See Also: **Minutes** of the September Commission Agenda	**Web-Posted August 23, 2002** *Updated Sep 13, 2002*

September Commission Agenda

September 5, 2002
Commission Offices, 1900 Capitol Avenue
Sacramento, CA 95814

Correspondence regarding any of these agenda items should be sent to the attention of the Executive Director at the California Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814-4213.

NOTE: All linked agenda items are in PDF Format...

Thursday, September 5, 2002 - *Commission Office*

1. Appeals and Waivers (Committee Chair Madkins) **8:00 a.m.**

A&W-1 Approval of the July 2002 A&W Minutes

A&W-2 Waivers: Consent Calendar

A&W-3 Waivers: Conditions Calendar

A&W-4 Waivers: Denial Calendar

2. General Session **8:30 a.m.**

The Commission will immediately convene into Closed Session

Closed Session (Chair Bersin and Vice Chair Madkins)

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

3. General Session (Chair Bersin)

GS-1 Roll Call

GS-2 Pledge of Allegiance

GS-3 Approval of the July 2002 Minutes

GS-4 Approval of the September 2002 Agenda

GS-5 Approval of the September 2002 Consent Calendar

GS-6 Annual Calendar of Events - for Information

GS-7 Chair's Report

GS-8 Executive Director's Report

GS-9 Report on Monthly State Board Meeting

4. Public Hearing **10:00 a.m.**

PUB-1 Proposed Amendments to Sections 80001 and 80434 of Title 5, California Code of Regulations, Pertaining to the Definitions and Terms and Acceptance of Electronic Signatures

PUB-2 Proposed Amendments to Section 80054 of Title 5, California Code of Regulations, Pertaining to the Requirements for the Administrative Services Credential

5. Legislative Committee of the Whole (Committee Chair Madkins)

LEG-1	Status of Legislation of Interest to the Commission
LEG-2	Analyses of Bills of Interest to the Commission
LEG-3	Information Items of Interest to the Commission

6. Fiscal Policy and Planning Committee of the Whole (Committee Chair Boquiren)

FPPC-1	Update on the Governor's Budget for Fiscal Year 2002-03
FPPC-2	Proposed Budget Change Proposals for Fiscal Year 2003-04 ▶ Addendum to FPPC-2 (In-Folder) -- Posted September 13, 2002

7. Credentialing and Certificated Assignments Committee of the Whole (Committee Chair Fortune)

C&CA-1	Proposed Addition of Title 5 Section 80020.1, California Code of Regulations, Concerning Additional Assignment Authorizations for Specific Special Education Credentials

8. Performance Standards Committee of the Whole (Committee Chair Johnson)

PERF-1	Teaching Performance Assessment Update and Proposed Adoption of Assessment Quality Standards

9. Preparation Standards Committee of the Whole (Committee Chair Katzman)

PREP-1	Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies ▶ Addendum to PREP-1 (In-Folder) -- Updated September 25, 2002
PREP-2	Final Draft of the 2000-2001 Annual Report Card on California Teacher Preparation Programs, as Required by Title II of the 1998 Reauthorization of the Higher Education Act

10. Reconvene General Session (Chair Bersin)

GS-10	Report of Appeals and Waivers Committee
GS-11	Report of Closed Session Items
GS-12	Commission Member Reports
GS-13	Audience Presentations
GS-14	Old Business - Quarterly Agenda for Information -- September, October and November 2002
GS-15	New Business
GS-16	Adjournment

All Times Are Approximate and Are Provided for Convenience Only
Except Time Specific Items Identified Herein (i.e. Public Hearing)

The Order of Business May be Changed Without Notice
Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

Reasonable Accommodation for Any Individual with a Disability
Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, California, CA 95814; telephone, (916) 445-0184.

NEXT MEETING:

October 2-3, 2002
California Commission on Teacher Credentialing
1900 Capitol Avenue, Sacramento, CA 95814

Page Updated October 7, 2002

California
Commission on Teacher Credentialing

Meeting of
September 5, 2002

AGENDA ITEM NUMBER: **PUB - 1**

COMMITTEE: **Public Hearing**

TITLE: **Proposed Amendments to Sections 80001 and 80434 of Title 5, California Code of Regulations, Pertaining to the Definitions and Terms and Acceptance of Electronic Signatures**

X_____ Action

_____ Information

Strategic Plan Goal(s):

Strive to improve the certification process by providing leading edge technology.

Prepared and Presented By: _____ **Date: 8/28/02**

Dale Janssen, Director
Certification, Assignment and Waivers Division

Authorized By: _____ **Date: 8/28/02**

Sam W. Swofford, Ed.D.
Executive Director

PUBLIC HEARING

Proposed Amendments to Sections 80001 and 80434 of Title 5
California Code of Regulations
Pertaining to the Definitions and Terms and Acceptance of Electronic Signatures

Introduction
The proposed amendments to Sections 80001 and 80434 pertaining to the Definitions and Terms and Acceptance of Electronic Signatures are being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes and the financial impact. Also included are the responses to the notification of the public hearing, a copy of that notification distributed in coded correspondence 02-0010, dated June 28, 2002.

Background of the Proposed Regulations
The State of California is encouraging state agencies to utilize the Internet to conduct processes or e-commerce that can be adapted to the Internet. Phase 2 of the Teacher Credential Service Improvement Project (TCSIP), a Commission on Teacher Credentialing technology project, is being developed to allow teachers and day-to-day substitutes to renew their credentials on the Internet. For the Commission to process the online application it must accept an electronic signature in place of a manual signature. The proposed addition to the definitions in Title 5 and the addition of a new section accepting electronic signatures will clarify that the Commission can accept an electronic signature for the Oath and Affidavit section of the application. An application is not considered complete until the Oath and Affidavit section is signed. This section states that the applicant swears or affirms that he or she will support the United States and State of California Constitutions and the laws of the United States and the State. The Oath and Affidavit also requires the applicant to certify or declare under penalty of perjury under the laws of the State of California that the statements made on the application are true and correct. The teacher renewing a credential online will be required to check a box that includes the wording from the Oath and Affidavit as well as type in the City, State/Province/Region, County and Country. By checking this box and completing the location information the applicant solemnly swears or affirms the Oath and Affidavit.

The second addition to the Title 5 definitions pertains to the acceptance of documentation submitted electronically. Phase 3 of the TCSIP includes the development of a method for Commission stakeholders to submit documentation electronically. The addition of "submitted" to the Title 5 definitions will clarify that the Commission will have the authority to accept non-paper based documentation. The plan for Phase 3 is for colleges and universities to submit transcripts and other documentation for certification via electronic means.

Proposed Changes
80001(l) Staff is proposing that the Commission define "signature" or "signed" to include electronic signatures. The second phase of the Teacher Credential Service Improvement Project (TCSIP) is for teachers to renew their documents on the Internet. In order to

accept an application completed on the Internet the Commission will need to accept an electronic signature.

80001(m) Staff is proposing that documentation submitted to the Commission may be submitted via traditional methods or electronically. The third phase of the TCSIP includes the development of a process for colleges and universities to submit documentation for certification via an electronic process. The proposed language for this section clarifies that the Commission may accept documentation through an electronic process.

80434 This is a new section that is being proposed to clarify that the Commission may accept an electronic signature on forms that are required for certification or any other process where the Commission may require a signature.

Disclosures Regarding the Proposed Actions
The Commission has made the following initial determinations:

The Commission has made the following initial determinations:

Mandated costs to local agencies or school districts: None

Other non-discretionary costs or savings imposed upon local agencies: None

Cost or savings to any state agency: None

Cost or savings in federal funding to the state: None

Significant effect on housing costs: None

Significant statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California (Govt. Code §11346.3(b)): The Commission has made an assessment that the proposed amendment to the regulation(s) would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, and (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not effect small business. The regulations are not mandatory but an option that effects public school districts and county offices of education.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

Commission Members on the Commission on Teacher Credentialing
California County Superintendents of Schools
Credential Analysts at the California County Superintendent Of Schools' Offices
Superintendents of California School Districts
Deans of Education at the California Institutions of Higher Education with Commission-Approved Programs
Credential Analysts at the California Institutions of Higher Education with Commission-Approved Programs
Presidents of Select Professional Educational Associations

This was also placed on the Internet at "http://www.ctc.ca.gov".

Tally of Responses

In Support	In Opposition
15 organizational opinions	2 organizational opinion
7 personal opinion	0 personal opinion

The Commission received 22 written responses in support of the proposed amendment to Section 80001 & 80434 of the Title 5 Regulations.

Responses Representing Organizational Opinions in Support

- Wright Elementary School District, Chris von Kleist, Superintendent
- Pleasant Valley School District, Julie Cavaliere, Director of Certificated Personnel
- Joan Macy School/David & Margaret Home, Patricia Guild, Assistant Director-Education
- Shasta Union High School District, R.E. Hodge, Associate Superintendent-Human Resources
- Burrel Union Elementary School District, Timothy Bybee, Superintendent
- Taft City School District, Michael T. Harris, Superintendent
- Lucia Mar Unified School District, Sidney C. Richison, Assistant Superintendent Personnel
- Chamberlain's Acres School, Keith Thompson, Chief Executive Officer
- Ocean View School District, John T. McIntosh, Associate Superintendent
- McFarland Unified School District, Roberto Cardenas, Superintendent
- Joshua Maria Cameron Academy, Gloria A. Wardell-Hampton, Owner/Director
- University of California, Berkeley, Rasjidah Franklin, Chair, Department of Education Extension
- Templeton Unified School District, Billie Mankey, Personnel Technician
- Claremont Graduate School, Lynne Loop, Credential Analyst
- Montebello Elementary School District, Thomas E. Hall, Superintendent

Responses Representing Personal Opinions in Support

- John H. Hess, Executive Director, Whittier Area Cooperative Special Education Program
- Marise Compass, Assistant to the Director, Tobinworld

- George Stanley, SCEP, Department of Corrections-Ironwood
- Lisa Berlanga, Director, Darnall E-campus Charter School
- Terrie Peets, Credential Analyst, Alpine County Unified School District/County Office of Education
- Michael J. Dutra, Principal, Children's Home of Stockton
- Beverly Jones, Assistant Superintendent, Temple City Unified School District

The Commission received 2 written responses in opposition of the proposed amendment to Section 80001 & 80434 of the Title 5 Regulations.

Response Representing Organizational Opinions in Opposition

- Pacific Oaks College, Elena Fernandez, Credential Analyst

  Comment: Forgery Concerns – Does not allow for advising in person (minimizes advising in person) – not as professional

  Commission Staff Response: The online renewal site requires the applicant to have both a social security number and date of birth in order to enter the renewal application. In order to complete the transaction the applicant must use a credit card that requires address verification. Commission staff believes that the social security number, date of birth and address verification is sufficient requirements to hinder forgeries. To apply for a renewal does not require advising, the Title 5 amendment does allow a college or university to eventually submit applications on line. The Commission does not have any plans for individual applicants to submit documentation directly to the Commission that should be submitted by a college or university. Consequently, the online process will not have an affect on the advising a university provides a student. Staff believes that the online process is actually providing professional customer service in an age that private industry fully utilizing technology.

- San Bernardino County Schools, Jill Barbero, Credential Technician

  Comment: How can we issue a TCC if we aren't sure of what was submitted? What about the fees?

  Commission Staff Response: County office of education have the authority to issue Temporary County Certificates that serve as legal credential documents while the Commission is processing the application. The online renewal process takes approximately 4 days for the application to be available on the Commission's online lookup system. A document is usually issued between 4 to 7 days. Because the renewal process is such a short period of time, staff believes that county offices of education will not need to issue as many TCC's as in the past reduce county workload. Fees are collected through the credit card process on the web application.

Staff Recommendation

The staff recommends that the Commission adopt the proposed regulations to Sections 80001 and 80434.

Proposed Amendments to Section 80001 Definitions and Terms, Division VIII of Title 5 California Code of Regulations

For purposes of Part VIII:
(a) "Applicant" means any applicant for a credential issued by the Commission.
(b) "Application for a credential" includes an application for a credential, an application for a renewal of a credential, an application to add new authorizations to an existing credential, or a request to take any special action in relation to the issuance of a credential.
(c) "Chairman" means the Chairman of the Commission pursuant to Education Code Section 44218.
(d) "Commission" means the Commission on Teacher Credentialing as defined in Education Code Section 44203(a) and as constituted under Education Code Section 44210.
(e) "Credential" means any credential, life diploma, permit, or document issued by, or under the jurisdiction of, the Commission which entitles the holder thereof to perform services for which certification qualifications are required.
(f) "Degree" means a baccalaureate or higher degree as specified in Education Code Section 44259(a) earned through an approved college or university, regardless of its title, when the degree program contains no less subject matter preparation than a similar degree in a subject field other than professional education in the same institution.
(g) "Denial" includes the denial of any portion of an application for a credential, even though the requested credential is issued or renewed.
(h) "Executive Secretary" means the Executive Secretary to the Commission pursuant to Education Code Section 44220.
(i) "Issuance" means the granting of a credential based upon the application for or renewal of that credential.
(j) "Vice-Chairman" means the Vice-Chairman to the Commission.
(k) "Professional" credential means a credential for which all statutory and regulatory requirements have been met, excluding credentials issued on partial, preliminary, or emergency bases. A "clear" credential means a professional credential as herein defined.
(l) "Signature" or "signed" as used in this Chapter may include an electronic signature, as defined in Government Code section 16.5 and the California Code of Regulations, Title 2, Sections 22002 and 22005 or under any applicable state or federal law.
(m) "Submitted" as used in this Chapter includes any documentation required by the Commission that is delivered in-person, via a delivery service or electronically.

Authority cited: Section 44225, Education Code. Reference: Section 44252, Education Code

Proposed Addition of Section 80434 Acceptance of Electronic Signature, Division VIII of Title 5 California Code of Regulations

An "electronic signature" may be used to sign any document required by the Commission.

Authority cited: Section 44225, Education Code. Reference: Section 44252, Education Code

STATE OF CALIFORNIA GRAY DAVIS, Governor

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
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Sacramento, California 94244-2700
(916) 445-7254 or (888) 921-2682
www.ctc.ca.gov
credentials@ctc.ca.gov

OFFICE OF THE EXECUTIVE DIRECTOR

DATE: June 28, 2002 02-0010

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Sam Swofford, Ed.D.
Executive Director

SUBJECT: Proposed Amendment Of Sections 80001 And 80434 Pertaining To Definitions And Terms And Acceptance Of Electronic Signatures

Notice of Public Hearing is Hereby Given:
In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the ~~deleted~~ is lined-through. The public hearing is scheduled on:

September 5, 2002
10:00 am
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact Dale Janssen at (916) 323-5065 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail on the proposed action. The written comment period closes at 5:00 p.m. on September 4, 2002. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 327-3166; write to the California Commission on Teacher Credentialing, attention Dale Janssen, 1900 Capitol Avenue, Sacramento, CA 95814; or submit an e-mail at djanssen@ctc.ca.gov.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Authority and Reference

Education Code Section 44225 authorizes the Commission to adopt the proposed actions, which will implement, interpret or make specific sections 44252 of the Education Code and govern the procedures of the Commission.

Informative Digest/Policy Statement Overview

Summary of Existing Laws and Regulations
Education Code Section 44225 provides that the Commission may promulgate rules and regulations.

80001(l) Staff is proposing that the Commission define "signature" or "signed" to include electronic signatures. The second phase of the Teacher Credential Service Improvement Project (TCSIP) is for teachers to renew their documents on the Internet. In order to accept an application completed on the Internet the Commission will need to accept an electronic signature.

80001(m) Staff is proposing that documentation submitted to the Commission may be submitted via traditional methods or electronically. The third phase of the TCSIP includes the development of a process for colleges and universities to submit documentation for certification via an electronic process. The proposed language for this section clarifies that the Commission may accept documentation through an electronic process.

80434 This is a new section that is being proposed to clarify that the Commission may accept an electronic signature on forms that are required for certification or any other process where the Commission may require a signature.

The State of California is encouraging state agencies to utilize the Internet to conduct processes or e-commerce that can be adapted to the Internet. Phase 2 of the Teacher Credential Service Improvement Project (TCSIP), a Commission on Teacher Credentialing technology project, is being developed to allow teachers and day-to-day substitutes to renew their credentials on the Internet. For the Commission to process the online application it must accept an electronic signature in place of a manual signature. The proposed addition to the definitions in Title 5 and the addition of a new section accepting electronic signatures will clarify that the Commission can accept an electronic signature for the Oath and Affidavit section of the application. An application is not considered complete until the Oath and Affidavit section is signed. This section states that the applicant swears or affirms that he or she will support the United States and State of California Constitutions and the laws of the United States and the State. The Oath and Affidavit also requires the applicant to certify or declare under penalty of perjury under the laws of the State of California that the statements made on the application are true and correct. The teacher renewing a credential online will be required to check a box that includes the wording from the Oath and Affidavit as well as type in the City, State/Province/Region, County and Country. By checking this box and completing the location information the applicant solemnly swears or affirms the Oath and Affidavit.

The second addition to the Title 5 definitions pertains to the acceptance of documentation submitted electronically. Phase 3 of the TCSIP includes the development of a method for Commission stakeholders to submit documentation electronically. The addition of "submitted" to the Title 5 definitions will clarify that the Commission will have the authority to accept non-paper based documentation. The plan for Phase 3 is for colleges and universities to submit transcripts and other documentation for certification via electronic means.

Documents Incorporated by Reference

None

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandated costs to local agencies or school districts: None

Other non-discretionary costs or savings imposed upon local agencies: None

Cost or savings to any state agency: None

Cost or savings in federal funding to the state: None

Significant effect on housing costs: None

Significant statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California (Govt. Code §11346.3(b)): The Commission has made an assessment that the proposed amendment to the regulation(s) would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, and (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not effect small business. The regulations are not mandatory but an option that effects public school districts and county offices of education.

Consideration of Alternatives

The Commission must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the Commission would be more effective in carrying out the purpose for which the actions are proposed or would be as effective and less burdensome to affected private persons or small businesses than the proposed action. Interested individuals may present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

Contact Person/Further Information

Inquiries concerning the substance of the proposed action may be directed to Dale Janssen at (916) 323-5065 or Dale Janssen, Commission on Teacher Credentialing, 1900 Capitol Ave. Sacramento, CA 95814. Inquiries may also be directed to Rhonda Stearns at (916) 323-7140 or at the same address as mentioned in the previous sentence. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. Also available upon request is a copy of the documents incorporated by reference This information is also available on the Commission's web-site at <http://www.ctc.ca.gov>. In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of Statement of Reasons and Text of Proposed Regulations

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this notice is published in the Notice Register, the rulemaking file consists of this notice, the proposed text of regulations, and the initial statement of reasons.

Modification of Proposed Action(s)

If the Commission proposes to modify the actions hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's web site at <http://www.ctc.ca.gov> or you may obtain a copy by contacting Dale Janssen at (916) 323-5065.

Availability of Documents on the Internet

Copies of the Notice of Proposed Action, the Initial Statement of Reasons and the text of the regulations in underline and strikeout can be accessed through the Commission's web site at www.ctc.ca.gov.

California
Commission on Teacher Credentialing

Meeting of
September 5, 2002

AGENDA ITEM NUMBER: PUB - 2

COMMITTEE: Public Hearing

TITLE: Proposed Amendments to Section 80054 of Title 5, California Code of Regulations, Pertaining to the Requirements for the Administrative Services Credential

X_____ Action

_____ Information

Strategic Plan Goal(s):

Sustain high quality standards for the preparation of professional educators.

Prepared and Presented By: _____ **Date: 8/28/02**
Terri H. Fesperman, Assistant Consultant
Certification, Assignment
and Waivers Division

Approved By: _____ **Date: 8/28/02**
Dale Janssen, Director
Certification, Assignment
and Waivers Division

Authorized By: _____ **Date: 8/28/02**
Sam W. Swofford, Ed.D.
Executive Director

PUBLIC HEARING

September 5, 2002

Proposed Amendments to Section 80054 of Title 5 , California Code of Regulations, Pertaining to the Requirements for the Administrative Services Credential

Introduction

The proposed amendments to Section 80054 of Title 5 Regulations Concerning the Requirements for the Administrative Services Credential are being presented for public hearing. Included in this item are the background of the proposed regulations, a brief discussion of the proposed changes, and the financial impact. Also included are the responses to the notification of the public hearing and a copy of the notification distributed in Coded Correspondence 02-0011 dated July 1, 2002.

Background of the Proposed Regulations

The Education Code specifies requirements for the Administrative Services Credential. The current Title 5 Regulations governing preparation for the Administrative Services Credential are, in some cases, more restrictive than current statute because they allow only for preparation in California through a college or university program. To authorize alternative, standards-based routes to the credential, including preparation offered by local school districts, current Title 5 regulations need to be revised to conform with the Education Code, which does not exclude alternative providers. The proposed changes to Title 5 §80054 allows for alternative, standards-based routes to the credential, including preparation offered by local school districts.

Proposed Changes

Section 80054(a)(5)(A):

- Staff is proposing that the Commission allow applicants prepared in California to submit verification of completion of the preliminary credential requirements from an accredited Administrative Services Credential program. Removing the wording of requiring a recommendation from a California college or university allows for both the California colleges and universities and alternative providers to verify completion of the requirements for the preliminary credential.

Financial Impact

California Commission on Teacher Credentialing: None

California Colleges and Universities: None

Private Persons: None

Mandated Costs: None

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

- Members of the California Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the California County Superintendents of Schools Offices
- Superintendents of Selected California School Districts
- Deans and Directors at the California Institutions of Higher Education with Commission-accredited programs
- Credential Analysts at the California Institutions of Higher Education with Commission-accredited programs
- Presidents of Selected Professional Educational Associations

Also placed on the Internet at http://www.ctc.ca.gov.

As of Tuesday, August 20, the Commission had received the following xxx written responses to the public announcement:

In Support	*In Opposition*
3 organizational opinions	0 organizational opinion
6 personal opinions	2 personal opinion

Total Responses: 11

Responses Representing Organizations in Support

1. Association of California School Administrators: Bob Wells, Executive Director

   Comment: The Association of California School Administrators supports the proposed changes in amendments to Section 80054 of Title 5, California Code of Regulations pertaining to the Requirements for the Administrative Services Credential. ACSA supports the concept of accrediting alternative qualified providers in the preparation of candidates for the Administrative Services Credential. This change will maintain the rigorous standards for the Credential while allowing the institutions of higher education and other as well as other interested parties the ability to craft programs that meet the accreditation standards of the Commission.

   We, in ACSA, are most appreciative of the efforts of the Commission and its staff to restructure the Administrative Services Credential. the Commission's interest in allowing for flexibility in meeting the standards as well as developing requirements that will meet the demands faced by today's administrators are applauded by our members.

2. Delta View Joint Union School District: Anthony G. Luis, Superintendent/Principal

3. Hesperia Unified School District: Bill Freeman, Deputy Supt, Human Resources/In-House Counsel

Responses Representing Individuals in Support

1. Marise Compass, Assistant to the Director, Tobinworld (NPS)
2. Michael J. Dutra, Principal, Children's Home of Stockton
3. Mark E. Holmes, Principal, Edison School District
4. Jackie Johnson, Credential Technician, Centinella Valley Union High School District
5. Gary C. Lampella, Superintendent, Fort Jones Union Elementary School District
6. Dan Zeisler, Superintendent/Principal, Chicago Park School District

Responses Representing Individuals in Opposition

1. Bonnie Newland, Assistant Principal, Buena Park School District

   Comment: I have been an administrator for 3 years and can say with total conviction that Tier II is a ridiculous waste of time and money. The state will continue to lose its top educators at an increasingly rapid rate because it is in constant demand of more fees and theory classes that can only take time away what administrators should really be focused on – running a school for the betterment of students rather than studying some theory that rarely, if ever, applies to the practicality of the administrators. More is learned through "on the job" training than in yet another pretentious program. the state needs to wake up and realize that it should practice what it preaches, or, conversely, continue to lose talent to other professions.

   Commission Response: This is not an issue that is related to these regulations. The proposed changes in Title 5 Section 80054 focus on the requirements for the preliminary credential and does not change any of the requirements for the professional clear (Tier II) credential.

2. Dr. Louis Wildman, Professor of Educational Administration, CSU Bakersfield

   Comment: I write to oppose allowing "alternative providers to verify completion of the requirements for the Preliminary Administrative Services Credential" for the following reasons: **The requirements should be changed to allow only NCATE accredited colleges and universities to recommend individual for the preliminary credential**-thus strengthening the credential rather than weakening it. This suggestion would be more effective in carrying out the purpose for which the action is proposed and (a) less burdensome on the CCTC staff who presently must conduct numerous accreditation visits and (b) less burdensome on the better colleges and universities who must now prepare for the both state and national accreditation.

   Commission Response: The statute does not require colleges and universities to attain NCATE accreditation in order to provide a teacher education or services program.

Comment: **Additional competition will not improve the quality of administrator preparation**. In my day to day life preparing educational administrators at California State University-Bakersfield, I frequently receive phone calls from potential students who are literally "shopping" for the easiest route (rather than the highest quality route) to obtain an administrative credential. I can tell you that we frequently lose students to some private institutions of higher education who have much weaker standards than we do, particularly with respect to the culminating assessment requirements. So now if you allow additional "providers", we will be under increasing pressure to lower our requirements because we are funded on the basis of how many students we enroll. This is not a new concept. Was this not the lesson from the famous **Flexnor Report** (1910) pertinent to medical education?

Commission Response: Each Commission-accredited Administrator Services program, regardless if university-based or district-based program, must meet the Commission standards to operate their program.

Comment: **Allowing school districts to prepare administrators sets up a conflict of interest**. Let's assume that you are a student in a school district administrative training course, and, of course, you want to become hired as an administrator once you complete the program. Your class is being taught by an important school district administrator. Now what do you think that does for student academic freedom in that course? How likely will you and the other students challenge school district practices being directed by your instructor, given your desire for future district employment? Most surely the students will do whatever they can to ply up to the teacher who will control whether they obtain a job in that school district. That situation represents a serious conflict of interest, and one sees this situation in existing school district administrative in-service programs, already. However, the "conflict of interest" condition would be worse if preparation programs were conducted by school districts. The point here is that we should not be preparing school administrators to maintain the status quo.

Commission Response: School districts have operated Multiple and Single Subject District Intern Teaching Credential Programs since 1983 and there have been no complaints of conflict of interest.

Comment: **There is not a shortage of credentialed administrators**. The ACSA/CAPEA Committee conducted a state-wide survey two years ago. We found that the skills of newly hired principals were quite good, but that there were many credentialed educators who did not want administrative jobs because of the nature of the job itself. Potential and present administrators mentioned too little quality time for family, the growing number of disruptive students, the personal attacks from special interest groups, the inadequate salary in view of the responsibilities, and the pressure to improve student achievement on high stakes tests. In sum, the nature of the job should be changed to attract more high quality administrators. Allowing school districts to prepare school administrators is the wrong solution for the "shortage" problem.

Commission Response: This is not an issue that is related to these regulations.

Comment: **Steps should be taken to improve respect for school administrators**. This can not happen through a public relations campaign. It certainly can not happen by allowing school districts to prepare their own educational administrators. Serious professional education can not take place in a whirlwind or an "emergency room" atmosphere. While field work is appropriate in conjunction with or after university studies, strengthening university based educational administrator programs is essential for making educational administration into a highly desired prestigious profession.

Commission Response: This is not an issue that is related to these regulations.

Comment: **This proposed rule would tend to change the profession into a vocation**. This professional has a knowledge base which is constantly being improved through research. Those preparing school administrators should be actively engaged in such research. If, on the other hand, educational administrators become prepared in schools to simply perform existing work-much like plumbers, electricians, and barbers are trained to simply do a job-educational administration will not be a profession, but rather a vocation. As a former superintendent, I would not want to hire such a trained employee. I would want to hire an educational administrator who believes in higher education. If we educators don't value education (as opposed to narrow training), who will?

Commission Response: Each Commission-accredited Administrator Services program, regardless if university-based or district-based program, must meet the Commission standards to operate their program.

Staff Recommendation

Staff recommends that the Commission adopt the proposed amendments to Section 80054 of Title 5 Regulations Concerning the Requirements for the Administrative Services Credential.

STATE OF CALIFORNIA GRAY DAVIS, Governor

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
1900 Capitol Avenue
Sacramento, California 95814
(916) 445-0184

OFFICE OF THE EXECUTIVE DIRECTOR

July 1, 2002 02-0011

To: All Individuals and Groups Interested in the Activities of the California Commission on Teacher Credentialing

From: Sam W. Swofford, Ed.D., Executive Director

Subject: Proposed Amendments to Section 80054 of Title 5, California Code of Regulations, Pertaining to the Requirements for the Administrative Services Credential

Notice of Public Hearing is Hereby Given

In accordance with Commission policy, the following Title 5 Regulation is being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the deleted is ~~lined-through~~.

A public hearing on the proposed actions will be held:

September 5, 2002

10:00 a.m.

California Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95814

Oral comments on the proposed action will be taken at a public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact Terri H. Fesperman at 916-323-5777 regarding this. Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail on the proposed action. The written comment period closes at 5:00 p.m. on September 4, 2002. Comments must be received by that time or may be submitted at the public hearing. You may fax

your response to (916) 322-0048; write to the California Commission on Teacher Credentialing, attn. Terri H. Fesperman, 1900 Capitol Avenue, Sacramento, California 95814-4213; or submit an email at tfesperman@ctc.ca.gov.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Authority and Reference

Education Code Section 44225 authorizes the Commission to adopt the proposed action, which will implement, interpret or make specific Sections 44270 and 44270.1 of the Education Code and govern the procedures of the Commission.

Informative Digest/Policy Statement Overview

Summary of Existing Laws and Regulations

Education Code Section 44225 provides that the Commission may promulgate rules and regulations. Sections 44270 and 44270.1 list the requirements for the preliminary and professional clear Administrative Services Credential.

80054(a)(5)(A) Staff is proposing that the Commission allow applicants prepared in California to submit verification of completion of the requirements from an accredited Administrative Services Credential program. Removing the wording of requiring a recommendation from a California college or university allows for both the California colleges and universities and alternative providers to verify completion of the requirements for the preliminary credential.

The Education Code specifies requirements for the Administrative Services Credential. The current Title 5 Regulations governing preparation for the Administrative Services Credential are, in some cases, more restrictive than current statute because they allow only for preparation in California through a college or university program. To authorize alternative, standards-based routes to the credential, including preparation offered by local school districts, current Title 5 regulations need to be revised to conform with the Education Code, which does not exclude alternative providers. The proposed changes to Title 5 §80054 allows for alternative, standards-based routes to the credential, including preparation offered by local school districts.

Documents Incorporated by Reference: None

Documents Relied Upon in Preparing Regulations: None

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandated costs to local agencies or school districts: None

Other non-discretionary costs or savings imposed upon local agencies: None

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with Section 17500) of the Government Code.

Cost impacts on a representative private persons or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California [Govt. Code §11346.3(b)]: The Commission has made an assessment that the proposed amendments to the regulation would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, or (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not effect small businesses. The regulations are not mandatory but an option that effects school districts and county offices of education.

Consideration of Alternatives

The Commission must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the Commission would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons or small businesses than the proposed action. Interested individuals may present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

Contact Person/Further Information

General or substantive inquiries concerning the proposed action may be directed to Terri H. Fesperman by telephone at (916) 323-5777 or Terri H. Fesperman, California Commission on Teacher Credentialing, 1900 Capitol Ave, Sacramento, CA 95814. General question inquiries may also be directed to Rhonda Stearns at (916) 323-7140 or at the address mentioned in the previous sentence. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's web site at www.ctc.ca.gov In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of Statement of Reasons and Text of Proposed Regulations

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this notice is published in the Notice of Register, the rulemaking file consists of this notice, the proposed text of regulations, and the initial statement of reasons.

Modification of Proposed Action

If the Commission proposes to modify the actions hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's web site at www.ct.ca.gov or you may obtain a copy by contacting Terri H. Fesperman at (916) 323-5777.

