, we have grown increasingly frustrated with the data we receive from the surveys administered to program completers by outside entities. While the data provided by the California State University Educator Preparation Quality Center is useful for Teacher Education, the surveys are not administered to any other programs.

Working with our Data Analyst and the coordinators of all educator preparation programs, we developed a unit-wide exit survey that includes 15 items, several of which align with aspects of AAQEP Standards 1 and 2. Program completers are invited to rate the extent they agree with each on a scale of 1 (Strongly Disagree) to 6 (Strongly Agree). Each program then had the ability to add its own specific items. We also included pathway and demographic items that allow us to disaggregate the data in ways that are meaningful for our programs.

We administered the survey in Spring 2023, requiring all completers who applied for a credential to respond.

We intend to build on the Completer Survey in Spring 2024 with a One-Year Out Completer Survey and an Employer Survey.

Part II: Self-Assessment and Continuous Growth

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

6. Self-Assessment and Continuous Growth and Improvement

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

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goal 2 for the 2023-24 year	We are piloting a system to collect more specific data on the FAST scores. Currently, we only collect the overall score for each rubric, but this provides only general information on candidate performance. We want to collect the scores for each element of each rubric to try to see if there are any trends in where candidates are struggling.
Actions	<ul style="list-style-type: none"> • Create a google form to collect the specific score for each element of each rubric • Ask scorers to complete the form for each project they score • Include information about which program the candidate is in
Expected outcomes	<p>We expect to be able to analyze areas where candidates had difficulty</p> <p>We expect to be able to disaggregate the data by program and pathway</p> <p>We expect to be able to use this information to inform programmatic/curricular decisions</p>
Reflections or comments	We are hopeful this information will be helpful to faculty
Goal 1 for the 2023-24 year	Work with data analyst to pull FAST and field evaluation data at regular intervals to share with program faculty and coaches
Actions	<ul style="list-style-type: none"> • Program coordinators will meet with the data analyst to determine what data will be most useful (FAST scores, field evaluations) and how often reports should be shared (monthly, annually) • Data analyst will begin running reports and sharing the findings with coordinators

	<ul style="list-style-type: none"> Program coordinators will share the data with faculty and coaches and guide discussion of how to plan responsive instruction
Expected outcomes	Faculty and coaches will be able to see overall trends in candidate performance and be able to plan more responsive instruction
Reflections or comments	Our programs collect a lot of data, but that data is currently not analyzed or shared at regular intervals with program faculty to support continuous improvement
	Standard 2
Goals for the 2023-24 year	Administer Fresno State survey to employers of program completers
Actions	<ul style="list-style-type: none"> Create a survey to send to completers six months after they complete the program to obtain names and email addresses of their current supervisors Develop a survey to administer to employers of program completers that includes general items and program-specific items Administer survey to employers of 2022-2023 program completers in May 2024
Expected outcomes	Fresno State-specific feedback from completers of our programs on how well prepared completers of our programs are
Reflections or comments	We have been frustrated by the data we were able to obtain from the California Commission on Teacher Credentialing survey of employers of our programs, and we are hopeful this will yield meaningful feedback.
Goal 2 for the 2023-24 year	Within programs, approach Aspect 2d as a puzzle of practice to think about how to meaningfully integrate within coursework
Actions	<ul style="list-style-type: none"> Spring 2024: Program coordinators will share Aspect 2d in program meetings to solicit feedback from faculty on how to address Faculty will agree on assignments/activities to integrate into courses Fall 2024: Faculty will pilot the new assignments/activities, collect data, and analyze that data together
Expected outcomes	We hope to be able to develop a meaningful way of engaging candidates in supporting students' growth in international and global perspectives

Reflections or comments	Our programs have struggled with how to address supporting students' growth in international and global perspectives. By approaching this as a puzzle of practice, we hope to develop meaningful course assignments/activities.
Goal 3 for the 2023-24 year	Administer Fresno State survey to completers of programs
Actions	<ul style="list-style-type: none"> ● Work with coordinators of all credential preparation programs to design a survey to be administered to individuals who completed a Fresno State educator preparation program in 2022-2023 <ul style="list-style-type: none"> ○ Include items that align with AAQEP Standards 1 and 2 ● Develop program-specific items related to level of preparation ● Administer survey to program completers in Spring 2024
Expected outcomes	We hope to be able to gather program-specific data from completers about how well our programs prepared them for their first year on the job. The data collected will then be shared with program faculty to inform program practices.
Reflections or comments	We have been frustrated by the very low response rates on state-level surveys and are hoping to gather more meaningful data.
	Standard 3
Goal 1 for the 2023-24 year	Strengthen connections with mentor teachers by providing more mentor support
Actions	<ul style="list-style-type: none"> ● Hold program-specific orientations for mentors at the beginning of the semester ● Reach out to mentors at least twice each semester to check in and provide any needed support
Expected outcomes	We hope mentors will become more familiar with each program's requirements and how they can support candidates. We hope mentors will also begin to see themselves as a critical component of our candidates' development.
Reflections or comments	We have received feedback from mentors that they feel disconnected from our programs. We hope that these efforts will help them to feel more connected.
Goal 2 for the 2023-24 year	Develop tools for evaluating coaches and mentor teachers