Availability of Documents on the Internet

Copies of the Notice of Proposed Action, the Initial Statement of Reasons and the text of the regulations in underline and strikeout can be accessed through the Commission's web site at www.ct.ca.gov.

Proposed Amendments to Section 80054 of Title 5, California Code of Regulations, Pertaining to the Requirements for the Administrative Services Credential

Title 5 §80054. Services Credential with a Specialization in Administrative Services; Requirements.

(a) The minimum requirements for the preliminary Administrative Services Credential include (1) through (6).
  (1) One of the following:
    (A) a valid California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent; or

(B) a valid California designated subjects teaching credential provided the applicant also possesses a baccalaureate degree; or

(C) a valid California services credential in pupil personnel services, health services, library media teacher services, or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent;

(2) Completion of one of the following:

(A) a specialized and professional preparation program in administrative services taken in California and accredited by the Committee on Accreditation; or

(B) a professional preparation program in administrative services, including successful completion of a supervised field work or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; or

(C) one-year internship program in administrative services accredited by the Committee on Accreditation;

(3) Passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b);

(4) Verification of one of the following:

(A) three years of successful, full-time teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status; or

(B) three years of successful, full-time experience in the fields of pupil personnel, health, library media teacher, or clinical or rehabilitative services in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status;

(5) One of the following:

(A) ~~a recommendation from a California regionally accredited institution of higher education~~ verification of completion from ~~that has~~ a California preliminary administrative services program accredited by the Committee on Accreditation; or

(B) an individual who completed his or her professional preparation program outside of California as described in (a)(2)(B), may apply directly to the Commission for the preliminary Administrative Services Credential; and

(6) Verification of an offer of employment in a full- or part-time administrative position in a public school or private school of equivalent status.

(7) An individual who has completed requirements (1) through (5) but does not have an offer of employment may apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and authorizes the holder to seek employment.

(b) A Preliminary Administrative Services Credential issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially only until the date of expiration of the valid prerequisite credential as defined in (a)(1) of this section but for not more than five years. A Preliminary Administrative Services Credential that expired in less than five years shall be renewed until the date of expiration of the valid prerequisite credential as defined in (a)(1) of this section but for not more than five years.

(c) A preliminary Administrative Services Credential authorizes the services specified in section 80054.5.

(d) The minimum requirements for the professional clear Administrative Services Credential shall include (1) through (4):

(1) Possession of a valid preliminary administrative services credential;

(2) Verification of two years of successful experience in a full-time administrative position in a California public school or California private school of equivalent status, while holding the preliminary administrative services credential;

(3) Completion of an individualized program of advanced administrative services preparation accredited by the Committee on Accreditation designed in cooperation with the employing agency and the college or university; and

(4) A recommendation from a California regionally accredited institution of higher education that has a professional clear administrative services program accredited by the Committee on Accreditation.

(e) A professional clear Administrative Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

(f) A professional clear Administrative Services Credential authorizes the services specified in section 80054.5.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44065, 44252(b), 44270, 44270.1, 44372, and 44373, Education Code.

BILLS FOLLOWED BY THE
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

August 19, 2002

SPONSORED BILLS

Bill Number – Author – Version **Summary**	**Previous and Current CCTC Position Version (Date Adopted)**	**Status**
SB 57 - Scott - Amended 8/30/01 Provides a "fast track" credential option for private school teachers and others who can demonstrate their knowledge, skills and abilities in the classroom.	Sponsor - Introduced version - (December 2000)	Signed by the Governor. Chapter 269, Statutes of 2001.
SB 299 - Scott - Amended 8/30/01 Clarifies the Education Code Sections related to the Committee of Credentials and makes numerous non-controversial, technical and clarifying changes to the Education Code.	Sponsor - Introduced version - (December 2000)	Signed by the Governor. Chapter 342, Statutes of 2001.
SB 1655 - Scott - Amended 4/1/02 Adds Alternative, Standards-Based Routes to both the Preliminary and Professional Administrative Services Credentials.	Sponsor - As Drafted 2/21/02, SB 328 - (February 2002)	Signed by the Governor. Chapter 225, Statutes of 2002.
SB 1656 - Scott - Amended 4/1/02 Clarifies language in the Education Code to ensure that applications of and credentials held by registered sex offenders are automatically denied or revoked respectively.	Sponsor - Amended 1/7/02, SB 326 - (January 2002)	Senate Floor.

ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number – Author – Version **Subject**	**Previous and Current CCTC Position Version (Date Adopted)**	**Status**
AB 75 - Steinberg - Amended 8/28/01 Creates a voluntary program to provide training to California's principals and vice-principals to include academic standards, leadership skills, and the use of management and diagnostic technology. This is a Governor's Initiative and the Governor's Budget includes $15 million for this program.	Watch - Introduced - (February 2001) Support - 2/22/01 - (March 2001)	Signed by the Governor. Chapter 697, Statutes of 2001.
AB 272 - Pavley - Amended 7/18/01 Would make a holder's first clear multiple or single subject teaching credential valid for the life of the holder after two renewal cycles, if the holder meets specified requirements.	Oppose - Introduced version - (March 2001)	Vetoed.
AB 401 - Cardenas - Amended 5/01/01 Requires the SPI to contract with an independent evaluator to determine if there is a difference in the distribution of resources (including credentialed teachers and pre-intern, intern and paraprofessional programs) between low-performing schools and high-performing schools within school districts. The report would be due by January 1, 2004 and subject to funding through the Budget Act.	Watch - Introduced version - (April 2001)	Signed by the Governor. Chapter 647, Statutes of 2001.
AB 721 - Steinberg - Amended 4/17/01 The CCTC could award grants to teacher preparation programs to develop or enhance programs to recruit, prepare and support new teachers to work and be successful in low performing schools.	Support - 3/29/01- (April 2001)	Dead. February 7, 2002.
AB 833 - Steinberg - Amended 7/18/01 Requires the SPI to calculate a teacher qualification index measuring a student's access to experienced credentialed teacher for each school.	Watch - 3/29/01 - (April 2001)	Vetoed.

Bill Number – Author – Version **Subject**	**Previous and Current CCTC Position Version (Date Adopted)**	**Status**
AB 961 - Steinberg, Vasconcellos, Ortiz, Diaz et. al. - Amended 9/14/01 Establishes the High Priority Schools Grant Program to allocate $200 million to low performing schools in API deciles one through five, with a priority for funding on the first and second deciles.		Signed by the Governor. Chapter 749, Statutes of 2001.
AB 1148 - Wyland - Amended 4/17/01 Would require the Legislative Analyst's Office to identify the variables that account for significant differences in test performance in elementary and high schools where the schools have similar resources.	Watch - Introduced version - (April 2001)	Dead. February 7, 2002.
AB 1232 - Chavez - Amended 5/17/01 Would establish the California State Troops to Teachers Act. Retired officers or noncommissioned officers who agree to teach for five years and participate in a paraprofessional, pre-internship or internship program would be eligible for a bonus payment.	Seek Amendments - Introduced version - (March 2001) Support - 5/01/01 (May 2001)	Dead. February 7, 2002.
AB 1241 - Robert Pacheco - Amended 8/22/01 Would require the Chancellor of the California Community Colleges to submit a written report on the feasibility of the development of a uniform teacher preparation program.	Seek Amendments - Introduced version - (April 2001) Watch - 4/05/01 - (May 2001)	Signed by the Governor. Chapter 714 Statutes of 2001.
AB 1307 - Goldberg - Amended 8/28/01 Would require the CCTC to adopt regulations that provide credential candidates with less than 24 months to complete the program to not meet new requirements under specified conditions.	Oppose - Unless Amended - Introduced version - (April 2001) Approve - 6/27/01 (July 2001)	Signed by the Governor. Chapter 565 Statutes of 2001.
AB 1431 - Horton - Amended 9/7/01 Creates a pilot program, in a minimum of three districts, to provide a 3-day training program for substitute teachers in low performing schools. Requires Los Angeles Unified to be one of the three participants in the pilot program.	Watch - Introduced version - (April 2001)	Vetoed.

Bill Number – Author – Version **Subject**	**Previous and Current CCTC Position Version (Date Adopted)**	**Status**
AB 1462 - Nakano - Amended 4/25/01 Requires the Commission to be a member of a committee charged with increasing the number and improving the quality of vocational education teachers.	Watch - (1/29/02) - (February 2002)	Enrollment. To Governor for consideration.
AB 1662 - R. Pacheco - Amended 4/30/01 Would require a master's degree for the Pupil Personnel Services Credential.	Oppose - 5/02/01 - (May 2001)	Dead. February 7, 2002.
AB 2053 - Jackson - Amended 4/16/02 Authorizes beginning special education teachers to take part in BTSA even if they have taught previously on another credential, as funds are available. Provides the option to expedite inductions for special education teachers.	Support - 2/15/02 - (March 2002)	Assembly Committee on Appropriations. Not set for hearing.
AB 2120 - Simitian - Amended 4/30/02 Would state the intent of the Legislature to develop a professional development block grant for teachers in K-12 by consolidating several of those programs.	Oppose - 2/19/02 - (February 2002)	Assembly Committee on Appropriations. Held under submission.
AB 2160 - Goldberg, Wesson, and Strom-Martin - Amended 4/11/02 Expands the scope of collective bargaining to include the use of mentors and professional training and development among other things.	Oppose - 2/2/02-(March 2002) Oppose - Unless Amended-4/11/02 (May 2002)	Assembly inactive file - June 24, 2002.
AB 2288 - Chavez - Amended 4/16/02 Would require the Commission to convene a commission to complete a study on the implementation and expansion of the Troops to Teachers program.	Seek Amendments - 2/21/02 - (April 2002)	Assembly Committee on Appropriations. Held under submission.
AB 2566 - Pavley - Amended 4/18/02 This bill would provide support for more pre-interns to improve their retention rate and give them the knowledge, skills, and abilities necessary to teach. This measure considers the State's current fiscal condition by imposing the requirement that the bill will be implemented when state or federal funds are available.	Support - 4/18/02 - (May 2002)	Assembly Committee on Appropriations. Held under submission.

Bill Number-Author - Version **Summary**	**Previous and Current CCTC Position Version (Date Adopted)**	**Status**
AB 2575 - Leach - Amended 5/1/02 Requires the Commission to issue a professional clear single subject credential to a candidate who passes CBEST, has a master's degree in the subject to be authorized by the credential, takes Commission approved pedagogical courses and has teaching or professional experience.	Oppose - 2/21/02 - (March 2002)	Senate Floor.
AB 2616 - Lowenthal/Liu - Amended 4/24/02 Appropriates $1,570,000 from the General Fund to CSU to establish distance learning and other off-campus options to increase the number of teachers for visually impaired students.	Support - 2/21/02 - (March 2002)	Senate Floor.
ACR 177 - Diaz - Amended 6/19/02 Would urge school districts to support teachers prepared in other countries.	Support - 3/20/02 - (April 2002)	To Enrollment.

SENATE BILLS

Bill Number – Author – Version **Subject**	**Previous and** **Current CCTC Position** **Version** **(Date Adopted)**	**Status**
SB 321 - Alarcon - Amended 7/18/01 Would allow school districts to provide a 30-day training program for teachers they hire on an emergency permit. Provides $2 million for implementation to be dispersed to LAUSD after Commission approval of training program. Provided $125K to Commission for administrative costs.	Seek Amendments - Introduced version - (April 2001)	Signed by the Governor Chapter 576, Statutes of 2001. Deleted $2 million for implementation.
SB 508 - Vasconcellos - (April 8, 2002 Proposed Conference Report). Would make non-controversial changes to the High Priority Schools Grant Program (AB 961) passed last year.	Watch - 4/23/01 (May 2001)	Signed by the Governor. Chapter 42, Statutes of 2002.
SB 572 - O'Connell - Amended 5/03/01 Prohibits school districts from limiting the years of service credit used to determine the salary of a teacher coming from another school district.	Support - If Amended - Introduced version - (April 2001) Watch – 5/03/01 – (May 2001)	Assembly Committee on Appropriations. Placed on suspense file.
SB 688 - O'Connell - Amended 6/4/01 Would make beginning teachers in regional occupation centers and programs eligible for BTSA.	Approve - Introduced version - (April 2001)	Assembly Committee on Appropriations. Not yet set for hearing.
SB 743 - Murray - Amended 8/23/01 Would require the CCTC to develop a plan that addresses the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities. The plan is due by July 1, 2002 and includes a $32,000 appropriation from the General Fund.	Watch - Introduced version of SB 79 - (February 2001)	Vetoed.

Bill Number – Author – Version **Subject**	**Previous and** **Current CCTC Position** **Version** **(Date Adopted)**	**Status**
SB 792 - Sher - Amended 7/03/01 Would require the CCTC to issue a two-year subject matter credential after earning a baccalaureate degree and passage of CBEST and a clear credential after completion of 40 hours of preparation and professional development, if any, and passage of the teacher preparation assessment.	Oppose - Introduced version - (March 2001) Oppose - 4/5/01 - (April 2001)	Assembly Education Committee. Set, 1st hearing - failed passage. Reconsideration granted.
SB 837 - Scott - Amended 9/5/01 Would specify the documentation that a school district must provide the CCTC to justify a request for an emergency permit. This bill would also increase the state grant and district match for the pre-intern program and permit the CCTC to allow for district hardship.	Support - Introduced version - (March 2001)	Signed by the Governor. Chapter 585, Statutes of 2001.
SB 900 - Ortiz - Amended 3/28/01 Would increase efficiency in processing information requests by grouping those agencies with similar standards and information needs together.	Support - If Amended - 3/28/01 - (April 2001)	Senate Floor.
SB 1250 - Vincent - Amended 2/13/02 This measure would allow some retired teachers to be exempt from CBEST if they complete a teacher refresher course.	Oppose - Unless Amended - 4/3/02 - (May 2002) Support - 7/10/02 (July 2002)	Enrollment. To Governor for consideration.
SB 1483 - McClintock - Amends the Education Code to change the membership of the Commission. Also corrects a technical error.	Watch - Introduced version 2/19/02 - (March 2002)	Senate Rules Committee. Dead.

Bill Number-Author-Version **Summary**	**Previous and** **Current CCTC Position** **Version** **(Date Adopted)**	**Status**
SB 1547 - (As Proposed to be Amended) Soto - Amended 4/17/02 Requires the Commission to issue certificates that authorize the holder to instruct limited- English-proficient pupils.	Oppose - 2/20/02- (April 2002)	Senate Education Committee. Failed passage on May 1, 2002. Held in Committee.
SB 2029 - Alarcon - Amended 4/17/02 Allows district intern programs that satisfy Commission adopted standards to offer a program in all areas of special education.	Support - 2/22/02 - (March 2002)	Assembly Floor.

Revised on August 19, 2002

Bill Analysis
California Commission on Teacher Credentialing

Bill Number:	**Assembly Bill 2575**
Author:	**Assembly Member Leach**
Sponsor:	**Author**
Subject of Bill:	**Subject Matter Requirement Option**
Date Introduced:	**February 21, 2002**
Status in Leg. Process:	**Senate Floor**
Current CCTC Position:	**Oppose**
Recommended Position:	**Support**
Date of Analysis:	**August 20, 2002**
Analyst:	**Dan Gonzales**

Summary of Current Law

The law requires a person to meet certain specified requirements to qualify for a Preliminary Teaching Credential. The requirements for the credential include completion of a teacher preparation program, California Basic Educational Skills Test (CBEST), teaching of reading, and subject matter competence. Candidates may demonstrate subject matter competence by completion of a subject matter program approved by the Commission or passing a subject matter exam.

Summary of Current Activity by the Commission

The Commission approved new Teacher Preparation and Subject Matter Standards at its September 2001 meeting. The teacher preparation standards are the result of 1998 legislation (SB 2042) authored by Senator Deirdre Alpert and then Assembly Member (now Secretary for Education) Kerry Mazzoni.

The Teacher Preparation Standards include classroom management, reading instruction, child development, assessing students in relation to the K-12 Academic Content Standards, intervening to help students meet the K-12 Standards, computer skills, students with special needs, and English learners.

All teacher candidates will be required to demonstrate their teaching skills through an assessment before they receive a preliminary credential.

The Commission approved Induction Standards at the March 2002 meeting. The standards outline support programs for teachers in their first two crucial years of teaching. The Beginning Teacher Support and Assessment (BTSA) program is available for beginning teachers in California, but now BTSA, or other approved mentoring programs, will become part of the credentialing system by tying teacher support, assessment, and success to earning a full professional clear credential.

Analysis of Bill Provisions

This bill would allow a third option for individuals to meet the subject matter requirement based on a graduate degree in the subject. Specifically this measure would require that:

- A Commission-approved evaluation agency must approve the candidate's undergraduate and graduate course work.
- The undergraduate and graduate degree must be from a regionally accredited institution of higher education.
- The undergraduate and graduate degree must be in the subject for which the credential is sought or in a closely related subject, as determined by the Commission.

Comments.

The Commission opposed an earlier version of this bill. That version proposed a route to full certification that did not require demonstrated competence and did not ensure teaching skills aligned with California's K-12 academic content standards. This version of the bill deletes all previous provisions and offers an option for meeting the subject matter requirements only. The amended version ensures subject matter alignment with the K-12 standards and coordinates well with SB 57 (Scott) which allows interns an expedited route based on demonstrated competence.

Fiscal Analysis

The Commission estimates that this bill will not have any significant fiscal impact on the Commission. Candidates wishing to use this option would pay for the costs of the review by the evaluation agency.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and

other educators in California, and opposes legislation that would lower standards for teachers and other educators.

4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.

5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Organizational Positions on the Bill

Support
County Superintendents of Schools

Oppose
No known opposition on this version of the bill.

Suggested Amendments

The Commission is not proposing any amendments.

Reason for Suggested Position

SUPPORT – Commission staff recommends the Commission support this bill because this measure would provide candidates with a graduate degree another option for meeting subject matter requirements while maintaining high quality.

SENATE EDUCATION COMMITTEE
INFORMATIONAL HEARING

NO CHILD LEFT BEHIND: Highly Qualified Teacher

August 23, 2002

Testimony of Linda Bond
Director, Governmental Relations
Commission on Teacher Credentialing

Teaching Credential Requirements

Preliminary Teaching Credential ***(Conventional Program or Internship Program)***

- **Bachelor's Degree**
- **California Basic Educational Skills Test**
- **Subject Matter Competence** ***(Major with State Approved Subject Matter Program or State Approved Subject Matter Test)***
- **Reading Instruction Competence Assessment (For elementary teachers)**
- **U.S. Constitution**
- **Teacher Preparation Program including student teaching and Teaching Performance Assessment**

Professional Clear Teaching Credential

- **Beginning Teacher Induction (Support Program)**

Supplementary Authorizations

A Credential Based Upon a Major and Approved Subject Matter Program or a Subject Matter Test

Plus 20 Semester Units in Specified Subject Areas
Limited Teaching Authorization

Introductory Supplementary Authorizations

(Units must be distributed across specified areas within the subject appropriately aligned to what is taught in middle school courses)

- **Core and California Statutory Subject Areas**
- **Teaching is limited to 9th grade and below**
- **Most often used in middle school departmentalized classes**

Limited Subject Supplementary Authorizations

- **Limited teaching subject area** ***("Photography" rather than "Art")***

- **Most often used in middle and high school departmentalized classes**

Alternative Programs

Intern Program

- **Bachelor's Degree**
- **Basic Skills Exam – Reading, Writing, Mathematics**
- **Subject Matter – Exam or Approved Degree Program**

  (Same as for Preliminary Credential)

  Elementary = Liberal Studies

  Secondary = Academic Subject(s) Taught
- **U.S. Constitution – Coursework or Test**

Interns complete a teacher preparation program equivalent to one as listed below under Preliminary Credential while they serve as the teacher of record with the support and guidance of a mentor

Pre-Intern Program

- **Bachelor's Degree**
- **Basic Skills Exam – Reading, Writing, Mathematics**
- **Subject Matter** – (minimum requirements)
  - **Elementary = 40 semester units in Liberal Studies**
  - **Secondary = 18 semester units in Academic Subject(s) Taught**

Pre-Interns are enrolled in an intensive, alternative program. They serve as the teacher of record with the support and guidance of a mentor.

Assignment Options

- **Education Code §44256(b) -** allows the elementary credentialed teacher, by resolution of the governing board and with the consent of the teacher, to teach subjects in departmentalized classes below grade 9 if the teacher has completed twelve semester units, or six upper division or graduate semester units in the subject to be taught.

- **Education Code §44258.2 -** allows the secondary credentialed teacher to teach, by resolution of the governing board and with the consent of the teacher, classes in grades 5 through 8 in a middle school, provided that the teacher has a minimum of twelve semester units, or six upper division or graduate semester units in the subject to be taught.

- **Education Code §44258.3** - allows local school districts to assign credentialed teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified according to policy and procedures approved by the governing board and with the teacher consents to the assignment.

- **Education Code §44258.7(c) & (d) -** allows a full-time teacher with special skills and preparation outside his or her credential authorization and with their consent to be assigned to teach in an "elective" area (defined as other than English, math, science, or social science) of his or her special skills, provided the assignment is approved by the local Committee on Assignments prior to the beginning of the assignment.

- **Education Code §44263 -** allows the credential holder, by resolution of the governing board and with the consent of the teacher, to teach in a departmentalized class at any grade level if the teacher has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work in the subject to be taught.

Content of Teacher Preparation Program (Consistent with SB 2042 Standards):

- **Educational Foundations**
- **Human Development and Learning**
- **Pedagogy**
- **Assessment and Intervention**
- **Classroom Organization and Management**
- **Reading**
- **English Language Learners**
- **Health**
- **Mainstreaming**
- **Computers**

Credentialing Routes

Different Routes--Same High Quality Standards

Intern
On-the-job alternative teacher preparation for individuals who meet subject matter requirements..
Expedited Option
Individuals may demonstrate that they meet state standards by testing out of teacher preparation courses and completing a performance assessment..

Pre-Intern
Assists emergency permit holders in completing subject matter requirements to enter teacher preparation programs.

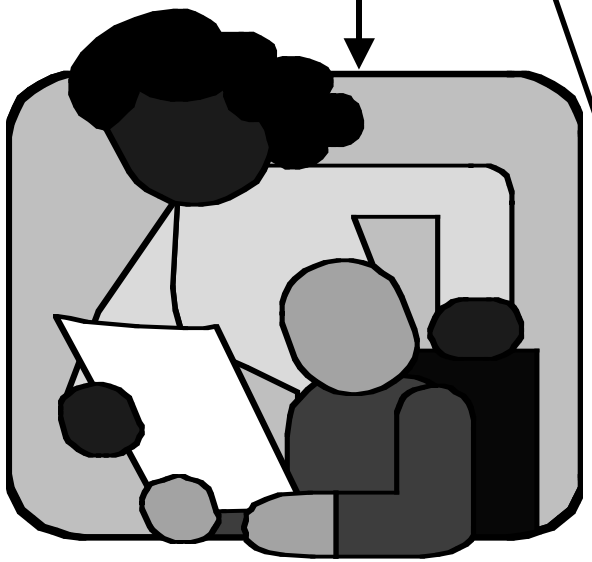
Paraprofessional
Prepares teacher assistants, library media aides and instructional assistants to enter a preparation program.

Induction
A program of support and assessment for first and second-year teachers.
Expedited Option
Individuals may challenge one year of the program by completing assessments.

Traditional
Graduate preparation program that prepares postgraduates to teach

Blended
Accelerated undergraduate preparation programs that "blend" subject matter and teacher preparation

Out-of-State Equivalence
Out-of-state teachers receive CA credential based on a comparable program or credential experience.



Fully Credentialed Teacher

OVERVIEW OF TEACHER PREPARARTION AND SUPPORT PROGRAMS 2001-2002

	Paraprofessional	Pre-Intern	Intern	BTSA
Program Goals/Target Participants	• Create local career ladders to enable school paraprofessionals to become certificated classroom teachers. • Respond to teacher shortages and improve instructional services to paraprofessionals. • Diversify the teaching profession.	• Meet shortage needs of districts. • Attract non-traditional students. • Provide subject matter preparation. • Provide a transition to a teacher preparation program. • Diversify the teaching profession.	• Meet shortage needs of districts. • Attract non-traditional students, including career changers. • Provide a teacher preparation option that blends theory with practice and offers cohort and professional support. • Diversify the teaching profession.	• Provide a support network for each first and second year credentialed teacher. • Provide a two-year formative assessment process for all new teachers. • To increase the rate of retention of new teachers. • Developing stronger roles for IHE's in new teacher induction • Building a knowledge base on new teacher induction.
Entry Requirements	Must be employed as a paraeducator (e.g. instructional aid)	BA CBEST Completion of specified Subject Matter requirements (40 units for elementary; 18 units for secondary)	BA CBEST Completion of Subject Matter requirements (generally by passing a subject matter test or by completing a major within an approved program)	Preliminary Credential First or Second year in the profession
Number of Years in Operation	7	4	8	9
Teacher Retention	99% (over four years)	90% (over two years)	93% (over two years)	93% (over two years)
Number of Projects	42	68	82	145
Number of Participants	2,268	9,871	7,146	22,253
Number of District Partners	90	611	637	887
Number of University Partners	25	33	37	60
Amount of State Funding Per Participant 2001-2002	$3,000	$2000	$2,500	$ 3,375
Total State Program Funding 2001-2002	$11.478 M	$11.8 M	$31.8 M	$84.6 M

SYSTEMATIC TEACHER RECRUITMENT PLAN

In the past several years California has experienced an unprecedented increase in the need for teachers due to student population growth, an aging teacher work force and increased demand for teachers. The Governor and the Legislature have enacted a comprehensive set of reforms to *expand the pool* of potential teachers, *strengthen the pipeline* to teaching by providing support and flexible program options, and *remove barriers* to credentials for in-state and out of state prepared teachers.

Expanding the Pool

- **California created six regional recruitment centers to recruit teachers and advise potential teachers.**

- **CalTeach launched a statewide media campaign.**

- **CalTeach sent recruitment teams throughout the U.S.**

- **AB 471 (Scott, 1999) and SB 837 (Scott, 2001) required school districts to conduct a diligent search for fully credentialed teachers.**

- **"Transition to Teaching" plans placed emergency permit teachers in credential pipeline programs reducing emergency permits to nearly zero in San Diego Unified and Oakland Unified. This model is now being emulated statewide.**

Facts

- **16% of those with emergency teaching permits already hold a valid teaching or service credential but are teaching in another area, such as special education, while they complete the additional coursework necessary to receive the credential or certification in that area.**

50% of the teachers who receive an emergency permit complete the requirements for a preliminary credential within one year.

Strengthening the Pipeline

- **State expansion funds increased teacher preparation capacity at CSU. Enrollments in CSU, UC and Private Universities is up by nearly 15,000 teacher candidates from 1999-00 to 2000-01. (From 52,692 to 67,598.)**

- **Alternative routes in teacher preparation expanded. Internships went from 1,471 in 1995-96 to 7,146 in 2001-02.**

- **The pipeline to teaching was strengthened through Pre-Intern programs providing support and assistance to qualify for internships. (AB 351, Scott, 1998).**

- **Paraprofessionals, such as teacher aides, can now become credentialed with financial, academic and mentoring support through California's Paraprofessional Teacher Training Program. (From 566 participants in 1995-96 to 2,268 in 2001-02. (SB 1636, Roberti, Statutes of 1990, funding available beginning in 1994.)**

- **California provides funds for all beginning teachers to receive support and assistance**

through the Beginning Teacher Support and Assessment (BTSA) program.

- **1998 teacher education reform statute (SB 2042, Alpert and Mazzoni) created streamlined teacher preparation by eliminating statutory requirements and encouraging four-year "blended" preparation programs. There are currently 26 institutions with accredited blended programs.**

Removing Barriers

- **California now enables universities with regional accreditation in other states to offer teacher preparation programs in California. Currently four such programs are in operation.**

- **As a result of Commission-sponsored legislation, teachers credentialed in another state and with three or more years of teaching experience can receive a credential in California with no additional course work.**

- **Teachers with less than three years of experience in other states may receive a California credential based on their comparable teacher education program.**

- **In fiscal year 2000-01, twenty percent of the newly credentialed teachers in California – 4,724 new California teachers -- were teachers from other states.**

- **Commission sponsored SB 57 (Scott, Statutes of 2001) provided an expedited internship route based on demonstrated competency and**

enables private school teachers to meet student teaching and teacher preparation requirements based on experience.

- **AB 2575 (Leach) is currently before the Legislature and would allow a third option for candidates to meet California's subject matter requirement by providing an avenue to recognize a graduate degree in the field to be taught.**

Incentives for All California Teachers

- **APLE: forgives student loans up to $11,000 with a four-year commitment to teaching**

- **Tax Credit of $250-$1500 with a four-year commitment to teaching**

- **Stipends up to $2,000 for professional development**

- **Additional retirement benefits**

- **$10,000 bonus for nationally board certified teachers**

- **HUD Teacher Next Door - Offers teachers a 50 percent discount on a HUD-owned, one family home in a designated Revitalization Area. To make a HUD home even more affordable, you can apply for an FHA-insured mortgage with a downpayment of only $100.**

Benefits and Incentives for California Teachers in Low-performing Schools

- **$20,000 bonus to nationally board certified teachers**
- **Governor's Teacher Fellowship (Will be discontinued under new budget)**
- **APLE: forgives student loans up to $19,000**
- **Extra Credit Home Loan Assistance (First time buyers: tax credits or reduced interest rates)**

2000-01 Data

Authorization	Requirements	Number of Teachers Currently Authorized
** Local Authorization/ Assignment[1]**	• Valid California Credential • Education Code Authority	**12,593**
** Supplementary Authorization[2]**	• Valid California Credential • Minimum of 20 units of coursework (as specified) in a subject matter area. • Recommendation of IHE	**3,003**
Waiver[3]	• Demonstrated progress towards credential through examination or coursework • Orientation • Supervision	**2,265**
** Emergency Permit**	• Bachelors Degree • CBEST • Some subject matter coursework • 6 Units of coursework annually • Orientation • Supervision	**32,573**
** Pre-Intern**	• Bachelors Degree • CBEST • Some subject matter coursework • Participation in a program supporting completion of subject matter requirements	**10,600**
Intern[4]	• Bachelors Degree • CBEST • Subject Matter (state test or approved program) • 120 hours pre-service • Supervised • Participation in an Accredited Teacher Preparation Program	**7,500**
** Multiple Subject Credential with Subject Matter Satisfied Via Coursework Option[5]**	• Bachelors Degree • CBEST • Subject Matter (state test or approved program) • US Constitution • RICA • Completion of an Accredited Teacher Preparation Program	**60,081**
	Total	**128,615**

 Issues regarding definition of highly qualified teacher to be resolved with the United States Department of Education (USDOE).

[1] Education code provisions that allow for the assignment of certificated employees outside their basic credential authorization (Education Code Sections 44256(b), 44258.2, 44258.3, 44258.7 (c) and (d) and 44263). In most cases, teaching assignments made under these options require the agreement of the school site administrators, the affected teacher and the governing board. This number is the result of the most recent four-year cycle, September 1995 through June 1999.

[3] Supplementary Authorization are subjects added to multiple and single subject credentials on the basis of 20 (or 10 upper division or graduate) semester unit in the subject and when the holder has taught successfully in the subject for a minimum number of years and meets the specific requirements.

[3] Waiver holders are not considered “highly qualified” and will need to attain a California teaching credential.

[4] Based on guidance provided by the (USDOE) on alternative certification programs, it is assumed that individuals participating in an intern program are considered to be “highly qualified”.

[4] CBEDS 2000-01 number of self-contained classrooms is 150,203. Approximately 40% of these teachers utilize the coursework option.

MEMORANDUM

To: Linda Bond, Director, Governmental Relations
From: Mary Armstrong, General Counsel
Date: August 29, 2002
Re: No Child Left Behind: Definition of highly qualified teacher
Title IX, Section 9101, (23)

Linda,

It is my opinion that the law would require the following as outlined in bold within the text of the NCLB.

Mary

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(23) HIGHLY QUALIFIED- The term highly qualified' —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

California law provides teacher candidates the option to satisfy subject matter requirements through completion of rigorous coursework: a subject matter (approximately 80 units) major that includes a specified state-approved course of study which is aligned to K-12 student content standards. This is <u>not</u> an education major. Approximately 40% of all newly credentialed elementary

teachers and elementary credential candidates have already satisfied their subject matter requirements via this coursework option. Because these teachers have not taken a "test", requirement (B)(i)(II) would deem all new teachers and teacher candidates currently in the credential pipeline as not highly qualified.

This would require new teachers and candidates currently in the pipeline to take an additional test to satisfy the federal definition of highly qualified, even though they have already satisfied California's high standards of subject matter preparation.

> (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —
>
> > (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
> >
> > (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(B)(ii)(II) allows middle or secondary school teachers to satisfy subject matter requirements with coursework. This is consistent with California law as described above.

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

> (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

Section (C)(i) requires <u>existing teachers</u> (those credentialed and teaching prior to July 2002) to fulfill the same requirements as new teachers (elementary school must pass an exam, middle and secondary can take and exam or coursework). If they do not meet these requirements, they would have to demonstrate competence through the steps outlined in (C)(ii)(I-VII).

Again, because California law provides elementary school teachers the option to satisfy subject matter requirements through the completion of coursework, approximately 40% of existing teachers have not taken a test and would not be considered highly qualified (estimated to be approximately 60,000 teachers) based on Section (C)(i) and would have to do the seven step process in (C)(ii).

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

By using the terms “objective” and “applied uniformly”, this section too seems to require a state-approved exam.

BACKGROUND

The Commission's portion of the 2002-03 Governor's Budget was considered in subcommittee hearings during the spring. The issues up for consideration at the hearings were the result of the Legislative Analyst's Office recommendations. At this time the proposed 2002-03 State Budget is still under review by the Legislature.

SUMMARY

As new developments occur regarding the Commissions proposed budget, staff will provide Commissioners with an update at the Commission meeting.

BACKGROUND

Staff will present the 2003-04 Budget Change Proposals (BCPs) in the form of brief one-to-two page summaries for the Commission's action in September 2002. The approved BCP summaries will be developed into full BCPs for submittal to the Department of Finance by the September 13, 2002 deadline.

SUMMARY

The BCPs for fiscal year 2003-04 include the following requests:

- An increase of $386,000 from the Federal Fund for the third and final year of the Transition to Teaching Pilot Program.

- An increase of $2,367,816 from the Teacher Credentials Fund for the fourth year of the Teacher Credentialing Service Improvement Project.

- An increase of $16,400,000 from the General Fund to support the Local Assistance alternative certification programs administered by the Commission in response to the No Child Left Behind Act.

The summaries for the proposed 2003-04 BCPs will be provided as in-folder items.

Staff is available to answer any questions the Commissioners may have.

CONCEPT FOR BUDGET CHANGE PROPOSAL
FISCAL YEAR 2003-2004

Professional Services Division

PROPOSED TITLE: Transition to Teaching – Reducing California's Emergency Permit Holders

SUMMARY:

The request seeks to utilize federal Title II funds to expand the Transition to Teaching program to school districts that have a significant and persistent shortage of qualified teachers available to fill vacant positions. The proposal seeks to expand the capacity of certain local Alternative Certification programs for the purpose of reducing the number of emergency permit holders within a district.

Issue statement:

In recent years, many states including California have faced a shortage of credentialed teachers due to a growing student population, teacher attrition and retirements, and educational reform policies such as class size reduction. These shortages are often more acute in large urban and remote rural areas of the state and for credential specialties such as special education, math, and science. Unable to recruit credentialed teachers, many districts have employed teachers on an emergency permit or waiver basis in order to maintain instructional programs.

Expanding the pool of qualified teachers and reducing the number of individuals serving on emergency permits have become major policy goals for California. SB 837 (Scott, Chapter 585, Statutes of 2001) requires districts to recruit suitable credentialed teachers for employment. As a result of the Governor's efforts to increase teacher supply, the State has begun to realize gains in these goals. In addition to state policy goals, House Resolution-1 (HR-1), the No Child Left Behind Act of 2001, requires all teachers to be credentialed by the end of the 2005-2006 school year. The proposal described below is designed to meet the demand for fully credentialed teachers in every classroom by increasing the capacity of Alternative Certification programs, including Pre-Internship and Intern teacher development programs to transition emergency permit holders to fully credentialed teachers by the end of the 2005-06 school year.

Concept:

In order to meet the requirements of HR-1 and ensure that every classroom has a fully qualified teacher by the end of the 2005-06 school year, California must be able to reduce the number of Emergency Permit holders and increase the number of fully qualified teachers produced each year by the State's teacher preparation programs. Because the Pre-Internship and Intern programs are uniquely designed to help under qualified classroom teachers make progress toward full certification, the expansion of these programs will be an essential part of the State's strategy for meeting the demand for a fully certified teacher in every classroom.

Meeting the state and federal goals of eliminating the use of Emergency Permits will not only require building capacity in Alternative Certification programs but will also require participating districts use specific strategies that have been identified as particularly effective in achieving reductions in the numbers of Emergency Permit holders including: 1) data collection and analysis; 2) counseling of candidates; 3) increased collaboration with and information to participants and partners; 4) program development and transition; and 5) policy modification and program support.

The proposal is modeled after a successful pilot project in which the San Diego City and Oakland Unified school districts were able to significantly reduce the number of emergency permit holders through the employment of the strategies identified above and intensive support and preparation services commonly provided in the Pre-Internship and Intern programs. By examining credential possibilities for every teacher serving on an emergency permit, expanding pre-intern and intern programs, linking with universities to meet the need for specific types of preparation programs, and taking advantage of available teacher incentive programs (such as SB 1666, Alercon), this program nearly eliminated emergency permits in the two districts. The districts participating in the pilot project were able to reduce the number of emergency permit holders by more than 90 percent while ensuring that participants functioning as regular classroom teachers were making satisfactory progress toward full certification.

This proposal seeks $16.1 million for the purpose of increasing supply of qualified teachers by through local Alternative Certification programs. This proposal would help maximize the use of these funds to serve the needs of teachers who are working toward full certification and improve flexibility in program administration.

Benefits:

If funded, this proposal would build critical capacity over the next four years in the alternative routes to certification by increasing the number of participants

who could be served and by improving the articulation between programs to accelerate moving emergency permit holders to full credentials.

Justification:

The No Child Left Behind Act of 2001 requires that all teachers be highly qualified by the end of the 2005-06 school year. Over the course of the next four years, California will need to transition approximately 35,000 individuals who are currently serving on an Emergency Permit or a Waiver to a full credential, a 46% increase over the number of teachers currently prepared each year. Increasing the capacity of professional preparation programs to produce more teachers will be essential for the state to meet the federal requirements of HR-1, and achieving the State's goal of placing a qualified teacher in every classroom.

This proposal would significantly reduce the number of Emergency Permits while making Pre-Internship and Intern programs more accessible and improving the articulation of support and services available to program participants who are making progress toward full certification. The projected number of participants and costs are displayed in Table 1.

BUDGET ASSUMPTIONS:

Using the Beginning Teacher Support and Assessment (BTSA) funding model, the CCTC estimates that approximately $16.1 million in federal funds could be utilized in the 2002-03 for infrastructure planning and program development to allow all school districts to initiate, expand, and build articulation between Intern and Pre-Intern programs.

In addition, the CCTC will be requesting $385,000 in expenditure authority for the third and final year of the Transition to Teaching Federal Grant for the San Diego and Oakland pilot project currently in process.

2003-04 Concept for Budget Year Change Proposal
Transition to Teaching - Table

Table 1: Estimated Production of New Teachers by Intern and Pre-Intern Programs

		02-03		03-04		04-05		0
		Participants	Cost	Participants	Cost	Participants	Cost	Participants
Intern	new			17,558	$ 43,895,000	19,053	$ 47,632,500	10,546
	existing	8,500	$ 21,250,000	3,570	$ 8,925,000	8,874	$ 22,184,400	11,729
Pre-Intern	new	16,500	$ 33,000,000	16,500	$ 33,000,000		$ -	
	existing	11,750	$ 23,500,000	11,300	$ 22,600,000	11,120	$ 22,240,000	4,448
E-Permit		16,500	0	0	0	0	0	0
Totals			$ 77,750,000		$ 108,420,000		$ 92,056,900	

IHE (includes Tradition and University Interns), Intern(District) and Out of State Credentials assume growth of approximately 5% per year:

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	
IHE	17,555	18,397	19,317	20,283	21,297	22,362	23,480	
Int	703	805	845	888	932	978	1,027	
Out-of-State	3,864	4,724	4,960	5,208	5,469	5,742	6,029	
	22,122	23,926	25,122	26,378	27,697	29,082	30,536	
				Additional Teachers*	12,254	16,198	12,920	41,372
				Total Teachers Credentials	39,952	45,280	43,456	

*Includes minimal double counting with University Interns and Interns.

2003-04 Concept for Budget Year Change Proposal
Transition to Teaching - Table

5-06 Cost
26,365,500
29,323,098
-
8,896,000
0
$ 64,584,598

CONCEPT FOR BUDGET CHANGE PROPOSAL
FISCAL YEAR 2003-2004

Professional Services Division

PROPOSED TITLE: **Funded Programs Increase**

SUMMARY:

The Pre-Internship and Intern programs are part of the State's strategy for moving less than fully qualified teachers to full certification and meeting the requirements of the No Child Left Behind Act. To accomplish state and federal goals of a fully qualified teacher for every classroom, the Pre-Internship and Intern programs, must be funded at a level that will enable them to increase their capacity to prepare new teachers. This proposal requests $16.4 million to be appropriated from the General Fund for local assistance to Intern and Pre-Internship programs.

The proposed state budget for 2002-03 includes $8.350 million in one-time funds that were reappropriated from prior fiscal years. In addition, programs received $8.545 million from 2001-02 funds for continuing interns in the 2002-03 fiscal year. Together, these funds represent $16.895 million in funds that will not be available in 2003-04 to support alternative certification programs. Without the additional funds requested, programs would serve 20 percent fewer pre-interns and interns in 2003-04 than will be served in 2002-03. This reduction would impede the State's ability comply with the No Child Left Behind Act of 2001, which requires that all teachers be fully certified by the end of the 2005-06 school year.

Issue statement:

In recent years, many states including California have faced a shortage of qualified teachers due to a growing student population, teacher attrition and retirements, and educational reform policies such as class size reduction. These shortages are often most acute in rural and inner-city schools, where student needs are the greatest. In order to staff classrooms and maintain instructional programs, many districts have employed teachers on an emergency permit or waiver basis. California's policy goal is to reduce the number of emergency permit teachers and to expandthe pool of qualifiedteachers.

The No Child Left Behind Act of 2001 requires that all teachers be fully certified by the end of the 2005-06 school year. Over the course of the next four years, California will need to transition approximately 35,000 individuals who are currently serving on an Emergency Permit or a Waiver to a full credential, a 46% increase over the number of teachers currently prepared

each year. Increasing the capacity of professional preparation programs to produce more teachers will be essential for the state to meet the federal requirements of HR-1, and achieve the State's goal of placing a fully credentialed teacher in every classroom.

The Pre-Internship and Intern programs have proven to be a successful strategy for expanding the pool of qualified teachers. Since 1995, more than 12,000 individuals have completed a pre-intern or intern program and have become fully certified teachers in California classrooms.

Concept:

This proposal would result in a new base budget for the Intern and Pre-Internship programs that incorporate one-time funds included in the 2002-03 Budget Act. To maintain sufficient flexibility in the Pre-Internship and Intern programs and allow funds to be allocated based on enrollment demand with each program; the appropriation should allow funds to be transferred between the Intern and Pre-Internship programs. This flexibility would enable the Commission to address the enrollment "bubble" as it moves through the pre-intern and intern pipeline.

Benefits:

The funds requested in this proposal will enable programs to meet anticipated enrollment demand. The Pre-Internship and Intern programs will serve more than 20,000 individuals during 2002-03. This number is expected to increase to more than 24,000 in 2003-04.

Justification:

In conjunction with the use of federal funds through the Transition to Teaching proposal the increased funding would enable the state to significantly reduce the number of Emergency Permits while making Intern and Pre-Intern programs more accessible to less than fully qualified individuals who are teaching in our public schools.

BUDGET ASSUMPTIONS:

This proposal assumes that per participant funding for the Pre-Internship and Intern program will remain at $2000 and $2500 respectively.

	Funding Per Participant	Actual Participants 2001-02	Projected Participants 2002-03	Percent Change	Anticipated Enrollment 2003-04	Funding Needed
Pre-Internship	$2,000	9,871	11,748	19.0%	13,980	$27,960,240
Internship	$2,500	7,098	8,561	20.6%	10,325	$25,811,415
Estimated Funds Required for 2003-04						$53,771,655
Funds Appropriated in Item 6360-101-0001 for both programs in 2002-03						$37,400,000
Amount Required to meet anticipated enrollment demand						$16,371,655

CONCEPT FOR BUDGET CHANGE PROPOSAL
FISCAL YEAR 2003-2004

Information Technology and Support Management Division

PROPOSED TITLE: Teacher Credentialing Service Improvement Project (TCSIP)

SUMMARY:

Issue statement:
Commission staff has prepared a Budget Change Proposal (BCP) to secure fourth-year funding to support the Commission's Teacher Credentialing Service Improvement Project (TCSIP).

Concept:
The goals of this project continue to be to use Web-based functionality and an improved database management system to accomplish the following:

Milestone	Target Implementation Date
Phase 1: Web application status lookups and current credential history using the existing Credentialing Automation System. Completed.	October 2001
Phase 2: Submission of credential renewal applications online. Completed.	June 2002
Phase 3: Automated processing and reporting of credential, disciplinary and examination program information through a common repository that replaces the existing system. In progress.	May 2003

Benefits:
- ✓ Provide application status information electronically,
- ✓ Facilitate online submission of renewal applications, and
- ✓ Improve the Commission's ability to compile and analyze data, and prepare reports in response to policymakers' requests.

Justification:
This BCP includes ongoing maintenance of Web hosting for Phases 1 and 2; additional temporary IT support staff; and development and integration contractor fees for Phase 3.

BUDGET ASSUMPTIONS:
$2,367,816 from the Teacher Credential Fund

California
Commission on Teacher Credentialing

Meeting of
September 5, 2002

AGENDA ITEM NUMBER: **C&CA - 1**

COMMITTEE: **Credentialing and Certificated Assignment Committee**

TITLE: **Proposed Addition of Title 5 Section 80020.1, California Code of Regulations, Concerning Additional Assignment Authorizations for Specific Special Education Credentials**

X_____ Action

_____ Information

Strategic Plan Goal(s):

Sustain high quality standards for the preparation of professional educators.

Prepared and Presented By: _____ **Date: 8/28/02**
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Proposed Addition of Title 5 Section 80020.1, California Code of Regulations, Concerning Additional Assignment Authorizations for Specific Special Education Credentials

August 20, 2002

Summary

This item introduces a proposed addition to Title 5 Regulations concerning additional assignment authorizations for specific special education credentials.

Fiscal Impact

There is no fiscal impact to this information item.

Policy Issues to be Resolved

Should the Commission permit additional assignment authorizations for specific special education credentials?

Background

In March 1993, the Commission approved a plan to study the alignment of pre-Ryan and Ryan credential authorizations. The plan developed by staff was an effort to respond to a recommendation by the Commission-approved Advisory Panel on Ways to Streamline the Credentialing System. The recommendation asked the Commission to align the more restrictive pre-Ryan credential authorizations with the Ryan Credentials and to require the teachers consent to serve in the assignment. In late 1993, Commission staff presented three proposals to the Commission to align pre-Ryan and Ryan Credential authorizations. With Commission approval, three sections were added to Title 5 Regulations in the areas of teaching, pupil personnel services, and administrative services.

One area of teaching authorizations that was overlooked in 1993 was special education. The Commission issued special education credentials under the General and Standard statutes that authorized service to special education students in grades K-12. The Ryan Specialist Instruction Credential, created in 1976, authorizes service in grades preschool, K-12, and adults. In 1997, the Commission adopted regulations to develop the Education Specialist Special Education Credential that authorizes service to mild/moderate and moderate/severe students in grades K-12 and for service in the low incidence areas such as deaf and hard of hearing, visual impairments, or physical impairments, ages birth to age 22.

At that time, the Early Childhood Special Education (ECSE) Specialist Credential and Certificate were also created which authorizes service to mild/moderate and moderate/severe students ages birth to pre-K. The *Certificate* program, which is approximately eighteen semester units, is specifically for holders of special education credentials that need the authorization to serve mild/moderate or moderate/severe students birth to pre-K. An individual that is only teaching students ages birth to preschool in the area of mild/moderate or moderate/severe may obtain the ECSE *Credential*.

There was another area of teaching authorizations overlooked when the new Education Specialist Credential was created. While the ECSE Certificate authorizes services to students specifically in the disability areas of mild/moderate and moderate/severe, teachers with the

Ryan Specialist Credentials in the low incidences areas of communication, physically, and visually handicapped do not have this option, as the Certificate does not authorize these disability areas. If holders of these credentials wanted to serve ages birth to pre-K, they need to obtain a new Education Specialist Credential in the disability area.

The General and Standard Credentials do not include service to students below grade K. The preschool population was not served in public schools until mandated by PL-94-142 in 1974. With the growing popularity of preschools and to meet the federal mandate, the preschool grade level was added to the Ryan Credentials when it was created in 1976. The birth to pre-K authorization was added in 1997 as noted above with the ECSE Education Specialist Credentials due to another federal mandate and to address the growing number of children in that age group who needed specific special education services.

Prior to the creation of the ECSE Special Education Credential, some individuals who hold the General and Standard Credentials were providing services to special education students ages birth to preschool within the disability area on their document. Since 1997, employing agencies have struggled whether to require individuals with these "older" types of credentials to acquire the ECSE Special Education Certificate to serve ages birth to preschool.

Proposed Addition of Title 5 Regulations

Since special education credentials were overlooked in 1993 when options were added for other types of teaching and services credentials, staff is proposing to align the special education pre-Ryan Credential with the Ryan Education Specialist Credentials and at the same time align the authorizations for the low incidence Ryan Specialist Credentials. This proposal would allow local employing agencies to authorize individuals to serve students ages birth to preschool within the special education credential disability area authorized by the credential. The individual must have three years of prior teaching experience at the age level and in the disability area authorized by the credential. Staff is also proposing a sunset date to allow employers to continue to assign teachers with the three years of special education experience but would not allow "new" individuals to qualify for this option.

This proposal would allow General and Standard Credential holders to serve mild/moderate and moderate/severe to students of preschool age and students in low incidence disability areas ages birth to preschool. In addition, it would allow holders of Ryan Specialist Credentials in the low incidence disability areas of communication, physically and visually handicapped to serve students ages birth to pre-K. Teachers who do not have the three years of appropriate experience must obtain the ECE Certificate for service to mild/moderate and moderate/severe students or the Education Specialist Credential for service to low incidence disability areas. The current and proposed changes are illustrated in the following chart.

Type of Credential	Current Special Education Authorization	Proposed Special Education Assignment Option
General	Grades K-12 for all special education areas (i.e., mentally retarded, deaf, blind, visually handicapped and orthopedically handicapped)	Preschool for mild/moderate and moderate/severe disability areas (i.e., mentally retarded) Ages birth to preschool for low incidence disability areas (i.e., deaf, blind, visually handicapped, and orthopedically handicapped)
Standard	Grades K-12 for all special education	Preschool for mild/moderate and

	areas (i.e., mentally retarded, deaf, blind, visually handicapped and orthopedically handicapped)	moderate/severe disability areas (i.e., mentally retarded) Ages birth to preschool for low incidence disability areas (i.e., deaf, blind, visually handicapped, and orthopedically handicapped)
Ryan Specialist	Grades preschool, K-12 and adults for all special education areas (communication, learning, physically, severely, and visually handicapped)	Ages birth to preschool for low incidence disability areas (communication, physically, and visually handicapped)
Education Specialist	Grades K-12 and age birth to pre-K for mild/moderate and moderate/severe (includes the ECSE Credential/Certificate authorization) Ages birth to age 22 for low incidence disability areas (deaf and hard of hearing, visually impaired, and physically impaired)	No change

Title 5, Section 80020.1. Additional Assignment Authorizations for Specific Special Education Credentials

(a) The holder of the following credentials may be assigned, with his or her consent, to teach preschool age students in the disability area(s) authorized by the credential. The holder must have successfully taught preschool age students for a minimum of three years credential prior to July 1, 2003 in the disability area(s) authorized by the credential:

(1) Standard Elementary and Standard Secondary Teaching Credential with a minor in Mentally Retarded,

(2) Standard Limited Specialized Preparation Teaching Credential with a major in Mentally Retarded,

(3) Exceptional Children Teaching Credential with a major in Mentally Retarded,

(4) Standard Restricted Teaching Credential with a minor in Trainable Mentally Retarded or Educable Mentally Retarded, and

(5) Special Secondary Teaching Credential with a major in Mentally Retarded.

(b) The holder of the following credentials may be assigned, with his or her consent, to teach students ages birth to preschool in the disability area(s) authorized by the credential. The holder must have successfully taught students ages birth to preschool for a minimum of three years credential prior to July 1, 2003 in the disability area(s) authorized by the credential:

(1) Standard Elementary and Standard Secondary Teaching Credential with a minor in Speech and Hearing Handicapped, Deaf and Severely Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,

(2) Standard Limited Specialized Preparation Teaching Credential with a major in Speech and Hearing Handicapped, Deaf and Severely Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,

(3) Exceptional Children Teaching Credential with a major in Speech Correction and Lip Reading, Deaf or Hard-of-Hearing, Visually Handicapped, or Orthopedically Handicapped Including the Cerebral Palsied,

(4) Standard Restricted Teaching Credential with a minor in Speech and Hearing Therapy, Deaf and Severely Hard-of-Hearing, Visually Handicapped, Orthopedically Handicapped Including the Cerebral Palsied, Deaf-Blind, or Severely Hard-of-Hearing, and

(5) Special Secondary Teaching Credential with a major in Correction of Speech Defects, Deaf, Lip Reading, or Partially Sighted Child, and Blind.

(c) The holder of the following credentials may be assigned, with his or her consent, to teach students ages birth to preschool in the disability area(s) authorized by the credential. The holder must have successfully taught students ages birth to preschool for a minimum of three years credential prior to July 1, 2003 in the disability area(s) authorized by the credential:

(1) Specialist Instruction Teaching Credential with a major in Communication Handicapped, Physically Handicapped or Visually Handicapped.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) and 44225(e), Education Code.

California
Commission on Teacher Credentialing

Meeting of
September 5, 2002

AGENDA ITEM NUMBER: **PERF-1**

COMMITTEE: **Performance Standards Committee**

TITLE: **Teaching Performance Assessment Update and Proposed Adoption of Assessment Quality Standards**

_X___ Action

_____Information

_X___Report

Strategic Plan Goal(s):
Goal 1: **Promote educational excellence through the preparation and certification of professional educators**
- Sustain high quality standards for the performance of credential candidates

Presented By: **Mary Vixie Sandy and Amy Jackson**

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Teaching Performance Assessment Update and Proposed Adoption of Assessment Quality Standards

Professional Services Division
August 21, 2002

Executive Summary

In June, 2001, the Commission authorized the Executive Director to enter into a contract with Educational Testing Services, Inc. to develop a prototype Teaching Performance Assessment pursuant to SB 2042 (Alpert/Mazzoni 1998). The prototype was developed and piloted in the spring of 2002, and is being readied for a field test in the 2002-03 academic year. This agenda report provides an overview of the TPA and an update on development activities.

In September 2001, the Commission adopted new Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. As the standards were being developed, they included a set of assessment quality standards that were intended to guide the development and administration of teaching performance assessments pursuant to SB 2042. The assessment quality standards were not presented to the Commission for adoption in September 2001. Staff believed that the assessment standards should be informed by the work with ETS, and therefore held them back during early development of the TPA prototype. The assessment quality standards have been revised based on that work and are now being submitted for Commission review and adoption.

Policy Question

What standards should govern the design and administration of teaching performance assessments?

Fiscal Impact Summary

The costs associated with developing and implementing new standards were estimated to be incurred over multiple years, and are included in the agency's base budget. The Commission's prototype teaching performance assessment is funded by federal Title II grant dollars.

Recommendation

That the Commission adopt the proposed assessment quality standards.

Teaching Performance Assessment Update and Proposed Adoption of Assessment Quality Standards

Professional Services Division
August 21, 2002

Overview

In June, 2001, the Commission authorized the Executive Director to enter into a contract with Educational Testing Services, Inc. to develop a prototype Teaching Performance Assessment pursuant to SB 2042 (Alpert/Mazzoni 1998). The prototype was developed and piloted during the 2001-02 academic year, and is being readied for a field test in the 2002-03 academic year.

In September 2001, the Commission adopted new Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. As the standards were being developed, they included a set of assessment quality standards that were intended to guide the development and administration of teaching performance assessments pursuant to SB 2042. The assessment quality standards were not presented to the Commission for adoption in September 2001 with the rest of the professional preparation standards. Staff believed that the assessment standards should be informed by the work with ETS, and therefore held them back during early development of the TPA prototype. The assessment quality standards have been revised based on that work, and are now being submitted for Commission review and adoption.

This agenda report provides an overview of the Teaching Performance Assessment (TPA) and an update on TPA development activities, and presents five assessment quality standards for consideration by the Commission.

Part 1. Update on the Teaching Performance Assessment

The Commission's omnibus reform legislation of 1998, Senate Bill 2042 (Chapter 548, Statutes of 1998) changed the requirements for earning a preliminary teaching credential by, among other things, requiring that all candidates pass a teaching performance assessment as one of the bases for earning the credential. ETS is working with the Commission staff to create a teaching performance assessment that will assess a teacher candidate's knowledge and skill with respect to the Commission's adopted Teaching Performance Expectations (TPEs) pursuant to the requirements of SB 2042.

To launch this project, ETS and Commission staff established two Focus Review Groups (FRGs), one in the north state and one in the south, to assist with the development and testing of assessment tasks, scales, scoring rubrics, and feedback forms that will comprise the TPA system. The development process occurred as follows:

- several members of the ETS staff led the product development;

- after initial development, they circulated draft items withto internal review groups and to the FRGs for their feedback;
- ETS developers, consultants, and the FRGs tried out draft items for further feedback;
- both CCTC and ETS staff worked on the final versions of items before they were piloted; and
- all final items underwent the ETS sensitivity and fairness review process before being piloted. This review process helps to ensure that test takers and others enjoy equal access to the products.

The complete TPA prototype consists of four separate tasks; each task focuses on distinct aspects of teaching practice. These tasks collectively measure attributes of the Commission's Teaching Performance Expectations that describe what all California beginning teachers need to know or be able to do to qualify for Preliminary Multiple and Single Subject Credentials (Table 1).

Table 1. Teaching Performance Expectations

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
1. Specific Pedagogical Skills for Subject Matter Instruction
   - Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
   - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING
2. Monitoring Student Learning During Learning
3. Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING
4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
   - Developmentally Appropriate Practices in Grades K-3
   - Developmentally Appropriate Practices in Grades 4-8
   - Developmentally Appropriate Practices in Grades 9-12
7. Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS
8. Learning About Students
9. Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
10. Instructional Time
11. Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR
12. Professional, Legal, and Ethical Obligations
13. Professional Growth

In Task One, the teacher candidates are given the opportunity to demonstrate knowledge of specific pedagogical skills for subject matter instruction, interpretation and use of assessments, as well as principles of developmentally appropriate pedagogy and adaptation of content for students with exceptional needs and English learners. In Task Two, the teacher candidates are given the opportunity to demonstrate their ability to learn important details about a small group of learners and to design a lesson that is shaped by those contextual details. In Task Three, the teacher candidates are given the opportunity to demonstrate their ability to design standards-based, developmentally appropriate student assessment activities in the context of a small group of students and a specific lesson. In addition, the candidates will demonstrate their ability to assess student learning and to diagnose student needs from individual responses to the assessment activities. In Task Four, the teacher candidates are given the opportunity to demonstrate their ability to design a standards-based lesson for a class of students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson.

The CCTC and ETS conducted a pilot test of the TPA prototype from February to May of 2002. The purpose of the pilot test was to collect information about the tasks, reactions to the tasks, and recommendations for modifying the tasks. Each of the four tasks was separately pilot tested by different groups of participants. The CCTC and ETS invited a few other programs to join members of the Focus Review Groups to assist with the formative scoring sessions of the prototype pilot test. There were two formative scoring sessions held in Oakland: April 18-20 and May 29-31, 2002. The attendees examined some responses to the TPA pilot test. As a result, they gave input about revisions to all four tasks and to the scoring apparatus in light of the intended measurement goals compared with what pilot participants submitted.

All of the information collected at the two sessions was used to revise the tasks, scales, rubrics, feedback forms, guidebooks, etc. prior to the Field Test scheduled to begin in September of 2002. For the field test, all of participants will be asked to complete all four tasks of the TPA to learn about the relationship among the tasks. Table 2 provides information on pilot participants, Table 3 provides an overview of the TPA assessment tasks, and Table 4 provides a development schedule for the TPA.