Actions	<p>Spring 2024:</p> <ul style="list-style-type: none"> ● Work with coordinators, the Office of Clinical Practice, faculty, coaches, and mentor teachers to develop the following evaluations tools based on role expectations: <ul style="list-style-type: none"> ○ Mentor Teacher Evaluation <ul style="list-style-type: none"> ■ One evaluation to be completed by the coach ■ One evaluation to be completed by the candidate ○ Coach Evaluation <ul style="list-style-type: none"> ■ One evaluation to be completed by the mentor teacher <p>Fall 2024:</p> <ul style="list-style-type: none"> ● Pilot the evaluation tools
Expected outcomes	<p>Have a better system to evaluate coaches and mentor teachers. We anticipate being able to share the feedback on mentor teachers with district partners to help make the case for why we do/do not want to work with specific mentor teachers in the future.</p>
Reflections or comments	<p>We have realized that we do not have good systems for evaluating coaches and mentor teachers, yet the role they play in our candidates' development is so critical.</p>
	Standard 4
Goal 1 for the 2023-24 year	<p>Continue Teacher Education Summit, including mentor teachers, coaches, faculty, and district partners</p>
Actions	<ul style="list-style-type: none"> ● Encourage participation in the Teacher Education Summit in email notifications and beginning of the semester orientations ● Prepare data to share with participants <ul style="list-style-type: none"> ○ Ensure data is disaggregated in ways that allow it to be meaningful (by pathway, etc.) ● Provide clear spaces/mechanisms for participants to provide feedback on the programs ● Ensure notetakers in each breakout room so that conversations are recorded
Expected outcomes	<p>Improved connections with stakeholders Meaningful conversations/feedback from individuals representing all facets of the program</p>
Reflections or comments	<p>We held our first Teacher Education Summit in Spring 2023, and it was very well-received.</p>

	We are hoping to build on that success by making it into an annual event, with improvements based on feedback we received from last year’s participants.
Goal 2 for the 2023-24 year	Continued expansion of residency programs
Actions	<ul style="list-style-type: none"> • Continue to engage in meaningful collaborations with partnering districts • Remaining open to new possibilities while also critically reflecting on our capacity
Expected outcomes	New opportunities to better prepare our educators to serve high-needs areas in our region
Reflections or comments	We have had great success with the residency partnerships we currently have. We see the level of preparation our candidates receive and how prepared they are for their first year of teaching. We hope to be able to replicate this success with other partners.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

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

N/A

8. Anticipated Growth and Development

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

Data Collection Efforts
 Building on the successful development of the Exit Survey that was administered to completers of all programs in Spring 2023, we are planning to develop and administer surveys for One-Year-Out Completers and Employers of program completers. To obtain the contact information of the employers, we will begin this process in Early 2024 with a survey to all individuals who completed a program in 2022-2023 to obtain their place of employment and the name and contact information of their supervisor.

Meanwhile, program coordinators will work to develop the One-Year-Out Completer Survey and Employer Survey. Like the Completer Survey, both of these will include general items for all responders along with program-specific items. Our hope is to administer both surveys in Spring 2024.

Stronger Cohesion Across Programs

An ongoing goal within our Teacher Education programs is to improve the cohesion across programs. Teacher Education program coordinators and pathway coordinators have begun to meet monthly to discuss program practices.

Additionally, coordinators also meet with key staff members—including those who support clinical practice, advisors, and the credential analyst—on a monthly basis as well. A key goal for the 2023-2024 academic year is improving internal communications among all involved in Teacher Education and improving external communications with prospective candidates, current candidates, and district partners.

Another component of this work has been revising our Teacher Education handbook. In the past, each program had its own handbook and different pathways had their own handbooks. The problem was that different handbooks had conflicting information. Our goal is to develop one handbook as a way to provide consistent messaging across programs. We are currently reviewing policies to ensure all agree with the published information. The goal will be to share the revised handbook with candidates entering the program in Fall 2024.

9. Regulatory Changes

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

N/A

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Juliet Wahleithner, Director of Educator Preparation Programs	Dr. Randy Yerrick, Dean, Kremen School of Education & Human Development

Date sent to AAQEP:	December 26, 2023
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