Table 2. Pilot Participants

Type of Program	Number of Programs that Participated	Number of Teacher Candidates who Participated
Post-baccalaureate	43	563
Blended	28	231
Intern	28	504
District	**Number of Teacher Candidates Who Participated**	
Rural	56	
Urban	517	
Suburban	265	
Other	19	
Not Reporting	441	

Table 3. California Teaching Performance Assessment

TASK	WHAT IS BEING MEASURED	WHAT IS GIVEN	WHAT IS SUBMITTED
1: "Content-Specific and Developmentally-Appropriate Pedagogy" **Scenario 1**: "Developmentally Appropriate Pedagogy" MS- Reading-Language Arts (2nd) SS ELA- Word Analysis SS H/SS- US History SS Mathematics- Geometry SS Science- Chemistry	A. Making Subject Matter Comprehensible to Students (TPE 1) B. Assessing Student Learning (TPE 3) C. Engaging and Supporting Students in Learning (TPE 12) F. Developing as a Professional Educator (TPE 12)	•A description of a class •Elements of a learning experience: state-adopted content standards, goals, resources, etc	•Strategies and activities that address the goals of learning and the developmental needs of the students •Explanation of why these are appropriate
Scenario 2: "Assessment Practices MS-Mathematics (3rd) SS ELA – Oral Communication SS H/SS – World History SS Mathematics – Algebra 2 SS Science – Biology/Life Science	A. Making Subject Matter Comprehensible to Students (TPE 1) B. Assessing Student Learning (TPE 3) C. Engaging and Supporting Students in Learning (TPE 12) F. Developing as a Professional Educator (TPE 12)	•Standards and goals to be addressed •An assessment plan •A "teacher's dilemma" regarding assessment •An additional assessment	•An analysis of the assessment plan given •A description of how the additional assessment can be used to improve the plan and address the teacher's dilemma

Table 3. California Teaching Performance Assessment

TASK	WHAT IS BEING MEASURED	WHAT IS GIVEN	WHAT IS SUBMITTED
Scenario 3: "Adaptation for English Learners" MS- Science (4th) SS ELA- Writing SS H/SS- Cultural Perspectives SS Mathematics- Mathematical Analysis SS Science- Biology	A. Making Subject Matter Comprehensible to Students (TPE 1) B. Assessing Student Learning (TPE 3) C. Engaging and Supporting Students in Learning (TPE 12) F. Developing as a Professional Educator (TPE 12)	•An outline of a learning experience within a unit of study •A description on an English Learner •Samples of written and oral responses from the student	•An identification of two specific learning needs of the student •A strategy or activity within the given plan that would be challenging for this student •An suggested adaptation to the plan to make the content accessible by the student •An explanation of why the adaptation would be effective
Scenario 4: "Adaptation of Content for Students with Special Needs" MS- H/SS (4th) SS:ELA- Literary Analysis SS H/SS- World History SS Mathematics – Probability and Statistics SS Science – Physics	A. Making Subject Matter Comprehensible to Students (TPE 1) B. Assessing Student Learning (TPE 3) C. Engaging and Supporting Students in Learning (TPE 4,6,7) F. Developing as a Professional Educator (TPE 12)	•An outline of a learning experience for three days within a unit of study •A short description of a student with special needs	•A part of the plan that would be challenging for this student •An explanation why it would be challenging •A suggested adaptation to the plan to make the content accessible •An explanation of why the adaptation would be effective

Table 3. California Teaching Performance Assessment

TASK	WHAT IS BEING MEASURED	WHAT IS GIVEN	WHAT IS SUBMITTED
2. "Connecting Student Characteristics to Instructional Planning"	C. Engaging and Supporting Students in Learning (TPE 4,6,7) D. Planning Instruction and Designing Learning Experiences for Students (TPE 8,9) F. Developing as a Professional Educator (TPE 13)	•A five-step set of prompts to guide the collection of important information about two students and instructional planning that is shaped by the characteristics of the students	•A description of methods that can be used to learn about students •Information about two focus students •A plan for instruction •Adaptations to the plan for the two focus students •Reflection on connecting characteristics to planning
3. "Classroom Assessment of Learning Goals"	B. Assessing Student Learning (TPE 3) C. Engaging and Supporting Students in Learning (TPE 6,7) D. Planning Instruction and Designing Learning Experiences for Students (TPE 8,9) F. Developing as a Professional Educator (TPE 13)	•A six-step set of prompts to guide an examination of an assessment and the results of that assessment	•Standards and goals to be addressed •An assessment plan •Information about a class and two focus students •Adaptations to the plan for the focus students •The assessment and evidence of student learning •An analysis of results of the assessment •Reflection on assessment and student learning

Table 2. California Teaching Performance Assessment

TASK	WHAT IS BEING MEASURED	WHAT IS GIVEN	WHAT IS SUBMITTED
4. "Lesson Design, Implementation and Reflection after Instruction"	B. Assessing Student Learning (TPE 2,3) C. Engaging and Supporting Students in Learning (TPE 4,5,6,7) D. Planning Instruction and Designing Learning Experiences for Students (TPE 8,9) E. Creating and Maintaining Effective Environments for Student Learning (TPE 10,11) F. Developing as a Professional Educator (TPE 13)	•A six-step set of prompts to guide the planning, implementation, and analysis of a lesson	•Information on a class and two focus students •Information on class environment and an instructional plan •Adaptations to the plan for the focus students •A videotape of teaching •An analysis of the lesson and student learning •Reflection on the instruction

Table 4. Development Schedule for the Teaching Performance Assessment

- **August 2001-January 2002**
  Development of draft tasks and scales

- **January 2002/May 2002**
  Pilot Test of 4 draft tasks and scales

- **April/May 2002**
  Review of candidate responses and feedback for tasks
  Recruitment for Field Test

- **July/August 2002**
  Revision of tasks and scales based on pilot
  Draft of support materials
  Recruitment for field test

- **Fall 2002-Spring 2003**
  Field Test of TPA System (tasks, scales, assessor training, administrator training, COA training)

- **Spring 2003**
  Standard setting studies
  Revision of tasks and scales based on Field Test

- **Summer 2003**
  Assessor training, administrator training, COA training

- **Fall 2003**
  First administration of state TPA prototype

Part 2. Assessment Quality Standards

Senate Bill 2042 (Chapter 548, Statutes of 1998) required that "each program of professional teacher preparation shall include a teaching performance assessment" that fulfills "assessment and performance standards" to be established and implemented by the Commission. The legislation anticipated that teaching performance assessments would be "embedded" in California approved teacher preparation programs, where candidates will be required to pass the assessment in order to qualify for state teaching credentials.

The new law established two prominent ways for a program sponsor to incorporate a teaching performance assessment into a professional teacher preparation program. First, a program sponsor may "voluntarily develop an assessment for approval by the Commission." Second, the program sponsor may adopt and implement a "Commission-sponsored assessment" in part by "participating in an assessment training program for assessors" that is offered by the Commission. A sponsor's accountability to the standards, which will appear in Category E of the full set of professional preparation standards, depends on which of these alternatives the sponsor elects to pursue.

In Category E, Program Standards 19 and 20 describe acceptable levels of quality in the *design* and *development* of a teaching performance assessment, and serve as the basis for reviewing and approving assessments that program sponsors propose for subsequent use in their programs. Program Standards 21 through 23 describe acceptable levels of quality in the *implementation* and *administration* of an assessment that is embedded in a program of professional teacher preparation.

A program sponsor that elects to voluntarily develop an assessment for approval by the Commission must meet all five standards in Category E. Sponsors that elect this option are subject to Program Standards 19-20 during the "proposal and approval phase" of the process.[1] They are accountable to Standards 21-23 during the "implementation and administration phase" of the assessment.

When SB 2042 was enacted, the Commission began to develop an assessment of teaching performance for embedded use in accredited programs of professional teacher preparation. The Commission prototype TPA is being designed and developed in a manner that will fully satisfy Standards 19 and 20 on an ongoing basis. Accordingly, a program sponsor that elects to adopt and implement the Commission-sponsored assessment will have fulfilled Standards 19 and 20. To achieve initial and continuing accreditation, these programs are accountable to Standards 21-23 as they implement and administer the Commission-designed assessment.

The standards in Category E focus on assessment fairness, validity and accuracy. The assessment quality standards in Category E view teaching as a multi-dimensional activity in which the dimensions of teaching need to cohere to form a teacher's professional practice. Each assessment of teaching performance will therefore need to focus on pedagogical assessment tasks

[1] Pursuant to state law, the Commission will "establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the Commission (which are Standards 19 and 20) and advise the Commission regarding approval of each assessment system."

that resemble teaching in its complexity, subtlety and effectiveness, and whose modalities resemble professional learning activities that are common in preparation programs.

With the assistance of the SB 2042 Advisory Panel and two independent contractors, the Commission developed *Teaching Performance Expectations* (TPEs) that are valid, multi-dimensional descriptions of teaching in California public schools (K-12). Each TPE adopted by the Commission describes a complex, significant domain or subdomain of pedagogical competence for credential candidates. The TPEs are aligned with the state-adopted academic content standards for students, the state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession,* as required by law. The TPEs comprehensively describe pedagogical knowledge, skills and abilities that are most important for teaching the curriculum and student population of California's public schools. Because the TPEs have strong content validity, all teaching performance assessments are required to assess them.

The Commission is also developing scoring scales to describe multiple performance levels, including levels that are acceptable and not acceptable for earning Preliminary Teaching Credentials. Passing standards on the multi-task assessment will be recommended to institutions by the Commission. After the Commission adopts these components of the teaching performance assessment, the Commission will periodically review and evaluate them.

The Commission recognizes that its teaching performance assessment must have strong content validity, be reliably scored, and be administratively feasible in California. The Commission supported the work of an Assessment Task Force (SB 2042) whose members examined professional standards of educational assessment; learned about assessment systems at the national, state and local levels; consulted with assessment authorities with international reputations; and then drafted the standards in Category E.

The Commission's responsibility is to design and develop a proto-type assessment to be used solely to judge the pedagogical competence of candidates for Preliminary Multiple Subject and Single Subject Teaching Credentials. The Commission will dissuade others from using the assessment for different purposes such as employment decisions or graduate school admissions. The Commission is not responsible for misuses of an assessment designed for state teacher certification. Program sponsors that voluntarily develop their own assessments will, in response to Standards 19-20, assume responsibility for using their assessments and their assessment results appropriately.

Fairness to candidates is the preeminent principle that underlies the standards in Category E. Regardless of whether a program sponsor uses the Commission-designed assessment or an alternative assessment, effective implementation of Standards 21-23 is essential for the fair, equitable implementation of an assessment component of a teacher certification system. This responsibility characterizes the sponsors of all programs under the new provisions of law according to SB 2042.

The proposed assessment quality standards are attached in Appendix A. An implementation plan will be brought as an in-folder item to the Commission in September 2002.

APPENDIX A

Assessment Quality Standards

Program Standard 19: Assessment Designed for Validity and Fairness

(Standard 19 Applies to Programs that Request Approval of Alternative Assessments)

The sponsor of the professional teacher preparation program requests approval of a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to the Teaching Performance Expectations (TPEs) in Appendix A. The program sponsor clearly states the intended uses of the assessment, anticipates its potential misuses, and ensures that local uses are consistent with the statement of intent. The sponsor maximizes the fairness of assessment design for all groups of candidates in the program, and ensures that the established passing standard on the TPA is equivalent to or more rigorous than the recommended state passing standard.

Required Elements for Standard 19: Assessment Designed for Validity and Fairness

19(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring scales that are clearly related to the same TPEs that the task measures. Each task and its associated scales measure two or more TPEs. Collectively, the tasks and scales in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the professional teacher preparation program documents the relationships between TPEs, tasks and scales.

19(b) To preserve the validity and fairness of the assessment over time, the sponsor may need to develop and field-test new pedagogical assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serves as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.

19(c) Consistent with the language of the TPEs, the sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.

19(d) The sponsor develops scoring scales and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.

19(e) The sponsor publishes a clear statement of the intended uses of the assessment. The statement demonstrates the sponsor's clear understanding of the high-stakes implications of the assessment for candidates, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. Before releasing information about the assessment design to another organization, the sponsor informs the organization that the assessment is valid only for determining the pedagogical competence of candidates for initial teaching credentials in California. All elements of assessment design and development are consistent with the intended use of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California.

19(f) The sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds. The sponsor ensures that groups of candidates interpret the pedagogical tasks and the assessment directions as intended by the designers, and that assessment results are consistently reliable for each major group of candidates.

19(g) The sponsor completes basic psychometric analyses to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the sponsor investigates to determine whether the differences are attributable to (a) inadequate representation of the TPEs in the pedagogical tasks and/or scoring scales, or (b) over-representation of irrelevant skills, knowledge or abilities in the tasks/scales. The sponsor acts promptly to maximize the fairness of the assessment for all groups of candidates and documents the analysis process, findings, and action taken.

19(h) In designing assessment administration procedures, the sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.

19(i) In the course of developing or adopting a passing standard that is demonstrably equivalent to or more rigorous than the State recommended standard, the sponsor secures and reflects on the considered judgments of teachers, the supervisors of teachers, the support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The sponsor periodically re-considers the reasonableness of the scoring scales and established passing standard.

Program Standard 20: Assessment Designed for Reliability and Fairness

(Standard 20 Applies to Programs that Request Approval of Alternative Assessments)

The sponsor of the professional teacher preparation program requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as an adequate basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train and re-train assessors. The sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence**.**

Required Elements for Standard 20: Assessment Designed for Reliability and Fairness

20(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor will document sufficiency of candidate performance evidence through thorough field-testing of pedagogical tasks, scoring scales, and directions to candidates.

20(b) Pedagogical assessment tasks and scoring scales are extensively field-tested in practice before being used operationally in the Teaching Performance Assessment. The sponsor of the program evaluates the field-test results thoroughly and documents the field-test design, participation, methods, results and interpretation.

20(c) The Teaching Performance Assessment system includes a comprehensive program to train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training pilot program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy in relation to the scoring scales associated with the task. When new pedagogical tasks and scoring scales are incorporated into the assessment, the sponsor provides additional training to the assessors, as needed.

20(d) In conjunction with the provisions of Standard 22, the sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.

20(e) The program sponsor requests approval of a detailed plan for the scoring of selected assessment tasks by two trained assessors for the purpose of evaluating the reliability of scorers during field-testing and operational administration of the assessment. The

subsequent assignment of one or two assessors to each assessment task is based on a cautious interpretation of the ongoing evaluation findings.

20(f) The sponsor carefully plans successive administrations of the assessment to ensure consistency in elements that contribute to the reliability of scores and the accurate determination of each candidate's passing status, including consistency in the difficulty of pedagogical assessment tasks, levels of teaching proficiency that are reflected in the multi-level scoring scales, and the overall level of performance required by the Commission's recommended passing standard on the assessment.

20(g) The sponsor ensures equivalent scoring across successive administrations of the assessment and between the Commission's prototype and local assessments by: using marker performances to facilitate the training of first-time assessors and the further training of continuing assessors; monitoring and recalibrating local scoring through third-party reviews of scores that have been assigned to candidate responses ; and periodically studying proficiency levels reflected in the adopted passing standard.

20(h) The sponsor investigates and documents the consistency of scores among and across assessors and across successive administrations of the assessment, with particular focus on the reliability of scores at and near the adopted passing standard. To ensure that the overall construct being assessed is cohesive, the sponsor demonstrates that scores on each pedagogical task are sufficiently correlated with overall scores on the remaining tasks in the assessment. The sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment.

20(i) The sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.

Program Standard 21: Assessment Administered for Validity, Accuracy and Fairness

The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the established passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the *Teaching Performance Expectations* and clear, accurate information about the nature of the assessment and the pedagogical tasks.

Required Elements for Standard 21: Assessment Administered for Validity, Accuracy and Fairness

21(a) The sponsor of the program implements the assessment as designed, administers the pedagogical assessment tasks, uses the scoring scales, secures the scoring services of trained assessors, and oversees the TPE-based scoring of candidate performances to ensure assessment accuracy and equitable treatment of candidates.

21(b) The sponsor plans and implements successive administrations of the assessment to ensure consistency in assessment procedures that contribute to the reliability of scores and the accurate determination of each candidate's passing status.

21(c) The sponsor annually reviews and documents the distribution of scores across administrations and among assessors in an ongoing effort to investigate the reliability of scores at and near the established passing standard. The sponsor accumulates evidence that the assessment procedures, taken as a whole, maximize the accurate classification of each candidate's overall performance.

21(d) The sponsor takes steps to ensure the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales. The sponsor monitors scoring practices to ensure that scorers are focusing on teaching performance and to minimize the effect of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.

21(e) The program sponsor periodically compiles and examines information regarding the effects of the assessment on groups of candidates in the program. The sponsor monitors and, as needed, promptly adjusts assessment practices and procedures in order to maximize the fairness of the assessment for candidates.

21(f) The sponsor implements administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities. The sponsor

reviews these procedures periodically to determine their appropriateness, adequacy and effects.

21(g) The sponsor distributes to each candidate the full text of the *Teaching Performance Expectations* and clear, accurate information about the assessment purpose and use, including standardized directions related to the pedagogical assessment tasks. In alternate years (or more frequently), the sponsor reviews the descriptive information about the assessment that is provided to candidates. The sponsor revises the information to ensure that each candidate's own performance is based on clear understanding of the assessment and its requirements. In the program, advisors are available for consultations so candidates can fully understand the pedagogical assessment tasks and directions. Over time, the sponsor is consistent in the availability of assessment information, directions and consultations provided to candidates in the program.

21(h) To guard the fairness of the assessment for candidates, the sponsor ensures that each assessed performance is entirely the candidate's own performance. The sponsor periodically reviews the distributed information and assessment-related consultation practices in the program. The sponsor revises these, as needed, to ensure that each candidate's performance is a fair and accurate representation of the candidate's capacity to perform pedagogical tasks independently.

21(i) As specified in the assessment design, the program sponsor makes an appeal process and re-scoring procedure available to candidates who do not pass the assessment. The sponsor closely monitors and thoroughly documents the handling of each appeal and re-scoring to maintain the fairness of the assessment for all candidates.

21(j) The program sponsor scores pedagogical assessment tasks by two trained assessors during pilot and field tests for the purpose of evaluating the reliability of single-scorers during operational administration of the assessment. Periodically, the sponsor uses double scoring, and the analysis of that process, to confirm the reliability of TPA scores.

Program Standard 22: Assessor Qualifications and Training

To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate's responses to the pedagogical assessment tasks in relation to the *Teaching Performance Expectations* and the multi-level scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive assessor training program. The program sponsor determines each assessor's continuing service as an assessor in the program primarily based on the assessor's scoring accuracy and documentation. Each continuing assessor is re-calibrated annually.

Required Elements for Standard 22: Assessor Qualifications and Training

22(a) The program sponsor establishes specific, clear criteria for selecting qualified assessors from two categories: classroom teachers and other experts in pedagogy. Criteria for selecting teacher assessors include preparation, experience and performance criteria, and ensure that each teacher assessor is a certificated teacher in California. Criteria for selecting other expert assessors ensure that each individual assessor possesses advanced professional education, experience and expertise in pedagogy.

22(b) Prospective assessors satisfactorily complete a comprehensive approved assessor training program in which lead Assessment Trainers provide explanations, exercises and feedback to achieve assessor consistency and accuracy in scoring evidence of candidates' responses to pedagogical assessment tasks. In the Training Program, Assessment Trainers conduct task-based scoring trials and evaluate and certify each assessor's scoring accuracy in relation to the TPE-based scoring scales.

22(c) Consistent with the scoring plan provided by the Commission or approved by the Commission in accordance with Standard 20, the program sponsor assigns qualified assessors to assess candidates' responses to the pedagogical assessment tasks in the Teaching Performance Assessment.

22(d) To ensure accuracy and reliability in assessment scores, each assessor's scores of candidates' responses to pedagogical assessment tasks are reviewed in a monitoring and calibration process during the Training Program and annually thereafter.

22(e) The program sponsor adopts and implements criteria for the retention and non-retention of assessors during and after their participation in the Training Program. Accuracy of assessment judgments and timeliness and completeness of score documentation are the primary criteria for retention and non-retention of assessors in the Teaching Performance Assessment.

Program Standard 23: Assessment Administration, Resources and Reporting

In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans developed within an approved Induction Programs, or (b) guide them in study and practice as they prepare for re-assessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Teaching Credentials. The sponsor uses aggregated assessment results in appropriate ways to improve the program. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state accreditation procedures.

Required Elements for Standard 23: Assessment Administration, Resources and Reporting

23(a) All aspects of assessment administration, scoring and reporting are appropriate for the primary intended purpose and use of the Teaching Performance Assessment: to determine each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor refers to the Commission all requests for alternative or additional uses of the Commission-developed assessment.

23(b) During each academic term, the program sponsor allocates sufficient fiscal, personnel and technical resources to support consistency in all aspects of ongoing administration of the Teaching Performance Assessment.

23(c) The program sponsor assumes responsibility for competent administrative coordination of the Teaching Performance Assessment. The sponsor clearly states responsibilities for assessment planning and coordination, assigns these duties to qualified personnel, and monitors assessment coordination each academic term.

23(d) The program sponsor protects the privacy of individual candidates. Access to assessment results is available only to the candidate and to organizational officers who clearly need the information because of their responsibilities in the program, and to CCTC accreditation teams. Prior to participating in the assessment, each candidate is apprised of the intended disposition of assessment findings. Release of assessment findings and/or results to other persons effectively requires prior voluntary consent by the candidate.

23(e) The sponsor's assessment reports to candidates are timely and informative. When a candidate passes the assessment, the candidate's report includes information that contributes to the development of an Individual Induction Plan for use by the beginning teacher in a Professional Induction Program. A candidate who does not pass the assessment receives a detailed performance report from the program sponsor.

23(f) Individual assessment reports to candidates include descriptive information that highlights performance strengths and weaknesses in relation to the *Teaching Performance Expectations* and the standards for passing the assessment. Reports may also emphasize relationships among TPEs, and may describe the candidate's teaching practice holistically.

23(g) Internal and external reviews of the teacher preparation program include analyses and interpretations of the aggregated results of the assessment. During reviews, program managers and other participants reflect systematically on the aggregated assessment implications and, in conjunction with valid information from other sources, decide on program improvements as needed.

23(h) Pursuant to procedural guidelines established by the Commission, the program sponsor organizes and maintains comprehensive documentation of assessment procedures and instructions to candidates; candidate responses to pedagogical assessment tasks; scorer qualifications, assignments and findings; candidate reports; and uses of and administrative access to candidate results.

California
Commission on Teacher Credentialing

Meeting of
September 5, 2002

AGENDA ITEM NUMBER: **PREP - 1**

COMMITTEE: **Preparation Standards**

TITLE: **Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies**

__X__ Action

_____ Information

_____ Report

Strategic Plan Goal(s):
Goal 1: **Promote educational excellence through the preparation and certification of professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

Presented By: **Helen Hawley and Betsy Kean**

Prepared By: _____ **Date: 7/29/02**
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Consultant, Professional Services Division

Prepared By: _____ **Date: 7/29/02**
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Approved By: _____ **Date: 7/29/02**
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Approved By: _____ **Date: 7/29/02**
Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** _____
Dr. Sam W. Swofford
Executive Director

Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies

Professional Services Division

September 5, 2001

Executive Summary This item contains a listing of subject matter programs and designated subjects programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.
Fiscal Impact Summary The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.
Recommendation That the Commission approve the subject matter preparation programs and designated subjects program.

Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies

Professional Services Division
September 5, 2002

Subject Matter Preparation Program Review Panel Recommendations

Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission. Additional information about the programs recommended for approval will be presented as an in-folder item at the September 5 meeting.

Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

PHYSICAL EDUCATION (DANCE)

- California State University, Dominguez Hills

Summary Information on Elementary Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards for Elementary Subject Matter preparation for the Multiple Subject Teaching Credential. Each of the programs has been reviewed thoroughly by a Commission's Elementary Subject Matter Program Review Panel and has met all applicable standards established by the Commission and are recommended for approval by an elementary subject matter review panel.

Recommendation

That the Commission approve the following programs of Elementary Subject Matter Preparation for the Multiple Subject Teaching Credentials.

- Antioch University
- California State University, Fullerton
- California State University, Northridge
- California State University, Stanislaus

Summary Information on Designated Subjects Programs Awaiting Commission Approval

For the following proposed personalized preparation programs, the local education agency has responded fully to the Commission's standards and preconditions for the Designated Subjects, Vocational Education Teaching Credential and the Designated Subjects, Supervision and Coordination Credential. The programs have been reviewed thoroughly by Commission staff, and have met all applicable standards and preconditions established by the Commission.

Recommendation

That the Commission approve the following programs of personalized preparation for:

<u>DESIGNATED SUBJECTS, VOCATIONAL EDUCATION</u>

- San Joaquin County Office of Education

California
Commission on Teacher Credentialing

Meeting of
September 5, 2002

AGENDA ITEM NUMBER: **PREP – 1 INFOLDER**

COMMITTEE: **Preparation Standards**

TITLE: **Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies**

__X__ Action

_____ Information

_____ Report

Strategic Plan Goal(s):
Goal 1: **Promote educational excellence through the preparation and certification of professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

Presented By: **Betsy Kean**

Prepared By: _____ **Date:**_____
Betsy Kean
Consultant, Professional Services Division

Approved By: _____ **Date:** _____
Margaret Olebe, Ph.D.
Administrator, Professional Services Division

Approved By: _____ **Date:** _____
Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** _____
Dr. Sam W. Swofford
Executive Director

Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies

Professional Services Division

September 5, 2001

Executive Summary This item contains a listing of subject matter programs and designated subjects programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.
Fiscal Impact Summary The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.
Recommendation That the Commission approve the subject matter preparation programs and designated subjects program.

Approval of Subject Matter Preparation Programs and Designated Subjects Programs Submitted by Colleges and Universities and Local Education Agencies

Professional Services Division
September 5, 2002

INFOLDER ITEM

Background

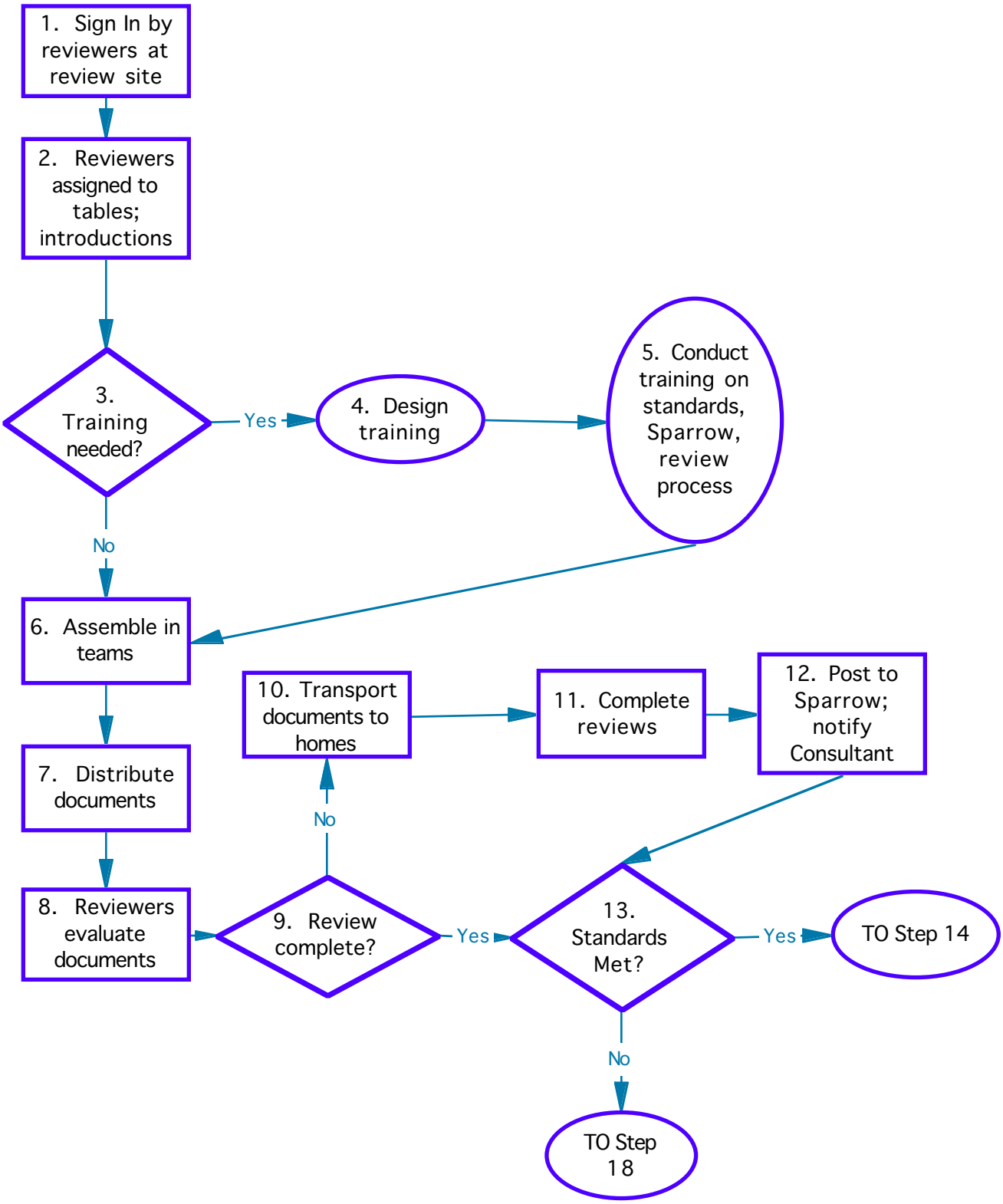
At the July 11, 2002 Commission meeting, the first Elementary Subject Matter (ESM) program to be recommended for approval by the ESM review panels was presented to the Commission. Commissioners requested additional information about the programs they were being asked to approve, and additional information on the review process. This in-folder item provides that information. Information is provided on the SB 2042 review process that is currently being used for ESM, Professional Teacher Preparation, and Blended Program reviews. It is anticipated that a similar process will be used to review Single Subject programs when those standards are approved by the Commission. Program information is provided for the four ESM programs and one Single Subject program recommended for approval as specified in September 5, 2002 PREP-1 Agenda Item.

The Review Process

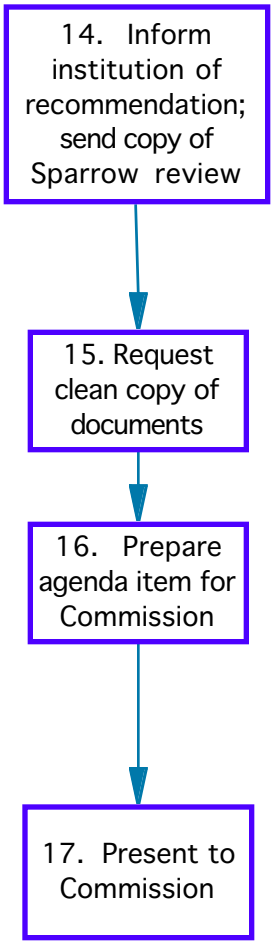
Appendix A lists all the institutions whose programs are being reviewed under the appropriate SB 2042 standards. It contains information on the windows of submission for the ESM, Professional Teacher Preparation, and Blended programs. Those with an asterisk have been already approved or have been recommended for approval as meeting the appropriate standards. Note that District Intern programs do not sponsor subject matter programs. Ten ESM programs were submitted as early adopters in April 1, 2002. Six ESM programs are part of the next submission window of September 3, 2002. All program documents, including those for ESM programs, are reviewed using a peer review process that is outlined in Chart 1.

The standards for all subject matter programs, including ESM, contain two parts: the standards themselves and Content Specifications that have been aligned with the K-12 Student Academic Content Standards during the standard setting process. The ESM review panels thoroughly examine each institution's submitted documents seeking evidence for how the program addresses the Content Specifications through program coursework. ESM Standards 2-6 describe the content that must be taught and learned in ESM programs in relation to the Content Specifications:

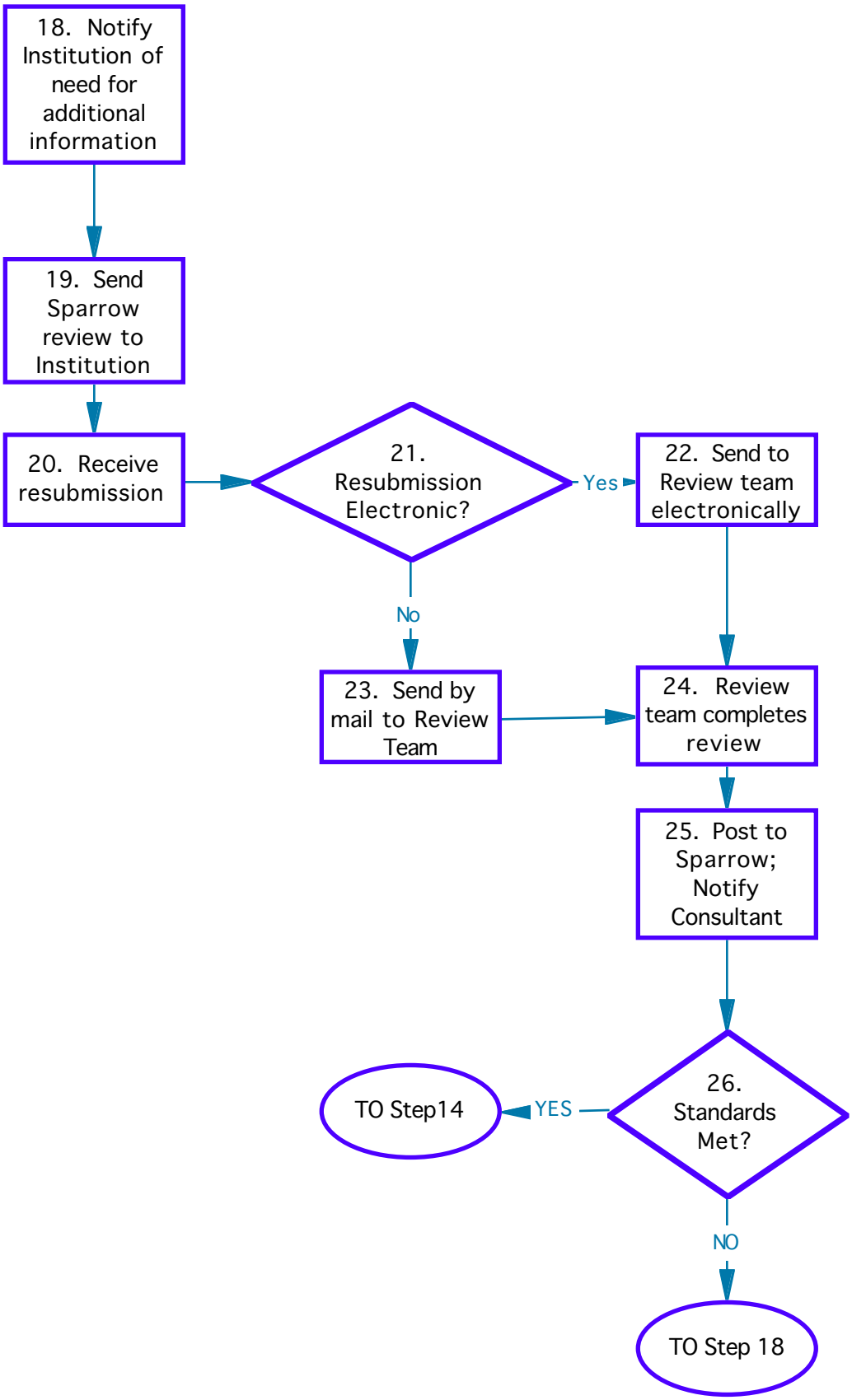
Chart 1. CONDUCTING REVIEWS



CONDUCTING REVIEWS, Approval Recommended



CONDUCTING REVIEWS, Standards Not Yet Met



Standard 2: Required subjects of Study (referenced to the Content Specifications)
Standard 3: Depth of Study
Standard 4: Integrative Study
Standard 5: Effective Curriculum, Teaching and Assessment Practices (referenced to the Content Specifications)
Standard 6: Assessment of subject Matter Competence

Elementary Subject Matter programs call for the reviewers to make professional judgments about the adequacy of the coursework required in the program in eight content areas. A team of reviewers consists of 2-3 people and typically does not possess content expertise in all the required areas. A list of the content expertise for all reviewers is available to review teams. When a team requires specific expertise in content areas not represented within the team, they call upon other reviewers to provide the appropriate expertise.

Analysis of Submissions in the First Submission Window

In the first submission window, ten institutions submitted ESM documents to the panel for review. No institution was recommended for approval on the basis of its first submission. All required at least one resubmission. Below is a summary of the data from the first submissions, giving the following mean number of standards and required elements that were not fully met during the first submission:

Standards (out of 13): mean number not initially met = 8
Required Elements (out of 61): mean number not initially met = 21

These results are to be expected given the program changes that are required to meet the SB 2042 standards. Although some standards/elements are similar to those of the prior standards, many represent new areas of the curriculum that need to be represented in the ESM programs. Many of these changes needed to be developed with multiple departments and even institutions (where community colleges provide content coursework for numerous transfer students). Reviewers' feedback to the institutions provided explicit information about what was needed in order to meet the standards and elements. That feedback allowed institutions to appropriately revise their programs and/or to provide additional evidence on how the standard or element was being addressed. The review panel works from the assumption that all programs are capable of being approved, and work with the institutions to clarify program requirements and provide appropriate evidence that the standards have been met.

Program Information for ESM Programs Recommended for Approval

Antioch University: Antioch University is a private university located in Santa Barbara. It enrolls fewer than 500 students, with 5-10 ESM graduates yearly.

Pathway to Subject Matter Competency: BA program in Liberal Studies; integrates a parallel strand for teachers
Features:

• The program includes integrated subject matter seminars team taught by faculty from different disciplines to help students think about connections among subject matters.

• Students give a capstone presentation at the end of the BA degree at which degree candidates focus on the core principles of the undergraduate and subject matter program; three BA faculty assess the candidate's defense and all must recommend the degree.

• A strong collaboration exists with Santa Barbara City College to ensure effective transfers to Antioch; Antioch faculty track subject matter progress at both institutions.

• Field experiences place students in the same schools in which student teachers are placed; student teachers act as mentors for the undergraduates.

California State University, Fullerton: CSU Fullerton is located in Orange County, CA, with a branch campus in El Toro opening in Fall, 2002. The institution enrolls approximately 28,000 students. Students completing the ESM program (Multiple Subject Matter Preparation Program, MSMPP) are increasing; 106 in calendar year 2001 and 148 to date in 2002.
Pathways to Subject Matter Competence: Enrollment in MSMPP; completion of academic major to provide depth of study
Features:

• MSMPP consists of a core group of courses that satisfy the ESM standards; students major in any of a number of approved majors which satisfy the depth of study requirements.

• The two majors most closely associated with MSMPP, Liberal Studies and Child & Adolescent Development, are interdisciplinary majors. Courses in these majors provide repeated opportunities for instructors and students to make connections between social sciences, sciences, and the humanities.

• The science curriculum includes GE courses specifically designed for prospective elementary teachers; these courses provide experiences in inquiry-based learning.

California State University, Stanislaus: CSU Stanislaus is located in Turlock, CA, with a satellite campus in Stockton. Six other outlying sites receive broadcast courses. The university enrolls approximately 7500 students of which approximately 25% are ESM program students.
Pathway to Subject Matter Competence: Liberal Studies Major
Features:

• Students are largely returning adults, who require flexibility in the ESM program offerings. The Liberal Studies major provides general education options and 25 concentration options. Strong collaborations within the university were required to provide documentation to panel reviewers for all these options.

• Four core Liberal Studies courses provide structure and continuity in the ESM program. Assessment of subject matter competence begins with the first course and concludes with the Senior Seminar at which students present a completed portfolio built from required portfolio assignments in each core Liberal Studies course.

• All four of the major feeder community colleges have articulated courses that parallel the lower division Liberal Studies core courses. Seventy percent of the Liberal Studies students are transfers.

• The ESM program has been created through extensive collaboration within and outside of the university. Faculty from the College of Arts, Letters, and Sciences and from the College of Education collaborated with local K-8 teachers and administrators on the Liberal Studies program philosophy and goals, curriculum development, portfolio assignments, and integrative courses.

California State University, Northridge: CSU Northridge located in the Los Angeles area has approximately 23,000 students. Each year it graduates 400-500 students from its ESM program.

Pathway to Subject Matter Competence: Liberal Studies Major

Features:

• The ESM program provides students a choice of two pathways: 1) a cohorted program for early deciders, with blended coursework and fieldwork in elementary classrooms every semester beginning in the freshman year; 2) a flexible program that permits full or part time attendance and has a seamless transfer process from community colleges.

• The freshman program pathway contains three subject matter seminars that are team-taught by content and pedagogy faculty. Each seminar requires 15 hours of guided field experience in elementary classrooms in partnership schools.

• ESM coursework has been redesigned to integrate subject matter in ways useful for prospective teachers. Examples include an integrated and technology-rich social and physical science course that provides an integrated perspective on California history, geography, and earth science; and a course in the integration of subject matter that explores the organization of knowledge, both in the K-8 curriculum and in university disciplines.

Program Information for the Single Subject Program Recommended for Approval

California State University, Dominguez Hills: CSU Dominguez Hills has had an approved program in physical education since April 1998. As a result of repeated requests from students for a dance concentration, they considered how they might meet this student need. Though Dominguez Hills does not offer a dance program, their neighbor, Loyola Marymount University does offer a dance program. However, Loyola Marymount does not have an approved physical education program. The two universities decided to partner in a proposal to add a dance concentration to the Domingues Hills program with the coursework offered at Loyola Marymount.

The review panel focused on the extent to which the dance course work at Loyola Marymount met the state standards and aligned with Dominguez Hills physical education program. Candidates will be required to take all of Dominguez Hills' course work for their approved program. Their concentration course work will be taken at Loyola Marymount.

This partnership is an example of the increasing ways that institutions are collaborating to meet state standards and student needs.

APPENDIX A:

SB 2042 INSTITUTIONAL SUBMISSION SCHEDULE

*** = approved programs or those recommended for approval**

CSU CAMPUSES	ESM	TEACHER PREP	BLENDED
Bakersfield, CSU	Sept 1, 2003	Nov. 1, 2002	Nov. 1, 2002
Chico, CSU	April 1, 2003	Sept. 2, 2002	April 1, 2003
Dominguez Hills, CSU	April 1, 2003	April 1, 2002	Aug. 1. 2003
Fresno, CSU	April 1, 2003	*** April 1, 2002**	April 1, 2003
Fullerton, CSU	*** April 1, 2002**	Nov. 1, 2002	Nov. 1, 2002
Hayward, CSU	Sept. 1, 2003	**(* April 1, 2002)** Aug. 1, 2003	Sept. 1, 2003
Humboldt State	April 1, 2002	Aug. 1, 2003 Sept. 1, 2003	Aug. 1, 2003
Long Beach, CSU	Feb. 3, 2003	April 1, 2002 MS Feb. 3, 2003 SS	Feb. 3, 2003
Los Angeles, CSU	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Monterey Bay, CSU	April 1, 2003	April 1, 2003	TBA
Northridge, CSU	*** April 1, 2002**	*** April 1, 2002**	Sept. 2, 2002
Pomona, Cal Poly	Nov. 1, 2002	April 1, 2002	TBA
Sacramento, CSU	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Bernardino, CSU	April 1, 2003	April 1, 2003	April 1, 2003
San Diego State	Feb 1, 2003	*** April 1, 2002**	April 1, 2003
San Francisco State	Aug. 1, 2003	Aug. 1, 2003	Aug 1, 2003
San Jose State	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Luis Obispo, Cal Poly	April 1, 2003	April 1, 2003	April 1, 2003
San Marcos, CSU	Feb. 3, 2003	*** April 1, 2002**	TBA
Sonoma State	Aug. 1, 2003	April 1, 2002	Aug. 1, 2003
Stanislaus, CSU	*** April 1, 2002**	Sept.1, 2003	Sept. 1, 2003
Cal State Teach	N/A	April 1, 2003	N/A

UNIVERSITY OF CALIFORNIA	**ESM**	**TEACHER PREP**	**BLENDED**
Berkeley, UC	N/A	Feb. 3, 2003	TBA
Davis, UC	Feb. 3, 2003	Nov. 1, 2002	N/A
Irvine, UC	Sept. 1, 2003	Nov. 1, 2002	N/A
Los Angeles, UC	Nov. 1, 2002	Feb. 3, 2003	N/A
Riverside, UC	Sept. 1, 2003	*** April 1, 2002**	Sept. 1, 2003
San Diego, UC	Sept. 1, 2003	April 1, 2002	N/A
Santa Barbara, UC	Aug. 1, 2003	Aug. 1, 2003	N/A
Santa Cruz, UC	Aug. 1, 2003	*** April 1, 2002**	N/A
PRIVATE/INDEPENDENT			
Alliant International University	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Antioch University of Southern CA	*** April 1, 2002**	Feb. 1, 2003	N/A
Argosy University	April 1, 2003	April 1, 2003	N/A
Azusa Pacific University	TBA	TBA	N/A
Bethany College	Feb. 3, 2002	Feb. 3, 2002	N/A
Biola University	Nov. 1, 2002	Sept. 2, 2002	N/A
California Baptist	Nov. 1, 2002	April 1, 2003	N/A
California Lutheran	Sept. 2, 2002	April 1, 2002	Sept. 2, 2002
Chapman University	Feb. 3, 2003	Nov. 1, 2002	N/A
Christian Heritage	Feb. 3, 2003	Nov. 1, 2002	Aug. 1, 2003
Claremont	N/A	Sept. 1, 2003	N/A
Concordia University	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Dominican University of California	Sept. 2, 2002	Sept. 2, 2002	Sept. 2, 2002
Fresno Pacific University	Nov. 1, 2002	Nov. 1, 2002	TBA
Holy Names College	April 1, 2002	April 1, 2002	N/A
Hope International University	Sept. 1, 2003	Aug. 1, 2003	N/A
InterAmerican College	Sept. 2, 2002	Feb. 3, 2003	N/A
John F. Kennedy	N/A	Sept. 1, 2003	N/A
La Sierra University	Feb. 3, 2003	Feb. 3, 2003	N/A
Loyola Marymount	Sept. 2, 2002	Sept. 2, 2002	Sept. 2, 2002
Masters College	April 1, 2003	April 1, 2003	N/A
Mills College	April 1, 2003	April 1, 2003	N/A
Mount St. Mary's College	April 1, 2003	*** April 1, 2002**	April 1, 2003
	ESM	**TEACHER PREP**	**BLENDED**

National University	April 1, 2002	April 1, 2002	N/A
National Hispanic University	Feb. 3, 2003	TBA	N/A
New College of California	N/A	TBA	N/A
Notre Dame De Namur University	Sept. 1, 2003	*** April 1, 2002**	N/A
Nova Southeastern University	N/A	Nov. 1, 2002	N/A
Occidental College	N/A	April 1, 2003	N/A
Pacific Oaks College	N/A	April 1, 2003	N/A
Pacific Union	April 1, 2003	Aug. 1, 2003	N/A
Patten College	Feb. 3, 2003	Feb. 3, 2003	N/A
Pepperdine	Feb. 3, 2003	Feb. 3, 2003	N/A
Point Loma Nazarene	Sept. 1, 2003	Sept. 2, 2002	N/A
St. Mary's College	Sept. 1, 2003	April 1, 2003	Sept. 1, 2003
Santa Clara University	Sept. 2, 2002	*** April 1, 2002**	N/A
Simpson College	Feb.3, 2003	Feb. 3, 2003	N/A
Stanford University	N/A	April 1, 2002	N/A
University of La Verne	*** April 1, 2002**	*** April 1, 2002**	N/A
University of the Pacific	April 1, 2002	*** April 1, 2002**	N/A
University of Phoenix	N/A	Nov. 1, 2002	N/A
University of Redlands	April 1, 2003	*** April 1, 2002**	N/A
University of San Diego	Feb. 3, 2003	*** April 1, 2002**	N/A
University of San Francisco	Sept. 1, 2003	Aug. 1, 2003	N/A
University of Southern California	April 1, 2002	*** April 1, 2002**	N/A
Vanguard University	Aug. 1, 2003	*** April 1, 2002**	N/A
Westmont	Feb. 3, 2003	Feb. 3, 2003	N/A
Whittier	Feb. 3. 2003	Feb. 3, 2003	N/A

DISTRICT INTERN PROGRAMS	ESM	TEACHER PREP	BLENDED
Compton Unified School District	N/A	Feb. 3, 2003	N/A
Long Beach Unified School District	N/A	Aug. 1, 2003	N/A
Los Angeles Unified School District	N/A	*** April 1, 2002**	N/A
Ontario-Montclair School District	N/A	*** April 1, 2002**	N/A
Orange County Office of Education	N/A	Feb. 3, 2003	N/A
Project Pipeline	N/A	April 1, 2003	N/A
San Diego City Schools	N/A	Nov. 1, 2002	N/A
San Joaquin County Office of Ed.	N/A	*** April 1, 2002**	N/A

California
Commission on Teacher Credentialing

Meeting of
September 5, 2002

AGENDA ITEM NUMBER: **PREP-2**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Final Draft of the 2000-2001 Annual Report Card on California Teacher Preparation Programs, as Required by Title II of the 1998 Reauthorization of the Higher Education Act**

__X__ Action

_____ Information

_____ Report

Strategic Plan Goal(s):

Goal 1: **Promote educational excellence through the preparation and certification of professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates
- Implement, monitor and report on the outcomes of the new program initiatives

Presented By: **Cheryl Hickey and Diane Tanaka**

Prepared By: _____ **Date:**_____
Cheryl Hickey
Consultant, Professional Services Division

Prepared By: _____ **Date:**_____
Diane Tanaka
Assistant Consultant, Professional Services Division

Approved By: _____ **Date:**_____
Margaret Olebe, Ph.D.
Administrator, Professional Services Division

Approved By: _____ **Date:**_____
Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:**_____
Dr. Sam W. Swofford
Executive Director

Final Draft of the 2000-2001 Annual Report Card on California Teacher Preparation Programs, as Required by Title II of the 1998 Reauthorization of the Higher Education Act

Professional Services Division

August 20, 2002

Executive Summary

In 1998, Congress and the President passed the Higher Education Reauthorization Act. Title II of this Act authorized new federal grant programs that support the efforts of states to improve teacher quality and also included new accountability measures in the form of annual reports that provide information about the recruitment and preparation of new teachers. Section 207 of Title II established new reporting requirements for (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education. This agenda item provides the final draft version of the Commission's *2000-2001 Annual Report Card on California Teacher Preparation Programs*, as required by this Act.

Fiscal Impact Summary

The work related to Title II reporting requirements was planned for in the Commission's regular budget for the Professional Services Division. No federal dollars were allocated for this work.

Policy Issue to be Decided

Should the Commission adopt the *2000-2001 Annual Report Card on California Teacher Preparation Programs* and authorize the submission of the information contained in the report to the US Department of Education?

Recommendation

That the Commission adopt the proposed *2000-2001 Annual Report Card on California Teacher Preparation Programs* and authorize the submission of the information contained in the report to the US Department of Education.

Final Draft of the 2000-2001 Annual Report Card on California Teacher Preparation Programs Required by Title II of the 1998 Reauthorization of the Higher Education Act

Professional Services Division

October 2002

Background and Overview

In October 1998, Congress and the President passed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included new federal grant programs that support efforts to improve the recruitment, preparation, and support of new teachers and also mandated certain reporting requirements for institutions and states on teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide for greater accountability for ensuring teacher quality.

California received a three-year $10.6 million Title II State Teacher Quality Enhancement grant, which has supported the State's efforts in reforming state licensure and certification requirements. The Commission, in close collaboration with the Secretary for Education and cooperating educational partners, is in the third year of the grant. One of the primary projects funded by the grant is the development of a prototype standards-based performance assessment. Pursuant to Senate Bill 2042 (Alpert/Mazzoni, 1998), the teaching performance assessment will be aligned with California Standards for the Teaching Profession and also with the State's Academic Content Standards for Students.

Title II also established new reporting requirements for (1) the sponsors of all teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education. Section 207 of Title II requires institutions to submit annual reports to states on the quality of teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the United States Department of Education (USDE) that measures the success of teacher preparation programs and describes state efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. Federal law requires institutions make the data contained in their annual reports available to the public and to prospective program applicants.

This report provides the final draft of California's 2000-2001 Annual Report Card on California Teacher Preparation Programs, as required by Title II of the 1998 Reauthorization of the Higher Education Act. It is the second annual report of its kind, and includes the pass rate data for all required examinations.

Institutional Report Cards for 2000-2001

Using the secure, Web-based data transmission system developed last year, postsecondary institutions and school districts that have approved Multiple Subject, Single Subject, and Education Specialist credential programs submitted their institutional report card data to the Commission on or before April 8, 2002.

Consistent with California's state plan and the *Reference and Reporting Guide,* institutional report cards submitted by California's program sponsors included the following information:

- Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;

- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of program completers who completed programs during the 2000-2001 reporting period; and

- Pass-rate data on examinations used for credentialing purposes in California: specifically, the CBEST, the RICA, and subject matter examinations for multiple subjects, agriculture, mathematics, art, music, business, physical education, English, biological science, health, chemistry, home economics, geoscience, industrial and technology education, physics, languages other than English, and social science. Future reports may contain data from any new assessments as they become available.

All 85 of California's postsecondary institutions and school districts that had approved Multiple Subject, Single Subject, and Education Specialist credential programs in 2000-2001 submitted their report card data to the Commission by the April 8, 2002 deadline.

The State Report

In compliance with the Commission's approved State Plan for Federally-Mandated Reports and the USDE's Reference and Reporting Guide, the state report includes:

- A description of state teacher certification or licensure assessment and other requirements;

- A description of state teacher standards and the alignment between (a) state teacher certification or licensure requirements and assessments and (b) state student standards and assessments;

- Pass rates for each of the assessments used by the state for teacher certification and licensure. This section of the report will also include ranking, by quartile, of the teacher preparation programs within the state.

- Information on emergency permits and waivers of state certification or licensure requirements and the distribution of underqualified teachers in high-poverty school districts;

- A description of the criteria for assessing the performance of teacher preparation programs within the state; and

- A description of state efforts to improve teacher quality.

Additionally, facsimiles of the individual Institutional Report Cards submitted by each teacher preparation program in April 2002 are included in the report.

The final draft version of the *2000-2001 Annual Report Card on California Teacher Preparation Programs* is included in Attachment A. The section of the report that includes the *Institutional Reports for Academic Year 2000-2001* (Appendix B) is not included in the printed version of PERF-2 due to its size. It is available for viewing on the electronic version found at the Commission's website at www.ctc.ca.gov.

If approved, the final version of the report will be available on the Commission website for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the USDE will be completed via the web-based Title II Data Collection System by October 7, 2002. Due to the specifications for the federal data collection system, the information in this report will be reformatted for web-based submission, and the Institutional Report Card information will not be included. However, this version of the State report in its entirety will be available via a hyperlink from the federal website to the Commission website.

Staff Recommendation

Staff recommends that the Commission approve the *2000-2001 Annual Report Card on California Teacher Preparation Programs*, and transmit the reformatted web-based version of the report to the USDE on or before October 7, 2002.

Attachment A

Final Draft of the Annual Report Card on California Teacher Preparation Programs For Academic Year 2000-2001

California Commission on Teacher Credentialing
Annual Report on
California Teacher Preparation Programs
Academic Year: 2000-2001

Office of Postsecondary Education
U.S. Department of Education

Annual State Questionnaire on Teacher Preparation: Academic year: 2000-2001

State: **California**
Respondent name and title: Dr. Sam W. Swofford
Executive Director
California Commission on Teacher Credentialing

Respondent phone number: (916) 445-0184 Fax: (916) 445-0800
Address: 1900 Capitol Avenue
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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to report on the quality of teacher preparation to the Congress April of each year. Annual state and institutional report cards are due annually in October and April respectively.

The Secretarial report is due April of each year, with State reports due in October and teacher preparation program reports due in April. The 2000-2001 state reports to the Secretary are due on October 7, 2002. The Commission received the institutional report card data from teacher preparation programs on or before April 8, 2002.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for states to complete this information collection is estimated to average 765 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

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Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. The Commission operates one of the largest educator testing systems in the country with over 175,000 individual examinations administered each year. All candidates are required to pass a basic skills assessment in order to obtain a preliminary or professional clear teaching credential. California law requires candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing an academic degree program approved by the Commission for teaching in the subject area. Additionally, the State requires new Multiple Subject and Education Specialist Credential candidates to demonstrate professional knowledge and competency in reading instruction prior to attaining a preliminary or professional clear credential.

For initial teacher certification or licensure, California uses the following written tests or performance assessments, with passing scores as noted:

Assessment of Basic Skills

Test Name	State Cut Score	Test Score Range
California Basic Educational Skills Test (CBEST) in three sections: ▪ Math ▪ Reading ▪ Writing	41 in each of three sections (Scores as low as 37 are acceptable if the total score is at least 123)	20-80 for each section

The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, mathematics, and writing. These skills are usually acquired through academic experience in high school or in the course of completing baccalaureate degree requirements.

While California Education Code Section 44252 (f) requires candidates to take the CBEST prior to admission to a program of professional preparation, passage of the examination is not required for entry into the state's teacher preparation programs. Programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities. Candidates admitted to University or District Internship programs are required to pass the CBEST prior to assuming their intern teaching responsibilities (California Education Code Section 44252 (b)). *All* candidates must pass the CBEST before they can be recommended for an initial credential.

Assessment of Professional Knowledge and Pedagogy

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Written Examination	81	0-120
Video Performance Assessment	17	6-24

The Reading Instruction Competence Assessment (RICA) is designed specifically for testing professional knowledge acquired through a program of professional preparation. All multiple subject and special education programs are required to include instruction in the teaching of reading in their methodology courses.

The purpose of the RICA is to ensure that candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (Preliminary Level I or Professional Clear Level II) possess the necessary knowledge and skills for the provision of effective reading instruction to students. Candidates are required to demonstrate competence in each of the following domains:

- Planning and organizing reading instruction based on ongoing assessment;
- Developing phonological and other linguistic processes related to reading;
- Developing reading comprehension and promoting independent reading; and
- Supporting reading through oral and written language development.

The RICA consists of two assessment options: the RICA Written Examination and the RICA Video Performance Assessment. Candidates are required to pass one of these assessments. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers around a set of three candidate-created videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Each video packet contains the videotaped instruction, a written instructional context form, and a written reflection form.

Candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. California Education Code Section 44283 requires that candidates for an initial Preliminary or Professional Clear Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I or Professional Clear Level II Education Specialist Instruction Credentials (special education) pass the RICA prior to attaining their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential.

Assessment of Subject Matter Knowledge

California requires candidates to be knowledgeable about the content area they will teach. Candidates who will teach multiple subjects in a self-contained classroom, generally in an elementary school setting, are required to demonstrate subject matter competency in elementary subjects, (English, mathematics, science, social sciences, physical education, visual and

performing arts, and human development) while candidates who will teach individual subjects in departmentalized classrooms are required to demonstrate subject matter competency in one of 16 specific content areas. Content knowledge is assessed prior to a candidate's entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching.

California verifies a candidate's knowledge of an academic content area by one of two methods: achievement of a passing score on an appropriate subject matter examination or completion of an academic degree program approved by the Commission for teaching in the subject area. The content area examinations measure the skills, knowledge, and abilities candidates have acquired in specific subject areas, and are not acquired in a teacher preparation program. Approximately 62 percent of Multiple Subjects credential candidates and 34 percent of Single Subject credential candidates choose the subject matter examination option to demonstrate subject matter expertise. All other candidates satisfy this requirement by completion of a Commission-approved subject matter program.

California utilizes a variety of subject matter assessments to verify academic content knowledge. These assessments are aligned with the specific content areas authorized in the following subject areas:

California Credentials	
Multiple Subjects	
Agriculture	Mathematics
Art	Music
Business	Physical Education
English	Science: Biological Science
Health	Science: Chemistry
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Physics
Languages other than English	Social Science

Table 2-2 lists the current examinations that may be used to verify subject matter competence for Multiple Subject Teaching Credentials, Single Subject Teaching Credentials, and Education Specialist Instruction Credentials. Some content areas require candidates to take more than one exam.[4]

[4] Additional information about subject matter examinations may be found on the Commission's website at: www.ctc.ca.gov/profserv/examinfo/examinfo.html.

Table 2-2: Subject Matter Examinations for Preliminary Credentials

Subject	Examination Name
Multiple Subject Credential and Education Specialist Credential	MSAT
Single Subject Credentials and Education Specialist Credential	
Agriculture	SSAT Agriculture
Art	SSAT Art Praxis II Art Making Praxis II Art: Content, Traditions, Criticisms and Aesthetics
Business	SSAT Business
English	SSAT Literature & English Language Praxis II English Language, Literature and Composition: Essays
Health Science	SSAT Health Science
Home Economics	SSAT Home Economics
Industrial & Technology Education	SSAT Industrial and Technology Education
Languages Other than English	
- French	SSAT French Praxis II French: Productive Language Skills Praxis II French: Linguistic Literary and Cultural Analysis
- German	SSAT German
- Japanese	SSAT Japanese
- Korean	SSAT Korean
- Mandarin	SSAT Mandarin
- Punjabi	SSAT Punjabi
- Russian	SSAT Russian
- Spanish	SSAT Spanish Praxis II Spanish: Productive Language Skills Praxis II Spanish: Linguistic, Literary and Cultural Analysis
- Vietnamese	SSAT Vietnamese
Mathematics	SSAT Mathematics Praxis II Mathematics: Proofs, Models and Problems, Part 1 Praxis II Mathematics: Proofs, Models and Problems, Part 2
Music	SSAT Music Praxis II Music: Concepts and Processes Praxis II Music: Analysis
Physical Education	SSAT Physical Education Praxis II PE: Movement Forms – Video Evaluation Praxis II PE: Movement Forms – Analysis & Design
Science	SSAT General Science *Plus*:
- Biological Science	SSAT Biology Praxis II Biology: Content Essays Praxis II General Science: Content Essays
- Chemistry	SSAT Chemistry Praxis II Chemistry: Content Essays Praxis II General Science: Content Essays
- Geosciences	SSAT Geoscience Praxis II General Science: Content Essays
- Physics	SSAT Physics Praxis II Physics: Content Essays Praxis II General Science: Content Essays
Social Science	SSAT Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials

Performance Assessments

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Video Performance Assessment Option	17	6-24

As noted above, the Reading Instruction Competence Assessment is designed to test professional knowledge about the instruction of reading. Candidates have the option of taking the exam by either written examination or by video performance. Both options test the same sets of skills and knowledge in four domain areas. The Video Performance Assessment requires candidates to create three separate videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Only about 1 percent of candidates utilize the video performance option when taking the RICA.

Future Assessment Requirements

California State law requires that teacher preparation programs include a performance assessment of each Preliminary Multiple and Single Subject Credential candidate's teaching ability. The Commission is developing a prototype teaching performance assessment that program sponsors may choose to embed in their programs. Currently, standards for assessment are under development and are expected to be in place beginning in 2002-03. Additionally, the Commission is beginning its field test of the prototype that will include both formative assessment data as well as summative assessment data for each credential candidate. The assessment system will include a set of performance tasks and scales, assessor training, and administrator training. Alternatively, program sponsors may choose to develop their own teaching performance assessments. All teaching performance assessments are expected to be fully imbedded in teacher preparation programs in 2003-2004. This assessment is discussed further in the next section.

This section of the report provides a brief background of California's recent teacher preparation reform effort including a description of state standards for programs and teachers. Further, this section describes the alignment between teacher certification requirements and assessments and the standards and performance assessments established for California public school children.

Teacher Preparation Reform in California

Efforts to reform California's credential system began in 1992 when the Governor and the Legislature enacted legislation (SB 1422, Chapter 1245, Statutes of 1992, Bergeson) calling for the Commission on Teacher Credentialing to complete a comprehensive review of the requirements for earning and renewing teaching credentials. The Commission conducted a systematic study that included the appointment of an advisory panel to examine credential requirements and make recommendations for reform and restructuring.

As a result of the recommendations of the SB 1422 advisory panel, the Commission sponsored omnibus legislation in 1998 (SB 2042, Chapter 548, Alpert/Mazzoni) that called for:

- The implementation of new standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction, and continuing growth;
- The creation of a two-tiered teaching credential that would establish the completion of a standards-based induction program as a requirement for the Level II or Professional Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation;
- The alignment of all teacher preparation standards with California's K-12 Academic Content Standards for Students and the *California Standards for the Teaching Profession*; and
- The establishment of multiple routes into teaching that will meet the same high standards, including programs that "blend" pedagogy and subject matter courses into a single program.

The passage of SB 2042 served as the impetus for an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teacher candidates. Pursuant to statute, the new standards are aligned with the State's K-12 Academic Content Standards for students and with the *California Standards for the Teaching Profession*. This alignment extends to subject-matter exams, creating stronger linkages between the content of the undergraduate subject matter programs and the subject-matter exams that candidates may take in lieu of those programs.

After extensive input from California educators, administrators and policymakers, the Commission adopted four sets of new standards over the course of the past year. They are as follows:

- Standards of Quality and Effectiveness for Elementary Subject Matter Preparation, adopted September 2001.
- Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, adopted September 2001.
- Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation, adopted October 2001.
- Standards of Quality and Effectiveness for Professional Teacher Induction Programs, adopted March 2002.

Standards that govern the preparation of teachers working with special needs students were reviewed in 1996-1997. This review resulted in the establishment of standards for the Preliminary Level I Education Specialist Instruction Credential and the Professional Clear Level II Education Specialist Credential architecture that is currently in place.

In June of 2002, the professional teacher induction programs standards were also approved by the Superintendent of Public Instruction in accordance with California law. The anticipated implementation date for the new standards is the 2003-04 academic year[5].

During the two-year implementation period from 2001 to 2003, all currently approved Elementary Subject Matter Preparation Programs and all currently accredited Multiple and Single Subject Teacher Preparation programs, including Blended Programs, as well as all induction programs are required to submit program documents to the Commission demonstrating how each program meets the applicable new standards under SB 2042. All programs must implement the new standards by December 31, 2003.

[5] Information about the Commission's new standards may be found at www.ctc.ca.gov.

Standards and Criteria for Teacher Certification

Standards for Prospective Teachers

Subject matter preparation program standards exist in each of the following single-subject content areas: Agriculture, Art, Business, English, Health, Science, Home Economics, Industrial and Technology Education, Languages other than English, Mathematics, Music, Physical Education, Social Science, Driver Training, and Multiple Subjects (Elementary School Teaching).

Through its accreditation review process, the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards.

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These unique, overarching standards define the levels of pedagogical competence and performance that the Commission expects all candidates to attain as a condition for earning an initial teaching credential. [6] The Commission expects institutions to verify individual attainment of the standards prior to recommending a candidate for a teaching credential. Institutions and districts offering programs of professional preparation are expected to assess candidates in the following areas:

- Making Subject Matter Comprehensible to Students;
- Assessing Student Learning;
- Engaging and Supporting Students in Learning;
- Planning Instruction and Designing Learning Experiences for Students;
- Creating and Maintaining Effective Environments for Student Learning; and
- Developing as a Professional Educator.

The Commission requires institutions to determine that candidates have fulfilled the standards of professional competence and is currently developing a teaching performance assessment to meet this expectation.

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[6] A detailed description of the standards may found in the following documents:

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. California Commission on Teacher Credentialing. This document is available online at: www.ctc.ca.gov/SB2042/SB2042_info.html.

Standards of Quality and Effectiveness for Education Specialist Credential Programs, Published by the California Commission on Teacher Credentialing, December 1996.

The passage of SB 2042 in 1998 resulted in the adoption of new standards for teacher preparation that ensure the alignment of subject matter, preparation and induction standards for teachers with California's K-12 Academic Content Standards. These standards were designed specifically to ensure that teacher preparation programs adequately prepare prospective teachers to effectively teach all students the content of the K-12 academic content standards and to use state-adopted instructional materials.

The Standards of Quality and Effectiveness for Teacher Preparation Programs include standards related to: program design, governance, and qualities; preparation to teach curriculum to all students in California schools; preparation to teach all students in California schools; and supervised field work. These standards cover critical areas such as classroom management, reading instruction, child development, assessing students in relation to the K-12 academic content standards, intervening to help students meet the K-12 standards, computer skills, students with special needs, and English learners.

Under SB 2042, emphasis programs that authorize candidates to work with certain populations are being reexamined. It is expected that the Early Childhood Education and the Middle Grades Emphasis programs will continue and their content will be integrated into program elements of the applicable new standards.

In addition, in California, teachers of English Language Learners must hold an appropriate credential document authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language. These programs, which include the Crosscultural, Language, and Academic Development (CLAD) and Bilingual, Crosscultural, Language and Academic Development (BCLAD) programs, will need to be reconfigured to conform to changes in applicable law. All Multiple and Single Subject programs that receive SB 2042 approval will also include authorization for the teaching of English Learners in the general education classroom, pursuant to AB 1059.

In addition, the teacher preparation program standards include a set of teaching performance expectations that define the pedagogical skills and abilities expected of new teachers. These teaching performance expectations form the basis for the development of a Teaching Performance Assessment (TPA) that will be required for the Preliminary credential for all multiple subject and single subject candidates. This performance assessment will be embedded in preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the California Commission on Teacher Credentialing prototype TPA. The prototype will provide the teacher candidate with both formative as well as summative assessment data. The formative data will consist of detailed feedback that will assist candidates in documenting the quality of their teaching and focus on those aspects of teaching in which they need further development and support. The summative data will indicate the degree to which candidates have successfully accomplished the performance tasks that comprise the TPA. All candidates will need to pass the TPA in order to be recommended for a preliminary credential. A professional teacher induction program will then use the results of the TPA to inform the development of an individual induction plan for each candidate. The Commission expects to begin its field test of the prototype in October 2002 with completion in the summer of 2003.

The Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential include standards related to: the substance of subject matter program curriculum; qualities of the subject matter program curriculum; leadership and implementation of the subject matter programs; and content specifications for the subject matter requirement for the multiple subject teaching credential. Content requirements include knowledge of English/language arts, history/social science, math, science, physical education, visual/performing arts and human development. New standards in math, science, history/social science, English/language arts that have been aligned to the state's adopted content standards for students will be adopted by the Commission in the fall of 2002.

And finally, the Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation programs were adopted at the Commission's October 2001 meeting. These standards have also been appended to the standards for Elementary Subject Matter Preparation and Professional Teacher Preparation Standards.

Standards for Practicing Teachers

In 1997, the Commission and the State Board of Education adopted, and the Superintendent of Public Instruction approved the *California Standards for the Teaching Profession* setting forth the standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a vision of the scope and complexity of teaching. The *California Standards for the Teaching Profession* guide teachers as they define and develop their practice.[7]

Under SB 2042, the new two-tiered credentialing system mandates a two-year induction period that will be required to earn the Professional Credential. Teachers who hold a preliminary credential must complete the two-year teacher induction program of support and formative assessment during their first two years of teaching as a requirement for earning the professional teaching credential.

In March 2002, the Commission adopted Standards of Quality and Effectiveness for Professional Teacher Induction Programs. These standards establish the expectations of the Commission and the Superintendent of Public Instruction for new teacher induction. By design, these standards, coupled with standards for subject matter preparation and standards for professional teacher preparation, reflect a learning to teach continuum. Only induction programs that meet these standards may recommend candidates for a Professional Teaching Credential.

In California induction programs may be offered by public and private K-12 school districts, county offices of education, and/or institutions of higher education. Local educational agencies may apply for and receive state funding to support induction programs through the Beginning Teacher Support and Assessment Program (BTSA), a program that is administered jointly by the Commission and the California Department of Education.

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[7] Additional information about the *California Standards for the Teaching Profession* may be found at the following website: www.ctc.ca.gov/cstppublication/cstpreport.html

For implementation of all newly adopted standards, the Commission has established regional teams that are designed to provide technical assistance to all currently-approved programs and institutions that will need to submit program approval documents responding to the new standards. These regional teams are staffed with at least five Commission and California Department of Education Beginning Teacher Support and Assessment (BTSA) staff. The Commission is also making effective use of technology by establishing a special section on the Commission's website for items related to the new standards and the implementation process, provided extensive technical assistance to those program sponsors who are considered "early adopters," and Commission staff has made presentations at numerous professional gatherings to help the field understand the new credential structure, the SB 2042 standards, and the transition process. The Commission anticipates that the new standards will be implemented by all teacher preparation programs by no later than December 31, 2003.

Standards and Assessments for Students in Public Schools

The California State Board of Education has adopted a set of core academic content standards in four curriculum areas for students in kindergarten through grade 12: English-language arts, mathematics, history-social science, and science. The K-12 Academic Content Standards are the basis for the subject matter frameworks, the adoption of instructional materials, and the standards-aligned tests in California's student performance assessment system.[8]

California's student assessment system, the California Standardized Testing and Reporting (STAR) program, was authorized by the Governor and the Legislature in 1997 and includes the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and additional questions that are aligned with the K-12 Academic Content Standards. The program also includes the Spanish Assessment of Basic Education, Second Edition (SABE/2), designed for students whose native language is Spanish, and the California Standards Test.

The Stanford 9 is a nationally normed multiple-choice achievement test. Public school students in grades 2 - 11 are tested in reading, language (written expression) and mathematics. Students in grades 2 - 8 are also tested in spelling, and students in grades 9 - 11 are tested in science and social science. The purpose of the Stanford 9 is to determine how well California students are achieving academically compared to the national norm group of students tested.

The California Standards Tests in English language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's content standards. The State Board of Education adopted the content standards that specify what all California children are expected to know and be able to do. The content standards are grade and course specific.

Alignment of Teacher Credential Standards with California Student Content Standards

[8] Additional information about California's academic content standards for students may be found at: www.cde.ca.gov/board

SB 2042 requires that each candidate recommended for a credential or certificate demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils adopted pursuant to subdivision (a) of California Education Code Section 60605. The new, standards-based credential system is intended to hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 Academic Content Standards. Each of the various pathways to earning a preliminary credential – integrated programs of subject matter preparation and professional preparation, postbaccalaureate programs of professional preparation, and internship programs of professional preparation – reflect this requirement.

Additional working groups are meeting to link, align, and coordinate teacher certification standards with state content standards for students in Mathematics, Science, Social Science, and English Language Arts. In June 2002, the Commission adopted new subject matter requirements for Mathematics, Science, Social Science, and English. These requirements are aligned with the state student content standards as well as standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Council of Teachers of English, National Science Teachers Association.) The teacher certification standards for these subject areas have been drafted, and are currently undergoing field review. The anticipated implementation date for the new standards is the 2003-04 academic year.

Statewide and Institutional Pass Rates

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2000-2001 academic year and information about the performance of those candidates who took any assessments required for initial certification in California. The performance data are based on the institutional report card data submitted by the 85 postsecondary institutions and school districts that were approved by the Commission to offer Multiple Subject, Single Subject, and Education Specialist credential programs in California for the 2000-2001 academic year.

Statewide Assessments used for Certification

In accordance to the federal reporting guidelines of the Higher Education Act, this report provides a ranking of institutions based on pass rates for the California Basic Educational Skills Test (CBEST), subject matter content examinations, and the Reading Instruction Competence Assessment (RICA). Table 4-1 on the next page indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

Important Note: The knowledge assessed by the CBEST and subject matter examinations are not typically acquired through the teacher preparation program. The verification of the basic skills and subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program. The RICA is currently the only assessment required for certification that is designed to test the professional knowledge acquired through a program of professional preparation. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.

Introduction

In October 1998, Congress passed and the President signed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included federal grant programs that advance efforts to improve the recruitment, preparation, and support of new teachers and mandated certain reporting requirements for institutions and states on teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide greater accountability for ensuring teacher quality.

Title II established new reporting requirements for: (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education. Section 207 of Title II requires institutions to submit to states, annual reports on the quality of their teacher preparation programs. States are required to collect the information contained in these institutional reports and submit annual reports each October to the U.S. Department of Education that includes information about teacher certification requirements, accountability and performance information about preparation programs, and a description of efforts to improve teacher quality.

Title II requires that, annually, the U.S. Secretary of Education compile all state reports into a single national report for submission to Congress. The national report provides comprehensive national data on the manner in which institutions prepare teachers, including pass-rate data on assessments required for certification or licensure. The report also describes what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. This report contains the information that will be submitted to the U.S. Department of Education in October 2002 in compliance with the Title II reporting requirements for states.

About the Commission

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. Created in 1970 by the Ryan Act, it is the oldest of the autonomous state standards boards in the nation. The agency is responsible for the design, development, and implementation of standards that govern educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. The Commission works to ensure that those who educate the children of California are academically and professionally prepared.

The Commission carries out its statutory mandates by:

- Conducting regulatory and certification activities;
- Developing preparation and performance standards in alignment with state-adopted academic content standards;
- Proposing policies in credential-related areas;
- Conducting research and program evaluation;
- Monitoring fitness-related conduct and imposing credential discipline; and
- Communicating its efforts and activities to the public

The California Commission on Teacher Credentialing consists of nineteen commissioners, fifteen voting members and four ex-officio, non-voting members. The Governor appoints fourteen voting commission members and the State Superintendent of Public Instruction or his/her designee serves as the fifteenth voting member. The four ex-officio members are appointed by the major segments of the California higher education constituency: Association of Independent California Colleges and Universities; Regents of the University of California; California Postsecondary Education Commission; and the Trustees of the California State University. The commission members who are appointed by the Governor consist of six classroom teachers, one school administrator, one school board member, one non-administrative services credential holder, one faculty member from an institution of higher education, and four public members. Commission members are typically appointed to four-year terms.

The Commission convenes eleven times a year in open meetings to review policy initiatives, pending legislation, and to consider requests and appeals that fall within the statutory purview of the Commission. The Commission's work remains central to the agenda that the Governor and the Legislature have set to improve student achievement across California.

Members of the Commission	
Alan Bersin, Chairman Administrator	Carol Katzman Public Representative
Lawrence Madkins, Vice Chairman Teacher	Steve Lilly Faculty Member
Kristen Beckner Teacher	Alberto Vaca Teacher
Chellyn Boquiren Teacher	Marilyn Whirry Designee, Office of Superintendent of Public Instruction
Nadia Davis School Board Member	Carol Bartell Association of Independent California Colleges and Universities
Margaret Fortune Public Representative	Joyce Justus Regents, University of California
Beth Hauk Teacher	Jeff Marston California Postsecondary Education Commission
Elaine C.Johnson Public Representative	Bill Wilson California State University

The California Context

The need for more highly qualified teachers is both a national and state concern. Throughout the nation, states are facing a growing demand for more teachers while also meeting the challenge of improving the quality of their teacher workforce. The challenges facing California and its policy makers mirror those in other states and are compounded by dramatic enrollment growth, a culturally and linguistically diverse student population, the need to raise student achievement levels, and a technology-driven economy that requires a highly skilled workforce. Preparing California's students to be successful in the 21st century will require teachers who can create meaningful learning opportunities that will help students develop high-level skills and meet state academic content and achievement standards.

During the 2000-2001 school year, the California Department of Education reports that there were more than 6 million children enrolled in California's 8,761 public schools.[1] Student enrollment has grown by more than 25 percent during the last decade, contributing to a shortage of fully qualified teachers in our classrooms. California will need nearly 195,000 new teachers over the next decade to accommodate this growing student enrollment.[2]

The California Department of Finance has reported that no single racial or ethnic group constitutes a majority of California's population. The composition of the state's population is reflected in its public school enrollments. Indeed, California schools are among the most culturally and linguistically diverse in the nation. More than 42 percent of children enrolled in kindergarten through twelfth grade are Hispanic or Latino, 37 percent are white, slightly more than 11 percent are Asian, 9 percent are African American and 1 percent are Native Americans. Together, these students speak more than 57 different languages and more than 25 percent are English language learners. The diversity in languages and learners has created a need for teachers who possess a flexible and deep knowledge about the subjects they teach and an ability to adapt instructional strategies to meet student needs.

The twin challenges of growth and diversity have prompted the State to expand its capacity to train educators while undertaking extensive efforts aimed at improving the recruitment, retention, and preparation of K-12 teachers. Institutions of higher education have increased the capacity of their teacher preparation programs, additional state funds have been allocated for the expansion of intern and pre-intern programs, and the state has fully funded an induction program for all beginning teachers.

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[1] *Fact Book 2002 Handbook of Education Information*, California Department of Education, 2002

[2] *Teaching and California's Future: The Status of the Teaching Profession*, The Center for the Future of Teaching and Learning 2001

The California Report

In accordance with federal guidelines, this report contains the following information:

- A description of California's certification structure, requirements, and assessments including:
  - A description of program and teacher standards and the alignment of State teacher certification requirements and assessments with California's K-12 Academic Content Standards;
  - Information on emergency permits and waivers of state certification requirements and the distribution of under-qualified teachers in high-poverty school districts; and
  - A description of the criteria for assessing the performance of teacher preparation programs within the state.

- A description of state efforts to improve teacher quality.

- Pass rate and quartile rankings of program sponsors for all assessments used by the state for initial credentialing, including:
  - The California Basic Educational Skills Test (CBEST);
  - The Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist (Level I) candidates; and
  - Subject matter assessments (e.g., the Multiple Subjects Assessment for Teachers (MSAT), Praxis and Single Subject Assessments for Teaching in the areas of agriculture, mathematics, art, music, business, physical education, English, health, home economics, industrial and technology education, languages other than English, biological science, chemistry, geoscience, physics, and social science).
- Copies of institutional report cards that were submitted in April 2002. Institutional reports include the following information:
  - Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;
  - Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2000-2001 reporting period; and
  - Pass-rate data for all assessments used by the state for initial credentialing.

The Commission is pleased that the data provided by institutions validate the evidence collected about program quality during the course of accreditation reviews. As the Commission moves to an even stronger standards-based system across the learning to teach continuum, the Title II reporting system will strengthen the Commission's accountability system and lead to improvements in the preparation of California educators and improved student achievement in our public schools.

Teachers must be certified by the California Commission on Teacher Credentialing (CCTC) in order to be employed in a California public school or by a public school district. California's credential structure is organized by subject matter and the classroom setting in which individuals teach rather than school setting or age group. Within this structure, the State has established certification tiers that ensure candidates meet certain requirements before advancing to the second level or Professional Clear teaching credential. There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Credential. The Commission issues credentials for other educational occupations requiring state certification, such as child development teachers, school counselors and school psychologists, school nurses, librarians, and administrators. Approximately 6.6 percent of the credentials issued in California authorize individuals to provide administrative or pupil personnel services in public schools.

Subject Matter and Classroom Setting

California's credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a multiple subject, single subject, or education specialist teaching credential must hold a bachelor's degree in a subject other than Education and acquire pedagogy through a program of professional preparation. The State offers multiple routes into teaching including traditional one-year postbaccalaureate programs at institutions of higher education, two-year district or university sponsored intern programs, and four to five year "blended" programs that allow for the concurrent completion of a baccalaureate degree (including subject matter requirements) and professional preparation. All credential programs are held to the same standards of quality and effectiveness and all programs include instruction in pedagogy and supervised teaching.

All credential applicants must obtain a college degree through a regionally accredited college or university in a subject other than education and demonstrate academic preparation in the subject matter in which they wish to teach. Candidates must also complete a Commission-approved teacher preparation program and receive a formal recommendation from the California college, university, or local educational agency where they completed the program.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the 16 specific content areas listed below:

Single Subject Credential Content Areas	
Agriculture	Mathematics
Art	Music
Business	Physical Education
English	Science: Biological Science
Health Science	Science: Chemistry
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Physics
Foreign Language	Social Science

The Education Specialist Instruction Credential authorizes individuals to teach students with certain disabilities. This credential is separated into six categories of specialization: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization.

The Designated Subjects credential authorizes teaching or service in technical, trade, or vocational courses or in courses organized primarily for adults. These credentials are based primarily on demonstrated experience in the subject matter and account for about 4 percent of the credentials issued by the Commission. Although candidates are required to complete a Commission-approved program of personalized preparation to qualify for a Professional Clear credential in this series, the focus of this report is on the requirements and preparation programs relating to the multiple subject, single subject, and education specialist credentials.

First and Second Level Certificates Requirements

Federal reporting guidelines require states to describe their certification structure using a common set of definitions that adapted from the National Association of State Directors of Teacher Education Certification (NASDTEC). California's two-phase credential structure for the multiple subject, single subject, or education specialist credentials fits the following definition of the Level A and Level B certificates.

> **Type A (Level I) certificate** means a certificate issued upon completion of an approved program to an applicant who has met requirements of the issuing state relating to citizenship and moral, ethical, physical, or mental fitness, but has not completed ancillary requirements which must be met before issuance of a Type B certificate.

Type B (Level II) certificate means a certificate issued (1) after completion of an approved program and all ancillary requirements established by the state, OR (2) after completing an alternative program, all post-secondary degree and ancillary requirements established by the state, and successfully completing not less than 27 months of professional employment in the function covered by the certificate.

Using these definitions, California's teaching credentials are classified as follows:

Type A (Level I)	Type B (Level II)
Preliminary Multiple Subject Credential	Professional Clear Multiple Subject Credential
Preliminary Single Subject Credential	Professional Clear Single Subject Credential
Preliminary Level I Education Specialist Credential	Professional Level II Education Specialist Credential

Type A or Level I credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements for the Type B or Level II credential within the five-year period of the preliminary credential. These ancillary requirements include: 1) A 5th year of academic study including 30 semester units or completion of a Commission-approved induction program, and 2) Coursework in health education, special education, and computer education. The completion of an individualized induction plan is required for candidates pursuing the Professional Level II Education Specialist Credential. The Professional Multiple or Single Subject Credential and the Professional Level II Education Specialist Credential are issued for a maximum of five years and are renewable upon completion of 150 hours of professional development.

The Commission has established a set of requirements for the Preliminary and Professional Clear credentials for each of the three basic credential categories described above. A list of the credential requirements for the Multiple Subject, Single Subject, and Education Specialist credentials is included in Table 2-1.[3]

[3] Detailed information about requirements for the preliminary or professional clear teaching credential may be found at www.ctc.ca.gov/credentialinfo/credinfo.html.

Table 2-1: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials

Preliminary		**Professional Clear**	
Document Name	Requirements	Document Name	Requirements
Preliminary Multiple Subject Teaching Credential	• A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university; • Verification of subject matter competence by completion of a Commission-approved academic degree program approved in the subject area to be taught or the passage of a subject-matter examination; • Completion of a professional teacher preparation program including student teaching and formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); and • Successful completion of a course or passage of an exam on the provisions and principles of the United States Constitution.	Professional Clear Multiple Subject Teaching Credential	• All the requirements for the Preliminary Multiple Subject Teaching Credential *and* • Completion of a Commission-approved induction program*, or all of the following:* • Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program; • Successful completion of course in health education • Successful completion of a course in Special Education (Mainstreaming) • Successful completion of one or more courses on computer education
Preliminary Single Subject Teaching Credential	• A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university; • Verification of subject matter competence by completion of a Commission-approved academic degree program approved in the subject area to be taught or the passage of a subject-matter examination; • Completion of a professional teacher preparation program including student teaching and formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course • Successful completion of a course or passage of an exam on the provisions and principles of the United States Constitution.	Professional Clear Single Subject Teaching Credential	• All the requirements for the Preliminary Single Subject Teaching Credential *and* • Completion of a Commission-approved induction program*, or all of the following:* • Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program; • Successful completion of course in health education; • Successful completion of a course in Special Education (Mainstreaming); and • Successful completion of one or more courses on computer education.
Preliminary Level I Education Specialist Instruction Credential	• A baccalaureate or higher degree from a regionally accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program; • Completion of a professional Education Specialist preparation program including student teaching and formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • An offer of employment from a local education agency.	Professional Clear Level II Education Specialist Instruction Credential	• All the requirements for the Preliminary Level I Education Specialist Teaching Credential *and* • Completion of a Commission-approved induction program*, or all of the following:* • Completion of an individualized induction plan; • Successful completion of course in health education; • Successful completion of one or more courses on computer education; • Verification of two years of successful experience; • Formal recommendation by the California teacher preparation program sponsor with a Commission-accredited program through which the induction plan was completed.

Table 4-1: Description of the Assessments Used in the Report

Assessment Categories	**Examination Description**	**Who must take the examination(s)**	**When passage of the examination(s) is required**
Basic Skills	CBEST – the assessment of basic skills in reading, writing and math)	All multiple subject, single subject, and education specialist credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program
Professional Knowledge/Pedagogy	RICA – the assessment of the skills and knowledge necessary for the effective teaching of reading	All multiple subject and education specialist credential candidates	Before recommendation for the credential
Academic Content Areas	Subject matter examinations (SSAT and/or Praxis) for art, English, languages other than English, math, music, social science, and sciences – the assessment of subject matter content knowledge	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program
Other Content Areas	Subject matter examinations (SSAT and/or Praxis) for multiple subject (MSAT), agriculture, business, health science, home economics, industrial technology education, and physical education – the assessment of subject matter content knowledge	Any multiple subject, single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program

Institutional Pass-Rate Data for Academic Year 2000-2001

Federal guidelines require states to include a quartile ranking of institutions based on pass-rate data of assessments required for initial certification or licensure. The quartile ranking for each teacher preparation program sponsor in the state is based on: (1) the pass rate for each aggregate category of assessment, and (2) its summary pass rate. States are also required to report for each quartile the mean pass rate and the range. The summary pass rate calculations are based upon the number of candidates who took at least one assessment, and whether or not they passed all attempted assessments. The pass rates for the aggregate categories are based upon the number of candidates who attempted any assessment in the category and whether or not they passed all assessments they attempted in the category.

For purposes of the federal reporting, there is a distinction made between candidates who completed programs of teacher preparation and those recommended for credentials. Program completers are defined as candidates who completed all the academic requirements of a Commission-approved teacher preparation program. These requirements do not include any of the following State requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of the California Basic Educational Skills Test (CBEST);
- Completion of the subject matter requirement either by passing a subject matter examination or by completing a program of subject matter preparation;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- Passage of a criminal background screening as specified by the Commission;
- Passage of the Reading Instruction Competence Assessment (RICA) as a state requirement for the Multiple Subject Teaching Credential or the Education Specialist Credential (Level I).

The pass rate information in Appendix A represent aggregate data for candidates who have completed a teacher preparation program in California and have taken examinations to fulfill any of their credential requirements. California considers California's university and district intern programs to be equivalent to traditional programs associated with institutions of higher education, so these programs are included in the data. Pass-rate information for programs with less than ten program completers was not included. The quartile rankings are based on the total number of "program completers" who took and passed the required examinations during the 2000-2001 academic year.

The procedures for developing the institutional rankings are explained in the National Center for Education Statistics manual entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.*[9] The methodology prescribed in the guide requires pass-rate percentages to be reported to the nearest whole percent, with ties to be

[9] A copy of this guide is available on the following website: www.title2.org/guide.htm.

included in the same quartile ranking. The resulting "adjusted quartiles" may not contain the same number of institutions within each quartile. Every institution in a given quartile has the same ranking.

Caution should be exercised when interpreting aggregate pass rate data and quartile rankings for the summary and individual assessment categories. Rankings on which quartile assignments are based may be somewhat unreliable given the narrow range of the pass rates for the summary and assessment categories. Also, not all "program completers" are required to take all the assessments reported and the assessments are taken in various stages of their preparation to become teachers.

Pass rates may be influenced by a number of variables including program size. One candidate's performance has a larger impact on smaller programs than on larger programs. For example, a program with 20 program completers would have a 100 percent overall pass rate and be in the first quartile if all of its program completers passed all the assessments they took for credentialing purposes (e.g., CBEST, subject matter tests, or RICA). But if one program completer did not pass all assessments, the institutional pass rate would be 95 percent and the program would be in the third quartile. If the same situation occurred in a program with 200 program completers, the overall pass rate would be 99.5 percent, and the program would remain in the first quartile.

Even though program sponsors ranked in the fourth quartile have lower pass rates than institutions in the upper quartiles, **institutions in the fourth quartile should not be considered low performing.** Overall program quality is determined by a variety of factors, including the extent to which programs meet standards of quality and effectiveness. The institutional reports included in Appendix B provide the necessary context for analyzing the merits and features of an individual teacher preparation program.

The overall summary pass rates percent for program sponsors for the 2000-2001 academic year are high, from 89 to 100 percent, and the differences in the mean pass rates between quartiles are small. These pass rates are reasonable as the assessments used in the reporting are requirements for the credentialing of teachers, and "program completers" by definition have completed the academic coursework portion of their teacher preparation programs.

Pass rates for the RICA range from 86 to 100 percent. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist (Level I) credentials, pass rates for this exam are high. As noted earlier, the content knowledge assessed by the CBEST and subject matter examinations is not acquired through the teacher preparation program. Due the nature of the CBEST and content area examinations, the expected pass rate was 100 percent. However, slight variances were found primarily due to misinterpretations of existing program standards, and/or reporting responsibilities.

Statewide Certification data for 2000-2001

23,926 Total number of persons who received initial certification or licensure in the state during the 2000-2001 academic year. This number includes individuals who completed programs of professional preparation through a postsecondary institution or school district:

Credential Type	Number
Multiple Subject	14,763
Single Subject	7,009
Education Specialist	2,154

4,724 Total number of persons above who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2000-2001 academic year.

Credential Type	Number
Multiple Subject	2,227
Single Subject	2,006
Education Specialist	441

The Commission maintains a comprehensive accreditation system that includes regular, rigorous reviews of the more than 80 colleges and universities and eight school districts that sponsor educator preparation programs. The Commission holds *all* teacher preparation programs to standards of quality and effectiveness.

This section of the report describes the Commission's accountability system and the criteria and procedures used for assessing the performance of teacher preparation programs within the State. By the end of 2003, the Commission anticipates that all accreditation of teacher preparation programs will conform with the provisions of SB 2042 and will have incorporated the standards of program quality and effectiveness adopted by the Commission in 2001 and 2002.

Criteria for Assessing the Performance of Teacher Preparation Programs

The State has implemented criteria for assessing teacher preparation program performance that includes a set of required preconditions, including regional accreditation. The Commission has adopted a unitary accreditation system for the purpose of holding institutions accountable for the quality of their educator preparation programs. The Commission requires all sponsors of teacher preparation programs to meet the same standards of quality and effectiveness and believes that its standards for accreditation provide the strongest possible assurance that professional credentials are awarded only to individuals who have earned them.

The Commission's accreditation system is designed for the purposes of:

- Assuring the public, the students, and the profession that California's future educators have access to excellence in foundational studies, specialized preparation, and professional practice, and that these components of educator preparation are oriented to the needs of future elementary and secondary students;

- Ensuring that future educators have acquired the abilities and perspectives essential for service in public schools;

- Assuring that the preparation of future educators is appropriate for the assignments made in our public schools; and

- Contributing to a broader effort to enhance the personal stature and professional standing of all members of the education profession.

California's accreditation system is governed by an *Accreditation Framework* adopted by the Commission. This framework advances the quality of education preparation through the creation of an integrated accreditation and certification system. Under the

Commission's accreditation system, institutions are required to meet eight Common Standards of program quality and effectiveness that apply to all credential programs, and must also meet specific program standards of quality and effectiveness that apply to various educator preparation programs that may be offered.[10]

The State is in the process of implementing a standards-based teaching performance assessment that will be embedded in teacher preparation programs leading to a preliminary teaching credential beginning in 2003-2004.

Alignment with National Standards

The Commission has established a partnership agreement with the National Council on the Accreditation of Teacher Education (NCATE) and regularly conducts merged accreditation visits for those institutions seeking national accreditation concurrently with state accreditation.

California's partnership with this national accrediting association provides for merged state and NCATE reviews of teacher education programs and institutions for the purpose of achieving savings in time, effort, and expense while promoting collaborative efforts to implement rigorous teacher preparation standards. One of the requirements of the agreement is for the State to demonstrate how its standards are aligned with the standards established by NCATE. For California institutions pursuing or seeking renewal of NCATE accreditation, the partnership has served to reduce the duplication of effort and paperwork that would otherwise occur under separate state and national reviews, by allowing institutions to submit a single set of documents for joint accreditation reviews.

Procedures for Evaluating Teacher Preparation Programs

Accreditation visits are scheduled every five to seven years and are conducted for the purpose of ensuring that institutions offering educator preparation programs are meeting established standards. In preparing for an accreditation visit, institutions receive technical assistance from Commission staff. Accreditation visits are conducted by review teams consisting of two to fifteen trained volunteers who are appointed from higher education and K-12 and generally reflect the range of programs offered at the institution.

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[10] Additional information about the Commission's standards for educator preparation programs may be found in the following documents:

Standards of Quality and Effectiveness for Multiple and Single Subject Credentials, California Commission on Teacher Credentialing. This document is available online at www.ctc.ca.gov/profserv/programstandards/new_msss/msss1998.html.

Accreditation Handbook, California Commission on Teacher Credentialing. This document is available online at: www.ctc.ca.gov/coa/coa.html.

Accreditation Framework, California Commission on Teacher Credentialing. This document is available online at www.ctc.ca.gov/coa/coa.html.

During the course of the accreditation visit, the review team gathers information about the quality of the education unit and credential programs at the institutions. Sources of information include written documents and interviews with institutional administrators, program faculty, enrolled candidates, field supervisors, recent graduates, employers of graduates, and program advisors. At the conclusion of the accreditation visit, the review team submits its recommendation to the Commission's Committee on Accreditation, which has the statutory authority to make the accreditation decision.

After reviewing the recommendation of an accreditation team and an appropriate institutional response, the Committee on Accreditation makes a decision about the accreditation of educator preparation programs at an institution. The Accreditation Framework, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the Committee on Accreditation makes one of five decisions pertaining to each institution:

> *Accreditation* – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.
>
> *Accreditation with Technical Stipulations* – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational, administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.
>
> *Accreditation with Substantive Stipulations* – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.
>
> *Accreditation with Probationary Stipulations* – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.
>
> *Denial of Accreditation* – The institution has been found to routinely ignore or violate the Common Standards or Program Standards. The

> institution does not have minimal quality and effectiveness in its credential programs and operations and the level of the competence of the individuals being recommended for credentials is in serious question. The denial of accreditation results in the removal of the authority for operating credential programs in California.

Institutions that are accredited with technical, substantive, or probationary stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that the stipulations have been addressed. Institutions responding to stipulations are required to prepare for a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit. The report of the re-visit team is to be received and acted upon by the Committee on Accreditation within one calendar year of the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the Committee on Accreditation decision took place. The institution is required to file a plan of discontinuation within 90 days of the Committee's decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is enjoined from re-applying for accreditation for two years and is required to make a formal application to the Committee on Accreditation that includes the submission of a complete institutional self-study report. The self-study must clearly show how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation.

Criteria Used to Classify Programs as Low Performing

The Committee on Accreditation monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low performing institutions:

> *Low Performing Institutions* - An institution that is determined by an accreditation review team and the Committee on Accreditation to have failed to meet the Commission's standards of quality and effectiveness would be designated as low-performing and would be denied

accreditation. An institution denied accreditation is prohibited from offering teacher preparation programs in California for a minimum of two years. At the end of such time, the institution can reapply and is required to submit a formal application and demonstrate that the problems identified in the original review institution have been addressed.

At Risk of Becoming Low Performing – An institution that is determined by an accreditation review team and the Committee on Accreditation to receive Accreditation with Probationary Stipulations is at risk of becoming a Low Performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, California has no teacher preparation programs classified as low-performing or as being at risk of being so classified.

During the 2000-2001 academic year, there were almost 307,000 full-time teachers teaching in California's public schools.[11] From 1989 to 2001, public school enrollments grew over 25 percent, contributing to teacher shortages throughout the state. California's teacher shortage has created a need for many schools and school districts to meet staffing needs through the employment of individuals who do not hold a teaching credential. This section of the report describes the policies that apply to persons teaching without full certification.

Provisions for Persons Teaching Without Full Certification

Description of Waiver Categories

The Commission uses three types of documents that "waive" state credential requirements and authorize non-credentialed individuals to teach in public schools: Pre-Intern Certificates, Emergency Permits, and Credential Waivers. Schools and school districts utilize these documents when they are unable to fill vacancies with credentialed individuals.

Table 6-1 describes the different categories and terms California uses for temporary waivers of state certification requirements.[12] Each of the documents described below requires individuals to make progress toward completing the requirements for earning a teaching credential while providing schools and school districts with flexibility in handling short-term and unanticipated staffing needs when credentialed individuals are unavailable.

Determination of Need

Schools or school districts that determine a need to hire personnel on an Emergency Permit or Waiver must submit a request in writing before the Commission will consider granting it. The Commission requires local employing agencies to file a Declaration of Need for Fully Qualified Educators with the Commission if they anticipate a need to hire non-credentialed individuals to temporarily fill teaching positions. Once the Declaration is on file, the employer may apply for emergency permits for qualified individuals.

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[11] *Fact Book 2002 – Handbook of Education Information,* California Department of Education, 2002.

[12] Additional information about Emergency Permits and waivers may be found in the following documents:

California Commission on Teacher Credentialing, *Credential Handbook*, available online at www.ctc.ca.gov/credentialinfo/credinfo.html

California Commission on Teacher Credentialing, *Waiver Handbook,* available online at www.ctc.ca.gov/credentialinfo/credinfo.html

Employers who find the need to request a waiver of credential requirements in order to hire an individual to fill a short-term staffing need must secure local board approval prior to applying for a waiver. **Candidates may not apply directly to the Commission for these documents**.

Table 6-1: *Waivers of Credential Requirements*

Category name:	Duration	Times renewable	Description, including requirements:
Pre-Intern Certificate	1 Year	1	The Pre-Intern Certificate is available to participants in approved pre-intern programs conducted by school districts and county offices of education. Individuals in a Pre-Intern Program have not met subject-matter requirements for entry into a credential program. <u>Requirements</u>: Possession of a baccalaureate or higher degree from a regionally accredited college or university; and Passage of the CBEST Specific subject matter requirements apply, depending on certificate requested.
Emergency Permit	1 Year	4	Emergency permits are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met several requirements before they may receive the permit. Some of these requirements are general to all types of emergency permits, while others are specific to the permit requested. All emergency permits require the holder to complete specific requirements in order to be eligible for a reissuance of the emergency permit for another year. <u>Requirements</u> Possession of a baccalaureate or higher degree from a regionally accredited college or university; and Passage of the CBEST Specific subject matter requirements apply, depending on the permit requested
Credential Waiver	Variable	1-3	Credential waivers are utilized to fill certificated positions when more qualified individuals are not available. Employing agencies are permitted to request a credential waiver only when qualified individuals and interns are unavailable and the employer is unable to find an individual who qualifies for an emergency permit. Waivers are generally issued for one calendar year and the individual on the waiver must demonstrate progress toward a credential by completing an examination or coursework toward the credential before the employer can be granted a subsequent waiver.

Information on Waivers of State Certification or Licensure Requirements

The table below presents the aggregate number of individuals holding Pre-Intern Certificates, Emergency Permits, or Credential Waivers for each school district and for each grade level and subject area for the 2000-2001 academic year. Individuals holding these documents serve in full-time, part-time, or long-term substitute teaching assignments. The table does not include the number of individuals who serve as day-to-day substitute teachers. Totals for individual subject areas may be higher than state totals due to individuals who are authorized to teach in more than one subject area. For example, the authorization for Bilingual Education requires certification in an additional subject area.

Table 6-2*: *Classroom Teachers with Waivers, by Category as of October 1, 2001

Reporting Categories	Total Number of Teachers[13]	Number of Teachers Not Fully Certified[14]	Number of Teachers Not Fully Certified but with Content Expertise[14 15]
State Totals	306,853	36,874	34,666
High-Poverty Districts[16]	93,672	16,686	16,400
All other Districts[17]	213,181	20,188	18,266
Elementary Education	142,854	17,069	16,880
Arts -- All levels	3,698	257	248
Bilingual Education/ESL -- All levels	133,147	5,910	5,899
Special Education -- All levels	26,365	7,595	5,967
Career/Technical Education -- All levels	5,809	10	10
English/Language Arts -- Middle, Jr. High, High School.	26,868	2,782	2,754
Foreign Language Arts -- Middle, Jr. High, High School.	5,130	730	690
Mathematics -- Middle, Jr. High, High School.	17,385	2,438	2,255
Science -- Middle, Jr. High, High School.	13,676	2,237	2,194
Social Studies -- Middle, Jr. High, High School.	15,349	1,643	1,631

[13] Data for "Total Number of Teachers" was obtained from the California Department of Education, California Basic Educational Data System (CBEDS) and is defined in Full Time Equivalent (FTE).

[14] Due to the possibility of a persons holding more than one credentialing document, counts for the demographic breakouts (e.g. Elementary Education, Art, etc.) may add up to more than the total.

[15] The numbers reported are consistent with the definition of content expertise used to determine highly qualified teachers in the No Child Left Behind Act approved for submittal to the U.S. Department of Education on May 30, 2002.

[16] The list of high-poverty districts in California may be found at: www.title2.org/HighPoverty.htm

[17] A list of California's 1,054 school districts may be found at: www.cde.ca.gov/schooldir

Alternative Paths to Certification

In recent years, California's teacher shortage challenge has prompted significant public debate about the manner in which California recruits, prepares, and retains talented individuals in the teaching profession. California's Governor and members of the Legislature have focused attention on identifying barriers that individuals face in becoming fully credentialed teachers and, as a result, have implemented a broad range of credential pathways. There is widespread recognition that the traditional route to a teaching credential, that is, a post-baccalaureate teacher preparation program, is often difficult, if not impossible for many prospective teachers. In particular, non-traditional students such as those with maturity, those making career changes, those with family obligations, and those who cannot afford to forfeit crucial income while they complete their credential requirements, may find the traditional route to be especially onerous. Without options, otherwise talented individuals, many of whom have specialized skills in selected subject areas, may be dissuaded from pursuing a career in teaching.

Within the California context, it is critical to distinguish between alternative certification and alternative paths or routes to certification. While California has *alternative paths* to the teaching credential, it does not have *alternative credentials*. As previously discussed, there are four types of teaching credentials in California: (1) Multiple Subject; (2) Single Subject; (3) Education Specialist; and (4) Designated Subjects Credential. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through the traditional means of completing a one-year postbaccalaureate program at an institution of higher education, a four to five year "blended" program that allows for the concurrent completion of subject matter and professional preparation, or a two-year district or university sponsored intern program, the credentials issued are identical. Further, all programs, including intern programs, are required to meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the teaching performance expectations prior to completing the program.

Perhaps the most common alternative route to teaching in California is enrollment in an internship program. Internship programs are designed to provide formal teacher preparation to qualifying individuals concurrent with their first year or two of paid teaching. Interns benefit from a close linkage between their teacher preparation and classroom experience as they are able to immediately put newly acquired skills and knowledge into practice in the classroom. California offers two types of internship programs, those offered by universities and those offered by school districts.

University internship programs are programs in which school districts, county office of education, and universities cooperate in providing one- or two-year internships leading to basic teaching credentials, specialist teaching credentials, and service credentials. School districts and county offices of education collaborate with local universities in the

planning and implementation of professional instruction, support, supervision, and assessment of interns.

District intern programs are two-year programs operated by local school districts or county offices of education in consultation with accredited colleges and universities. These interns acquire teaching credentials by completing on-the-job training coupled with intensive professional development. Districts are required to provide each intern with the support and assistance of a mentor teacher or other experienced educator, and to create a professional development plan for the interns in the program.

The Commission also administers the Troops to Teachers Program, the Paraprofessional Training Program which is designed to assist para-educators in becoming certificated classroom teachers, and the Pre-Intern Program. Together, this network of programs assists California by expanding the pool of prospective teachers, assists districts in addressing teacher shortage, and assists individuals by facilitating the process of becoming a fully credentialed teacher in California.

Recently enacted legislation, SB 57 (Scott, Chapter 269 Statutes of 2001), allows qualified people to become teachers by successfully completing tests and classroom observations in lieu of traditional teacher preparation course work and student teaching. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, basic skills and character fitness to qualify for a credential. Individuals then have the opportunity to "challenge" traditional teacher preparation course work by taking a national test.

Table 7-1: Alternative Certification Routes

State Policies Concerning Alternative Credential Routes	Applicability
The state has approved one or more alternative routes to certification.	Yes
The state has approved alternative routes to certification, but is not currently implementing them.	No
The state is considering or has proposed alternative routes to certification.	Yes

This section of the report describes steps taken during the past several years to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

SB 2042, discussed at length earlier in this report, is arguably the most comprehensive teacher education reform effort aimed at improving the quality of teaching in California in decades. The Commission's extensive efforts over the past few years to develop, adopt, and implement new standards for teacher preparation, for elementary subject matter preparation for the multiple subject credential, for blended programs, and for induction programs, by the end of 2003 has been an enormous, yet critical undertaking for the future of education in California. It has involved a broad spectrum of educators from throughout the state, will impact all accredited teacher education programs in California, and has involved not only the adoption of new standards aligned with the state's academic content standards for its K-12 pupils, but has also required the development of a new and more effective assessment for teacher education candidates. Ensuring that prospective teachers are prepared to teach to California's rigorous academic content standards is a central, and perhaps the most critical, component to improving academic achievement of all students in California.

Other Recent Efforts

Recently enacted legislation, SB 57 (Scott, Chapter 269 Statutes of 2001), allows qualified people to become teachers by successfully completing tests and classroom observations in lieu of traditional teacher preparation course work and student teaching. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, basic skills and character fitness to qualify for a credential. Individuals then have the opportunity to "challenge" traditional teacher preparation course work by taking a national test, scored in a manner consistent with California requirements, that covers topics such as teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction.

Individuals who pass the written test may enter a state-funded teacher internship program, and progress on a "fast-track" by being observed in a classroom setting. Observations by trained assessors will measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals recommended by the internship supervisor based on the observations will be awarded a preliminary teaching credential. Candidates will also have the opportunity for a "fast track" to a professional clear credential by testing out of beginning teacher induction requirements.

In addition, another measure pending in the Legislature, AB 2575 (Leach), builds on the expedited route provided in SB 57 (described above) to offer individuals with graduate

degrees in the subject area they wish to teach a new option in meeting subject matter requirements. Currently candidates meet subject matter requirements by either passing a subject matter exam, or completing university course work that is aligned to the K-12 Content Standards. They may meet preparation requirements by completing a conventional university preparation program, participating in a state-funded internship program (while earning a full salary), or taking advantage of the SB 57 expedited route.

Rather than requiring all graduate degree holders to go back to the university or take a test, AB 2575 would allow candidates who receive a successful review of their undergraduate course work and graduate degree from a Commission-approved evaluation agency to have met subject matter requirements. The candidate's undergraduate course work and graduate degree must be from a regionally accredited institution of higher education in the subject for which the credential is sought or in a closely related subject, as determined by the Commission.

AB 2575 targets career changers who can bring expertise and experience to our students. This measure removes credentialing barriers, ensures quality, and continues to streamline the SB 57 expedited credential.

The institutional report cards contained in Appendix B of this report represent the efforts of the 85 postsecondary institutions and school districts that had approved Multiple Subject, Single Subject, and Education Specialist credential programs in 2000-2001 to comply with the institutional reporting requirements mandated by Title II of the Higher Education Act. The reports are consistent with the requirements of the U.S. Department of Education and the State.

The reports provide:

- Qualitative and contextual information regarding teacher preparation programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2000-2001 reporting period; and
- Pass-rate data for all assessments used by the state for initial credentialing.

Institutions made their own decisions about the qualitative data included in the reports. Because of differences in budgeting, assignment practices, and institutional procedures, the quantitative data regarding candidate-supervisor ratios should be interpreted with caution. These data may not reflect the quality of interaction between candidates and the individuals who are assigned to supervise field experiences.

Appendix A

Assessment Pass-Rate Data for Teacher Preparation Programs Academic Year 2000-2001

State-Level Aggregate and Summary Assessment Pass-Rate Data by Teacher Preparation Program

Program Year 2000-2001

Legend: T - Program Completers who took any required exam
P - Program completers who passed all the required exams
% - Percent passed[1]
Q - Quartile [1]

Program Sponsor [2]	Total No. of Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas (Art, English, Languages other than English, Math, Music, Social Science, and Science)				Other Content Areas (Multiple Subject (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)			
	N	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
Statewide Total	**18750**	**18728**	**18205**	**97**		**18721**	**18685**	**100**		**12922**	**12519**	**97**		**1472**	**1414**	**96**		**7994**	**7948**	**99**	
Alliant International University	75	75	67	89	Q4	75	75	100	Q1	38	36	95	Q4	20	14	70	Q4	32	32	100	Q1
Antioch University	29	29	28	97	Q3	29	29	100	Q1	29	28	97	Q3					27	27	100	Q1
Azusa Pacific University	283	283	276	98	Q2	283	283	100	Q1	213	206	97	Q3	17	17	100	Q1	138	138	100	Q1
Bethany College - Assemblies of God	16	16	16	100	Q1	16	16	100	Q1	13	13	100	Q1					12	12	100	Q1
Biola University	60	60	58	97	Q3	60	60	100	Q1	57	55	96	Q3					23	23	100	Q1
California Baptist University	146	146	144	99	Q2	146	146	100	Q1	99	97	98	Q2	11	11	100	Q1	61	61	100	Q1
California Lutheran University	109	109	109	100	Q1	109	109	100	Q1	71	71	100	Q1	18	18	100	Q1	43	43	100	Q1
Chapman University	1321	1320	1292	98	Q2	1318	1318	100	Q1	789	772	98	Q2	237	228	96	Q2	690	688	100	Q1
Christian Heritage College	25	25	25	100	Q1	25	25	100	Q1	20	20	100	Q1	2				18	18	100	Q1
Claremont Graduate University	99	99	88	89	Q4	99	99	100	Q1	72	72	100	Q1	18	12	67	Q4	53	48	91	Q4
Compton USD	11	11	11	100	Q1	11	11	100	Q1	11	11	100	Q1					8			
Concordia University	118	118	115	97	Q3	118	118	100	Q1	89	86	97	Q3	13	13	100	Q1	73	73	100	Q1
CALState Teach	199	199	195	98	Q2	199	199	100	Q1	198	194	98	Q2					158	158	100	Q1
CA State Polytechnic Univ.-Pomona	326	326	322	99	Q2	326	326	100	Q1	247	243	98	Q2	6				165	165	100	Q1
CA Polytechnic State Univ.- San Luis Obispo	172	172	172	100	Q1	172	172	100	Q1	106	106	100	Q1	6				34	34	100	Q1
CA State University, Bakersfield	450	450	421	94	Q4	450	446	99	Q2	293	269	92	Q4	14	14	100	Q1	113	112	99	Q2
CA State University, Chico	369	369	362	98	Q2	369	367	99	Q2	245	241	98	Q2	4				75	74	99	Q2
CA State University, Dominiguez Hills	870	861	849	99	Q2	861	861	100	Q1	377	368	98	Q2	38	36	95	Q2	177	176	99	Q2
CA State University, Fresno	625	625	585	94	Q4	625	617	99	Q2	465	429	92	Q4	8				79	78	99	Q2
CA State University, Fullerton	656	656	655	100	Q1	656	656	100	Q1	451	450	100	Q1					338	338	100	Q1
CA State University, Hayward	351	351	348	99	Q2	351	351	100	Q1	246	243	99	Q2	35	35	100	Q1	147	147	100	Q1
CA State University, Long Beach	678	678	670	99	Q2	677	677	100	Q1	472	465	99	Q2	14	14	100	Q1	287	286	100	Q1
CA State University, Los Angeles	779	779	734	94	Q4	779	779	100	Q1	563	518	92	Q4	29	29	100	Q1	272	272	100	Q1

[1] Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in higher or lower quartile ranking, and individual candidate performance has a larger impact on smaller programs.

[2] InterAmerican College and Nova Southeastern University did not have any program completers in 2000-2001, therefore are not included in the pass-rate table.

State-Level Aggregate and Summary Assessment Pass-Rate Data by Teacher Preparation Program

Program Year 2000-2001

Legend: T - Program Completers who took any required exam
P - Program completers who passed all the required exams
% - Percent passed[1]
Q - Quartile [1]

Program Sponsor [2]	Total No. of Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas (Art, English, Languages other than English, Math, Music, Social Science, and Science)				Other Content Areas (Multiple Subject (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)			
	N	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
CA State University, Monterey Bay	100	100	100	100	Q1	100	100	100	Q1	88	88	100	Q1					41	41	100	Q1
CA State University, Northridge	793	793	785	99	Q2	791	791	100	Q1	555	547	99	Q2	13	13	100	Q1	378	378	100	Q1
CA State University, Sacramento	576	576	552	96	Q3	576	569	99	Q2	423	406	96	Q3	14	14	100	Q1	261	255	98	Q3
CA State University, San Bernardino	593	593	574	97	Q3	593	593	100	Q1	451	432	96	Q3	24	24	100	Q1	173	173	100	Q1
CA State University, San Marcos	362	362	358	99	Q2	362	362	100	Q1	311	307	99	Q2	23	23	100	Q1	123	123	100	Q1
CA State University, Stanislaus	397	397	365	92	Q4	397	391	98	Q3	324	297	92	Q4	8				73	73	100	Q1
Dominican University of San Rafael	161	160	152	95	Q3	160	158	99	Q2	109	102	94	Q4	18	18	100	Q1	62	61	98	Q3
Fresno Pacific University	97	97	93	96	Q3	97	97	100	Q1	73	70	96	Q3	7				20	20	100	Q1
Holy Names College	50	50	49	98	Q2	50	50	100	Q1	35	34	97	Q3	8				28	28	100	Q1
Hope International University	15	15	15	100	Q1	15	15	100	Q1	9				5				5			
Humboldt State University	185	184	182	99	Q2	184	183	99	Q2	118	117	99	Q2					50	50	100	Q1
InterAmerican College	0																				
John F. Kennedy University	19	19	19	100	Q1	19	19	100	Q1	11	11	100	Q1	5				10	10	100	Q1
La Sierra University	20	20	18	90	Q4	20	20	100	Q1	10	10	100	Q1	4				6			
Long Beach USD	16	16	15	94	Q4	16	16	100	Q1	15	14	93	Q4					9			
Los Angeles USD	388	388	387	100	Q1	388	388	100	Q1	386	385	100	Q1					385	385	100	Q1
Loyola Marymount University	92	92	92	100	Q1	92	92	100	Q1	77	77	100	Q1	5				22	22	100	Q1
Mills College	44	44	44	100	Q1	44	44	100	Q1	25	25	100	Q1	16	16	100	Q1	21	21	100	Q1
Mount Saint Mary's College	38	38	36	95	Q3	38	38	100	Q1	29	28	97	Q3	5				12	12	100	Q1
National Hispanic University	42	41	41	100	Q1	40	40	100	Q1	35	35	100	Q1	1				24	24	100	Q1
National University	2441	2440	2337	96	Q3	2440	2438	100	Q1	1602	1515	95	Q4	271	263	97	Q2	1410	1404	100	Q1
New College of California	24	24	24	100	Q1	24	24	100	Q1	23	23	100	Q1								
Notre Dame de Namur University	100	100	100	100	Q1	100	100	100	Q1	62	62	100	Q1	7				47	47	100	Q1
Occidental College	31	30	29	97	Q3	30	30	100	Q1	9				15	14	93	Q3	11	11	100	Q1
Ontario/Montclair USD	20	20	20	100	Q1	20	20	100	Q1	20	20	100	Q1					13	13	100	Q1
Orange County District Intern Consortium	16	16	16	100	Q1	16	16	100	Q1	16	16	100	Q1					15	15	100	Q1

[1] Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in higher or lower quartile ranking, and individual candidate performance has a larger impact on smaller programs.

[2] InterAmerican College and Nova Southeastern University did not have any program completers in 2000-2001, therefore are not included in the pass-rate table.

State-Level Aggregate and Summary Assessment Pass-Rate Data by Teacher Preparation Program

Program Year 2000-2001

Legend: T - Program Completers who took any required exam
P - Program completers who passed all the required exams
% - Percent passed[1]
Q - Quartile [1]

Program Sponsor [2]	Total No. of Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas (Art, English, Languages other than English, Math, Music, Social Science, and Science)				Other Content Areas (Multiple Subject (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)			
	N	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
Pacific Oaks College	36	35	31	89	Q4	35	35	100	Q1	31	28	90	Q4					25	24	96	Q3
Pacific Union College	29	29	27	93	Q4	29	29	100	Q1	14	12	86	Q4					7			
Patten College	5	5				5				5								4			
Pepperdine University	260	258	258	100	Q1	257	257	100	Q1	182	182	100	Q1	21	21	100	Q1	130	130	100	Q1
Point Loma Nazarene University	107	107	105	98	Q2	107	107	100	Q1	67	65	97	Q3	15	15	100	Q1	35	35	100	Q1
Project Pipeline	52	52	52	100	Q1	52	52	100	Q1	33	33	100	Q1	9				23	23	100	Q1
Saint Mary's College of California	117	117	117	100	Q1	117	117	100	Q1	86	86	100	Q1	20	20	100	Q1	54	54	100	Q1
San Diego City USD	36	36	36	100	Q1	36	36	100	Q1	36	36	100	Q1					24	24	100	Q1
San Diego State University	708	707	693	98	Q2	707	707	100	Q1	479	466	97	Q3	43	43	100	Q1	208	206	99	Q2
San Francisco State University	579	579	546	94	Q4	579	577	100	Q1	375	363	97	Q3	66	58	88	Q4	291	278	96	Q3
San Joaquin County Office of Education	59	59	59	100	Q1	59	59	100	Q1	59	59	100	Q1					47	47	100	Q1
San Jose State University	396	396	389	98	Q2	396	396	100	Q1	282	277	98	Q2	29	28	97	Q2	156	155	99	Q2
Santa Clara University	41	41	41	100	Q1	41	41	100	Q1	24	24	100	Q1	7				13	13	100	Q1
Simpson College	53	52	51	98	Q2	52	52	100	Q1	40	40	100	Q1	4				32	32	100	Q1
Sonoma State University	240	239	234	98	Q2	239	238	100	Q1	139	137	99	Q2	18	16	89	Q3	85	85	100	Q1
Stanford University	57	57	55	96	Q3	57	57	100	Q1					53	51	96	Q2				
The Master's College and Seminary	17	17	17	100	Q1	17	17	100	Q1	10	10	100	Q1	5				2			
University of CA, Berkeley	64	64	64	100	Q1	64	64	100	Q1	41	41	100	Q1	21	21	100	Q1	37	37	100	Q1
University of CA, Davis	109	109	107	98	Q2	109	108	99	Q2	80	79	99	Q2	8				66	66	100	Q1
University of CA, Irvine	117	117	114	97	Q3	117	117	100	Q1	68	68	100	Q1	40	37	93	Q3	63	63	100	Q1
University of CA, Los Angeles	144	144	144	100	Q1	144	144	100	Q1	106	106	100	Q1	27	27	100	Q1	82	82	100	Q1
University of CA, Riverside	134	134	133	99	Q2	134	134	100	Q1	82	81	99	Q2	25	25	100	Q1	29	29	100	Q1
University of CA, San Diego	50	50	50	100	Q1	50	50	100	Q1	37	37	100	Q1	4				23	23	100	Q1
University of CA, Santa Barbara	100	100	100	100	Q1	100	100	100	Q1	57	57	100	Q1	38	38	100	Q1	42	42	100	Q1
University of CA, Santa Cruz	108	108	106	98	Q2	108	108	100	Q1	73	72	99	Q2	23	23	100	Q1	68	67	99	Q2
University of LaVerne	183	183	179	98	Q2	183	183	100	Q1	119	117	98	Q2	16	15	94	Q3	79	78	99	Q2
University of Phoenix-Los Angeles	5	5				5				5								2			

[1] Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in higher or lower quartile ranking, and individual candidate performance has a larger impact on smaller programs.

[2] InterAmerican College and Nova Southeastern University did not have any program completers in 2000-2001, therefore are not included in the pass-rate table.

State-Level Aggregate and Summary Assessment Pass-Rate Data by Teacher Preparation Program

Program Year 2000-2001

Legend: T - Program Completers who took any required exam % - Percent passed[1]
P - Program completers who passed all the required exams Q - Quartile [1]

Program Sponsor [2]	Total No. of Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas (Art, English, Languages other than English, Math, Music, Social Science, and Science)				Other Content Areas (Multiple Subject (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
University of Redlands	104	104	104	100	Q1	104	104	100	Q1	73	73	100	Q1	14	14	100	Q1	32	32	100	Q1
University of San Diego	98	97	94	97	Q3	97	97	100	Q1	65	62	95	Q4	14	14	100	Q1	7			
University of San Francisco	107	107	107	100	Q1	107	107	100	Q1	99	99	100	Q1					65	65	100	Q1
University of Southern California	83	83	78	94	Q4	83	83	100	Q1	59	57	97	Q3	11	9	82	Q4	12	11	92	Q4
University of the Pacific	46	46	46	100	Q1	46	46	100	Q1	24	24	100	Q1					5			
Vanguard Univ. of Southern CA	34	34	31	91	Q4	34	34	100	Q1	24	21	88	Q4								
Westmont College	15	15	15	100	Q1	15	15	100	Q1	12	12	100	Q1	1							
Whittier College	70	70	67	96	Q3	70	70	100	Q1	56	53	95	Q4	1				24	24	100	Q1
Q1--Range, Mean		(100%-100%) 100				(100%-100%) 100				(100%-100%) 100				(100%-100%) 100				(100%-100%) 100			
Q2--Range, Mean		(98%-99%) 98.4				(99%-99%) 99.0				(98%-99%) 98.5				(95%-99%) 96.2				(99%-99%) 99.0			
Q3--Range, Mean		(95%-97%) 96.4				(98%-98%) 98.0				(96%-97%) 96.7				(89%-94%) 92.2				(96%-98%) 97.0			
Q4--Range, Mean		(89%-94%) 92.1				*				(86%-95%) 92.2				(67%-88%) 76.8				(91%-95%) 91.5			

[1] Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in higher or lower quartile ranking, and individual candidate performance has a larger impact on smaller programs.

[2] InterAmerican College and Nova Southeastern University did not have any program completers in 2000-2001, therefore are not included in the pass-rate table.

Appendix B

Institutional Reports
for Academic Year 2000-2001

Note:
Because of the size of these reports, they are not included here.
The reports are available for viewing on the
Commission's website at www.ctc.ca.gov

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California Polytechnic State University - San Luis Obispo

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California Polytechnic State University, San Luis Obispo, part of the California State University System, is a comprehensive public institution located on the central coast of California. Nationally recognized for its polytechnic emphasis, it enrolls over 16,700 students in bachelor's and master's degree programs in the Colleges of Agriculture, Architecture and Environmental Design, Business, Engineering, Liberal Arts, and Science and Mathematics, as well as in post-baccalaureate credential and master's degree programs in the University Center for Teacher Education. The mission of the UCTE is to prepare teachers and educational professionals for California's diverse public school population through an all university approach to teacher preparation. Cal Poly's "learn by doing" philosophy is translated by UCTE into dynamic school-university partnerships that emphasize quality teaching, current educational practice, applied research, and a strong commitment to serve the community. Accredited by the California Commission on Teacher Credentialing, our programs provide teacher education and education specialist students with unique, direct involvement in the best practices of instruction, and in the latest applications of discoveries about learning, assessment, and schooling. Cal Poly is the only California university member of the prestigious National Network for Educational Renewal and as such is dedicated to the NNER's agenda for education in a democracy: access to knowledge for all students, stewardship of schools, nurturing pedagogy, and enculturation into the principles of a social and political democracy.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Cal Poly's teaching credential programs continue to attract top students from throughout the state and region. Academic requirements are rigorous. Applicants to the multiple subject (elementary), single subject (secondary), and education specialist (special education) programs are required to have a minimum G.P.A. of 2.75 at admission and to maintain a 3.0 G.P.A. All candidates are required to pass the California Basic Education Skills Test and a professional aptitude interview. Each is expected to have strong academic preparation in a subject matter area, either by completing a CCTC approved course sequence as part of an undergraduate degree or by passing the appropriate ETS Praxis, SSAT, or MSAT examinations. Multiple subject candidates must complete a three-course sequence in mathematics education as well as extensive methods instruction in reading, social sciences, math, and science. Candidates follow a closely supervised, field-based curriculum linking small university classes to hands-on experience in surrounding public schools. Guided by Cal Poly faculty and teacher mentors, candidates take on gradually increasing levels of classroom responsibility, culminating in two quarters of student teaching. A new computers-in-education focus acquaints candidates with cutting edge strategies for using computers to boost student achievement. Dedicated teacher education faculty are an interdisciplinary team at Cal Poly, some based in the University Center for Teacher Education itself and others in the Colleges of Agriculture, Science and Mathematics, and Liberal Arts. Cal Poly teacher education graduates are recruited throughout the state and region and are highly successful in their search for teaching positions.

Institution/Program: California Polytechnic State University - San Luis Obispo

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

A number of innovative initiatives are moving forward at Cal Poly's University Center for Teacher Education. Multiple subject (elementary) candidates now have the option of either the traditional post-baccalaureate or a new blended program. This "four-plus-one" program will prepare undergraduate Liberal Studies majors for elementary school teaching in four years plus one quarter by blending together subject matter and professional education coursework with field experience and student teaching. The first cohort of blended program students advanced through assigned early field experiences, preparing them for methods instruction. Meanwhile, the recently revised single subject (secondary) curriculum focuses on core subject matter instruction strategies, linking subject matter coursework with education coursework, incorporating English Language Learner and technology preparation as a new in-depth features. In Special Education, the Education Specialist Level II advanced credential program in both mild-moderate and moderate-severe is continuing to attract new students, and the program faculty has proposed a new blended credential program for special educators to be structured like the elementary blended program. Finally, all of Cal Poly's teaching credential curricula are undergoing review to meet rigorous new California Commission on Teacher Credentialing standards to be implemented as early as summer of 2002, and the UCTE plans to move much of its admissions, reporting, and advising information into a user friendly, web-based processing system. These innovations will significantly enhance the excellence and effectiveness of Cal Poly's teacher preparation programs in the future.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ucte.calpoly.edu

Institution/Program: **California Polytechnic State University - San Luis Obispo**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	160	160	0
Single Subject Candidates	152	152	0
Education Specialist Candidates	70	70	0
Totals	382	382	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	102	102	0
Single Subject Candidates	90	90	0
Education Specialist Candidates	29	29	0
Totals	221	221	0

Institution/Program: **California Polytechnic State University - San Luis Obispo**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**17**	**0**	**0**

In Academic Positions with Rights and Responsibilities	17	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**1 3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	13	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**5**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1		
Single Subject Programs	15:1		
Education Specialist Programs	15:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **California Polytechnic State University - San Luis Obispo**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	20	480
Single Subject Programs	23	19	437
Education Specialist Programs	20	30	600

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
Education Specialist Programs	N/A

Institution/Program: **California Polytechnic State University - San Luis Obispo**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**172**	**172**	**100%**	**97%**
Basic Skills				
CBEST	172	172	100%	100%
Aggregate	172	172	100%	100%
Professional Knowledge/Pedagogy				
RICA	106	106	100%	97%
Aggregate	106	106	100%	97%
Academic Content Areas				
Math SSAT (02)	2	–	–	99%
Math Praxis II (0063 + 0064)	2	–	–	93%
Social Science SSAT (03)	4	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	4	–	–	96%
Aggregate	6	–	–	96%

Other Content Areas				
MSAT (0140 + 0151)	32	32	100%	99%
Home Economics SSAT (17)	2	–	–	100%
Aggregate	34	34	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State Polytechnic University - Pomona

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership, and careers in a changing multicultural world. The College of Education and Integrative Studies (CEIS) provides an interactive, inquiry-based environment incorporating a multi-disciplinary and interdisciplinary curriculum. Our graduates are prepared for leadership to address the complex issues that confront our communities in working toward building a creative, just and democratic society. The Department of Education prepares K-12 teachers seeking credentials in Multiple Subjects; Single Subjects; M.S. and S.S. with Cross-cultural, Language and Academic Development (CLAD) or Bilingual (Spanish) Cross-cultural Language and Academic Development (BCLAD) emphases; and Special Education (Mild/Moderate and Moderate/Severe). The programs seek to develop teacher candidates who: 1) exhibit respect for the worth and dignity of all students, regardless of academic achievement, intellectual potential, social maturity, sex, or ethnic, cultural or racial background; 2) are academically competent in their field of subject-matter expertise; 3) demonstrate pedagogically sound methods of teaching and apply them appropriately to meet individual and collective student needs; and 4) are committed to lifelong learning, are stimulated by open inquiry, and desire to share these qualities with others. The programs are committed to excellent professional preparation that provides students with the opportunity to acquire the skills, intellectual strategies, critical attitudes, and broad perspectives necessary to serve the needs of schools and communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The basic credential programs emphasize the integration of theory and practice in the study of education foundations, curriculum, methodology, and the teaching of reading. The emphasis on the teaching of reading has a dual focus: the pedagogy of learning to read and the pedagogy of application to content and context: reading to learn. The basic programs are organized around the four themes of Teacher as Reflector, Communicator and Organizer; Researcher and Practitioner; and Professional. The preparation of teachers at Cal Poly Pomona is a university-wide function. Increased field experiences and service learning components provide students with opportunities for professional observation,initial practice, and increased practical responsibilities in diverse educational and community settings. Credential programs at Cal Poly Pomona may be completed with supervised student teaching in assigned classrooms for regular student teachers. The student teaching requirement for regular student teachers includes two 10-week quarters of full-day teaching. This requirement also applies to students enrolled in the one-year internship program. Students enrolled in the two-year internship program may complete up to four 10-week quarters of supervised student teaching.

Institution/Program: California State Polytechnic University - Pomona

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

* Is adopting the new standards for Quality and Effectiveness for Elementary Subject Matter Program
* Is an early adopter of standards of Quality and Effectiveness for Multiple and Single Subject Teacher Preparation Programs, receiving a grant from CCTC for early implementation
* Both the Department of Liberal Studies and the Department of Ethnic and Women's Studies have designed Blended Programs for majors
* Is one of 10 institutions participating in a federally-funded national project on teacher assessment for cultural competence
* There has been a substantial increase in on-line courses offered in the teacher credential program;
* Community and professional outreach programs continue through several grant projects including "Building Bonds", "Teacher Aides Path to Teacing [TAPT]", "TeaMatrix", "CAPI"

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csupomona.edu/~ceis

Institution/Program: **California State Polytechnic University - Pomona**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	604	551	53
Single Subject Candidates	255	241	14
Education Specialist Candidates	85	66	19
Totals	944	858	86

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	235	182	53
Single Subject Candidates	74	60	14
Education Specialist Candidates	53	34	19
Totals	362	276	86

Institution/Program: **California State Polytechnic University - Pomona**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1 1**	**4**	**0**

In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	10	4	0
Single Subject Programs	**3**	**1**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist Programs	**2**	**1**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	2	1	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16:1	13:1	
Single Subject Programs	21:1	27:1	
Education Specialist Programs	16:1	13:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State Polytechnic University - Pomona

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	6	20	120
Single Subject Programs	6	20	120
Education Specialist Programs	6	20	120

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	.5 to 2
Single Subject Programs	.5 to 2
Education Specialist Programs	.5 to 2

Institution/Program: **California State Polytechnic University - Pomona**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**326**	**322**	**99%**	**97%**
Basic Skills				
CBEST	326	326	100%	100%
Aggregate	326	326	100%	100%
Professional Knowledge/Pedagogy				
RICA	247	243	98%	97%
Aggregate	247	243	98%	97%
Academic Content Areas				
English SSAT (01)	1	–	–	98%
Praxis II English	1	–	–	99%
Math SSAT (02)	2	–	–	99%
Math Praxis II (0063 + 0064)	2	–	–	93%
Music SSAT (13)	1	–	–	100%

Music Praxis II (0111 + 0112)	1	–	–	100%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Social Science SSAT (03)	1	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	1	–	–	96%
Aggregate	6	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	163	163	100%	99%
Agriculture SSAT (14)	1	–	–	100%
Home Economics SSAT (17)	1	–	–	100%
Aggregate	165	165	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Bakersfield

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Bakersfield is located in the petroleum and agriculture-rich county of Kern. The School of Education's mission is to strengthen the foundations of democracy and equal educational opportunity through quality programs that prepare committed education professionals in the context of a linguistically and culturally pluralistic society. The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC). Teacher credential programs for Multiple and Single Subjects and Mild/Moderate or Moderate/Severe Disabilities value confluent educational approaches which prepare caring and reflective professionals who will nurture and promote the emotional, social, and physical well being of all students in addition to their academic skills.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Teacher credential programs strive to be coherent and cohesive in order to provide students with meaningful coursework and relevant field experiences that build upon solid research and philosophical foundations. The collaborative nature of our programs promote positive features such as: Distinguished teachers-in- residence, ample field-experiences, joint membership on advisory boards, external grant partners, a professional development school, team- teaching, resource-leveraging, service learning opportunities, and an integrated "blended" undergraduate teacher education program. The SOE values a high level of faculty involvement in the teaching and learning process. Students have access to highly experienced credential analysts and evaluators as well as expert faculty and responsive clerical staff to guide them through the complexities of California credentialing policies and regulations.

Institution/Program: California State University, Bakersfield

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

(1) The SOE has greatly improved the design, services, and articulation with LEA's to increase the quality and access to Intern programs, an alternative pathway for non-credentialed teachers formerly authorized by an emergency permit. (2) Teaching with technology is now a requirement for all credential candidates. The implementation of the SOE's technology plan is aligned with California's technology standards (CTAP) ensuring that the new generation of teachers will be able to incorporate the latest technologies in the teaching and learning processes. (3) Program offerings at CSUB's Off-campus Center in the Antelope Valley have expanded to include a Masters degree in Curriculum and Instruction with a new Educational Technology emphasis and an Education Administration credential and Masters.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csub.edu

Institution/Program: California State University, Bakersfield

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,112	969	143
Single Subject Candidates	468	454	14
Education Specialist Candidates	348	215	133
Totals	1,928	1,638	290

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	574	493	81
Single Subject Candidates	146	145	1
Education Specialist Candidates	127	60	67
Totals	847	698	149

Institution/Program: **California State University, Bakersfield**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**28**	**16**	**0**

In Academic Positions with Rights and Responsibilities	5	1	0
In Non-Academic Positions without Rights and Responsibilities	23	15	0
Single Subject Programs	**8**	**1**	**0**
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	5	0	0
Education Specialist Programs	**5**	**3**	**0**
In Academic Positions with Rights and Responsibilities	4	2	0
In Non-Academic Positions without Rights and Responsibilities	1	1	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18:1	5:1	
Single Subject Programs	18:1	1:1	
Education Specialist Programs	12:1	13:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **California State University, Bakersfield**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28.75	20	575
Single Subject Programs	25	19	475
Education Specialist Programs	31.66	15	475

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: **California State University, Bakersfield**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**450**	**421**	**94%**	**97%**
Basic Skills				
CBEST	450	446	99%	100%
Aggregate	450	446	99%	100%
Professional Knowledge/Pedagogy				
RICA	293	269	92%	97%
Aggregate	293	269	92%	97%
Academic Content Areas				
English SSAT (01)	6	–	–	98%
Praxis II English	6	–	–	99%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	4	–	–	99%

Biology Praxis II (0233 + 0433)	4	–	–	94%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	2	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	2	–	–	96%
Aggregate	14	14	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	111	110	99%	99%
Business SSAT (15)	1	–	–	100%
Health Science SSAT (16)	1	–	–	100%
Aggregate	113	112	99%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Chico

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Founded as a normal school in 1887, CSU, Chico continues its mission of preparing outstanding teachers for the youth of California. Candidates are challenged to assume leadership roles in the community and uphold the principles of democracy. The School of Education is dedicated to preparing knowledgeable educators that continue to learn and grow, think critically, and serve their communities by example. Through teaching children with varied abilities and students from many socioeconomic, language, cultural, and philosophic backgrounds, professionals learn to support inclusion, tolerance, and success for all. Recognizing that this commitment requires well-educated and talented individuals, the faculty and administration dedicate themselves to attracting to Chico, selecting, preparing, and recommending the very best qualified applicants from throughout the State.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

A varied palette of options assures that all students find a professional preparation program to meet personal needs, experiences, and interests. Alternatives include full and part time scheduling, cohorts, internships, local and rural distant placements, CLAD and B/CLAD, concurrent special education, and post baccalaureate and blended undergraduate programs.

Course content is designed around the California Standards for the Teaching Profession and state and local student standards. All candidates must complete rigorous culminating assessments prior to being recommended for credentials.

Faculty in the School of Education represent the highest levels of professional expertise and pedagogical knowledge. Distinguished Teachers-in-Residence share best classroom practices and current experience. Advisory boards, committees, and shared teaching and learning opportunities involving university and public school colleagues enhance program quality.

Institution/Program: California State University, Chico

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Because it will be among the first California State University campuses to be accredited by the California Commission on Teacher Credentialing under the new SB 2042 standards, CSU, Chico currently is critically examining and assessing its programs. Although it has utilized the Draft Standards to guide program design, the approved Standards of Quality and Effectiveness are providing the specificity and direction needed to reevaluate, reconfigure, and refine courses and experiences for candidates and faculty. The accreditation process is providing the impetus and opportunity to engage in discussions that will, undoubtedly, lead to changes and revisions that will enhance and strengthen the basic programs as well as those leading to advanced and service credentials and graduate degrees.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csuchic.edu/edsc

Institution/Program: **California State University, Chico**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	364	316	48
Single Subject Candidates	249	162	87
Education Specialist Candidates	27	0	27
Totals	640	478	162

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	332	289	43
Single Subject Candidates	193	142	51
Education Specialist Candidates	27	0	27
Totals	552	431	121

Institution/Program: **California State University, Chico**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2 3**	**6**	**0**

In Academic Positions with Rights and Responsibilities	22	2	0
In Non-Academic Positions without Rights and Responsibilities	1	4	0
Single Subject Programs	**16**	**12**	**0**
In Academic Positions with Rights and Responsibilities	16	3	0
In Non-Academic Positions without Rights and Responsibilities	0	9	0
Education Specialist Programs	**0**	**6**	**0**
In Academic Positions with Rights and Responsibilities	0	6	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25:1	25:1	
Single Subject Programs	25:1	25:1	
Education Specialist Programs		25:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **California State University, Chico**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	29	788
Single Subject Programs	22	34	608
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	2

Institution/Program: **California State University, Chico**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**369**	**362**	**98%**	**97%**
Basic Skills				
CBEST	369	367	99%	100%
Aggregate	369	367	99%	100%
Professional Knowledge/Pedagogy				
RICA	245	241	98%	97%
Aggregate	245	241	98%	97%
Academic Content Areas				
Science Praxis Test II	1	–	–	97%
Geoscience SSAT (04 + 07)	1	–	–	94%
Social Science SSAT (03)	3	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	3	–	–	96%
Aggregate	4	–	–	96%

Other Content Areas				
MSAT (0140 + 0151)	72	71	99%	99%
Business SSAT (15)	1	–	–	100%
Health Science SSAT (16)	1	–	–	100%
Industrial + Tech Ed. SSAT (18)	1	–	–	100%
Aggregate	75	74	99%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Dominiguez Hills

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the School of Education is to prepare teachers to work successfully with culturally and linguisitically diverse learners in urban environments. California State University, Dominguez Hills is the most diverse university west of the Mississippi. Our teacher candidates and previous graduates reflect this diversity. CSUDH leads the state in credentialing African-American teachers. Currently one-half of the students in the CSUDH credential program seek the Bilingual Crosscultural and Academic Language Development Emphasis. Most teach in inner city, hard-to-staff schools.

Historically, the region served by CSU Dominguez Hills has had great difficulty recruiting and retaining teachers. In our service area, socioeconomic levels are low, the percentage of limited-English proficient (LEP) populations is high, and the ethnic diversity is the most extensive in Los Angeles County. Our teacher graduates teach primarily in Chapter I, Urban Impact, and multilingual schools.

In California, teacher candidates must pass multiple measures of assessment to be recommended for credentialing. The Reading Instruction Competency Assessment (RICA), whose results were used to rank Californian teacher preparation programs, is only one assessment among many and is required only of multiple subject and education specialist certifiers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

For student teachers, the School of Education developed the Blended Program,which received the American Association of Colleges for Teacher Education (AACTE) Best Practice Award in 1999 for collaboration between teacher education and liberal arts faculty. For Alternative Program Candidates, University Interns, the School of Education, in collaboration with Los Angeles Unified School District and the Los Angeles Educational Partnership, developed a Professional Development School which received the 2000 AACTE Best Practice Award for Support of Diversity.

The School of Education is accredited by both NCATE (National Council For Accreditation of Teacher Education) and CCTC (California Commission On Teacher Credentialing). As both accreditors have moved toward solid measures of accountability in the last two years, the School of Education has looked carefully at its teacher preparation processes, and, as a result of these formal evaluative processes, has accomplished the following: 1) the School has developed a wide array of locations where coursework is delivered using the Professional Development School (PDS) model to assure systemic educational reform of teacher preparation programs and faculty as well as teaching staffs of local schools; 2) has designed expanded evaluation processes to begin to look at achievement results of students in schools of those prepared in SOE programs; 3) has prepared all faculty to offer technological infusion in all teacher preparation coursework; 4) has developed a state-of-the-art preparation program for high school mathematics teachers; and, 5) has developed a blended (teacher preparation/liberal studies) program located at professional development school settings.

Institution/Program: California State University, Dominiguez Hills

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

In 2002-2003, the Teacher Education Department at California State University, Dominguez Hills premieres its newly designed professional teacher preparation program in accordance with California's new Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. The new program represents two years of focused intensive work by members of the "Teacher Performance Assessment Task Force" and the "Program Redesign Task Force."

The program offers Multiple and Single Subject credentials with a University Intern and Student Teaching option. Coursework and field experiences effectively prepare candidates to teach K-12 students and understand the contemporary conditions of schooling. Because the majority of our candidates teach in urban schools with multicultural and multilingual students, the program's coursework and field experiences are designed to prepare candidates to effectively meet the needs of these students.

A system of formative and summative assessment is embedded throughout the program to provide candidates with timely, accurate, and complete feedback regarding their performance progress. Candidates develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs). Within the developmental sequence of the program, courses provide the pedagogical knowledge for developing competence in the TPEs. Signature course assignments describe the TPE performance tasks that are applied and practiced during the field experience. Supervisors conduct observations and conferences that focus on each of the tasks and offer specific suggestions for improved practice. Successful completion of each phase of the program is dependent upon meeting developmental criteria.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csudh.edu/soe/

Institution/Program: California State University, Dominiguez Hills

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	7,806	6,369	1,437
Single Subject Candidates	2,757	2,491	266
Education Specialist Candidates	692	596	96
Totals	11,255	9,456	1,799

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	756	69	687
Single Subject Candidates	248	25	223
Education Specialist Candidates	96	96	0
Totals	1,100	190	910

Institution/Program: **California State University, Dominiguez Hills**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**7**	**5 0**	

In Academic Positions with Rights and Responsibilities	7	50
In Non-Academic Positions without Rights and Responsibilities		
Single Subject Programs	**4**	**29**
In Academic Positions with Rights and Responsibilities	4	29
In Non-Academic Positions without Rights and Responsibilities		
Education Specialist Programs	**6**	**0**
In Academic Positions with Rights and Responsibilities	6	0
In Non-Academic Positions without Rights and Responsibilities		

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	24:1	
Single Subject Programs	24:1	24:1	
Education Specialist Programs	24:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State University, Dominiguez Hills

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	35	15	525
Education Specialist Programs	35	15	525

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: **California State University, Dominiguez Hills**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**861**	**849**	**99%**	**97%**
Basic Skills				
CBEST	861	861	100%	100%
Aggregate	861	861	100%	100%
Professional Knowledge/Pedagogy				
RICA	377	368	98%	97%
Aggregate	377	368	98%	97%
Academic Content Areas				
English SSAT (01)	12	12	100%	98%
Praxis II English	11	10	91%	99%
Japanese SSAT (21)	1	–	–	100%
Spanish SSAT (10)	3	–	–	98%
Spanish: Skills Praxis II (0192)	3	–	–	96%

Spanish: Analysis Praxis II (0193)	3	–	–	90%
Math SSAT (02)	11	11	100%	99%
Math Praxis II (0063 + 0064)	11	10	91%	93%
Science Praxis Test II	1	–	–	97%
Chemistry SSAT (04 + 06)	3	–	–	100%
Chemistry Praxis II (0242 + 0433)	3	–	–	100%
Geoscience SSAT (04 + 07)	1	–	–	94%
Social Science SSAT (03)	7	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	7	–	–	96%
Aggregate	38	36	95%	96%
Other Content Areas				
MSAT (0140 + 0151)	162	161	99%	99%
Business SSAT (15)	2	–	–	100%
Health Science SSAT (16)	4	–	–	100%
Physical Education SSAT (09)	9	–	–	100%
Phys. Educ. Praxis Test II	9	–	–	98%
Aggregate	177	176	99%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Fresno

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education and Human Development at California State University, Fresno is the primary unit responsible for all teacher preparation programs. Vision and Mission of the Unit are as follows:

Vision and Mission

The School of Education and Human Development is committed to developing the knowledge, skills, and values for educational leadership in a changing, diverse, and technologically complex society.

The mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and education specialists in order to provide for the educational needs of children and adults, with special attention to diversity and equity.

Student Populations

The University has primary responsibility for serving: Fresno, Kings, Tulare, and Madera Counties. Within this region is a K-12 population of 315,926 that includes: American Indian - 1%, Asian -8%, Pacific Islander -0.2%, Filipino - 1%, Hispanic - 54%, African-American - 5%, and White Not Hispanic - 31%.

Teaching Population

Credentialed teachers for the four county region totaled 16,199. Teacher ethnicity is as follows: American Indian - 1%, Asian - 3%, Pacific Islander - 0.8%, Filipino - 1%, Hispanic - 16%, African-American - 2%, and White Not-Hispanic - 77%.

Program Enrollment

Student enrolled in Teacher Education programs totaled 4,323. Student ethnicity by percentages includes: American Indian - 1%, Asian - 7%, Hispanic -29.3%, African-American - 2%, and White Not Hispanic - 43.4%, and other (unknown) - 18%.

In comparing the figures above, two prominent factors emerge: 1)high diversity in both K-12 and University students, and 2) sharp contrast in K-12 students and K-12 teacher ethnicity.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The School of Education and Human Development offers a variety of exemplary programs that lead to a teaching credential. These programs contain sequenced experiences that enable enrollees to both acquire knowledge and develop skills through lecture, laboratory, and field-based classes. Examples include: the Liberal Studies Blended Program that leads to a BA degree and a Multiple Subject Credential in eight semesters; Internship Programs for Multiple Subject, Single Subject, and Special Education teachers; and CalStateTEACH, which is targeted for teachers holding Emergency Credentials.

Alternative program delivery includes field-based cohorts in: Reading, Educational Administration, CLAD Certificate; Option IV for Reentry Students; Block A for Middle School Teachers; and an Education Early Childhood Emphasis. Classes are also available via interactive audio/video at remote sites throughout the region. The Annual Character and Civic Education Conference is one example of a special conference that serves to enrich a student's professional preparation.

Faculty promote professional development for the region's teachers through coordination of state curriculum projects such as: the San Joaquin Mathematics Project; the San Joaquin Valley Writing Project; the California History - Social Science Project, and the Central Valley Science Project.

The PreTeacher Assessment Center is focused on students' teaching strengths as well as on areas needing improvement. The Renaissance Partnership for Improving Teacher Quality Program is a collaborative with a local school district that is directed toward assessing teacher performance by measuring learning outcomes through teacher work sampling.

Institution/Program: California State University, Fresno

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **California State University, Fresno**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,079	1,013	66
Single Subject Candidates	352	313	39
Education Specialist Candidates	154	153	1
Totals	1,585	1,479	106

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	781	727	54
Single Subject Candidates	214	176	38
Education Specialist Candidates	47	47	0
Totals	1,042	950	92

Institution/Program: **California State University, Fresno**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**50**	**14**	**0**

In Academic Positions with Rights and Responsibilities	27	3	0
In Non-Academic Positions without Rights and Responsibilities	23	11	0
Single Subject Programs	**3 3**	**1 3**	**0**
In Academic Positions with Rights and Responsibilities	20	8	0
In Non-Academic Positions without Rights and Responsibilities	13	5	0
Education Specialist Programs	**5**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25 :1	25 :1	
Single Subject Programs	25 :1	25 :1	
Education Specialist Programs	25 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State University, Fresno

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	30	600
Single Subject Programs	30	30	900
Education Specialist Programs	24	30	720

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	2

Institution/Program: **California State University, Fresno**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**625**	**585**	**94%**	**97%**
Basic Skills				
CBEST	625	617	99%	100%
Aggregate	625	617	99%	100%
Professional Knowledge/Pedagogy				
RICA	465	429	92%	97%
Aggregate	465	429	92%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	2	–	–	98%
Praxis II English	2	–	–	99%
Math SSAT (02)	1	–	–	99%

Math Praxis II (0063 + 0064)	1	–	–	93%
Social Science SSAT (03)	4	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	4	–	–	96%
Aggregate	8	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	78	77	99%	99%
Business SSAT (15)	1	–	–	100%
Aggregate	79	78	99%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Fullerton

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Our Teacher Preparation Programs are: based on the University Mission and Goals; (b) shaped by the needs, aspirations, and skills of our students, faculty, and community; embedded in appropriate standards of the professions; informed by the knowledge base of each profession; and accredited by and responsive to the standards of the CCTC, NCATE, and WASC.

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

Our students are future educators, and the quality of the educator is the most critical variable in education. Educators possess a wide constellation of knowledge and skills, including knowledge of the subject taught, understanding of development and learning, pedagogical skills in simplifying learning, and awareness of the social and political contexts of schools. Educators also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of cultural and diversity, and professional commitment to working collaboratively with other professionals.

Faculty members are committed to excellence in teaching and display the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promotes reflective practice based on sound research and theory coupled with real world problems. Learning is expanded beyond the classroom to include partnerships with the community. These community partnerships provide a bridge between theory and practice.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The Multiple Subject Credential Program is distinguished by its cohort approach, whereby candidates complete most field and course experiences within stable cohorts led by small faculty teams. It also integrates field and course experiences, allowing candidates to connect simultaneous experiences from university and elementary classrooms. The Education Specialist Special education Credential Programs in Mild/Moderate, Moderate/Severe and Early Childhood Special Education was commended during their recent accreditation visit for excellent Professional Development Training Sites for their teachers, seamless delivery of a scaffolding curriculum including issues related to culture diversity and human differences, the ability to reach out to the experts in the field and bring them to CSU Fullerton for consultation and for the maintenance of high standards during the extreme growth over the past three years. The Single Subject Credential Program is distinguished by an interdisciplinary approach that connects the three main elements of teacher training (subject matter preparation, pedagogical training, and field experience) through collaboration between the Department of Secondary Education, university academic departments and programs, and local school districts; the Professional Development District model; our Future Teachers recruitment program at 18 local high schools; and our BTSA collaboration with area school districts.

The Reading Department offers a Master of Science in Education, Reading Degree, the new California Reading Certificate, and a Reading/Language Arts Specialist Credential.

Institution/Program: California State University, Fullerton

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

New initiatives in the Multiple Subject Credential Program include the systematic development of activities for part-time and full-time faculty in the areas of reading methods and diversity. Additionally, the three-semester program was restructured to better integrate course experiences.
The key mission of the Education Specialist Special Education Credential Program is to develop quality teachers who value life-long learning. To validate this statement, the department is conducting both telephone and paper-pencil surveys of graduates to determine the types of activities the alumni participate in after they graduate from our master degree programs. We have evidence of continued journal reading, active involvement in professional organizations, career ladder advances, participation in staff development conferences and in some cases, membership in teacher support groups that began in graduate school. New initiatives in the Single Subject Credential Program include the establishment of the Intern Credential Program, serving ten subject matter areas in over fifty districts in Southern California. Credential programs were also restructured to better integrate the teaching of reading strategies across all coursework. The Reading Department offers coursework leading to the new California Reading Certificate. An existing course in the Reading/Language Arts Specialist Credential has become the culminating course in the Reading Certificate. The course has been moved off campus allowing candidates to work with, and complete a case study on, students in low-performing schools.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://hdcs.fullerton.edu/maincateg/academic.html

Institution/Program: **California State University, Fullerton**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	701	583	118
Single Subject Candidates	241	200	41
Education Specialist Candidates	226	160	66
Totals	1,168	943	225

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	622	512	110
Single Subject Candidates	171	164	7
Education Specialist Candidates	102	72	30
Totals	895	748	147

Institution/Program: **California State University, Fullerton**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**103**	**37**	

In Academic Positions with Rights and Responsibilities	103	37
In Non-Academic Positions without Rights and Responsibilities		
Single Subject Programs	**31**	**5**
In Academic Positions with Rights and Responsibilities	31	5
In Non-Academic Positions without Rights and Responsibilities		
Education Specialist Programs	**19**	**10**
In Academic Positions with Rights and Responsibilities	19	10
In Non-Academic Positions without Rights and Responsibilities		

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	3 :1	
Single Subject Programs	6.6 :1	1.8 :1	
Education Specialist Programs	4.8 :1	3.8 :1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State University, Fullerton

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	14	490
Single Subject Programs	13	18	234
Education Specialist Programs	14	22	308

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	2.0

Institution/Program: **California State University, Fullerton**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**656**	**655**	**100%**	**97%**
Basic Skills				
CBEST	656	656	100%	100%
Aggregate	656	656	100%	100%
Professional Knowledge/Pedagogy				
RICA	451	450	100%	97%
Aggregate	451	450	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	338	338	100%	99%
Aggregate	338	338	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Hayward

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School's mission is "to prepare collaborative leaders, committed to social justice and democracy, who will influence a highly technological and diverse world." The Department of Teacher Education's mission is "to prepare teachers who are dedicated to the academic achievement of all students, and who demonstrate a commitment to life-long, professional growth and school leadership." The teacher preparation programs at CSU Hayward seek to produce graduates who value collaboration, recognize the importance of assuming leadership roles, and are committed to social justice and democracy. These programs have developed a well-deserved reputation for innovation. CSU Hayward was one of the first IHEs in California to offer entire programs at remote sites and has developed one of the most complete University-District partnerships in the United States (with the New Haven Unified School District). Teacher preparation programs serve one of the most diverse regions in the United States and CSU Hayward has established partnership programs with the two school districts in our service area with the highest number of non-credentialled teachers, Oakland Unified and West Contra Costa Unified.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The Multiple Subject, Single Subject and Education Specialist programs are accredited by both the NCATE and the CCTC. Program qualities that contribute to the effectiveness of the Multiple Subject and Single Subject Teaching Credential programs include: (1) a cohort system, with on-going mentoring by a faculty team leader, (2) a full-year of required field experience, as either a student teacher or intern, corresponding to the K-12 calendar, (3) partnership programs with three inner-city school districts, and (4) entire programs offered at four remote sites. Qualities that contribute to the effectiveness of the Education Specialist Credential program include: (1) a high-level of practitioner input in the design, implementation, and evaluation of the program, (2) on-site competency-based support with portfolio assessment, and (3) participation in federal grants for student recruitment, support, and mentoring.

Institution/Program: California State University, Hayward

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Several new initiatives are underway. Planning has begun to add internships to the Education Specialist Credential. The Single Subject Credential program was selected for a CCTC early-adoption grant and work began on re-designing that program to adhere to the SB 2042 standards. Veteran faculty in the Multiple Subject Credential program significantly improved the mentoring they provide to the large number of part-time lecturers teaching in that program. Faculty in all programs began work on rigorous program and candidate assessment plans required by revised NCATE standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **California State University, Hayward**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	546	302	244
Single Subject Candidates	187	70	117
Education Specialist Candidates	77	77	0
Totals	810	449	361

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	400	243	157
Single Subject Candidates	139	44	95
Education Specialist Candidates	40	40	0
Totals	579	327	252

Institution/Program: **California State University, Hayward**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1 2**	**1 2**	**0**

In Academic Positions with Rights and Responsibilities	12	12	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**2**	**8**	**0**
In Academic Positions with Rights and Responsibilities	2	8	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**1 6**	**0**	**0**
In Academic Positions with Rights and Responsibilities	16	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	37 :1	37 :1	
Single Subject Programs	37 :1	37 :1	
Education Specialist Programs	24 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State University, Hayward

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	21	30	630
Single Subject Programs	21	30	630
Education Specialist Programs	18	30	540

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	N/A

Institution/Program: **California State University, Hayward**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**351**	**348**	**99%**	**97%**
Basic Skills				
CBEST	351	351	100%	100%
Aggregate	351	351	100%	100%
Professional Knowledge/Pedagogy				
RICA	246	243	99%	97%
Aggregate	246	243	99%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	17	17	100%	98%
Praxis II English	16	16	100%	99%
French SSAT (11)	1	–	–	93%

French: Skills Praxis II (0171)	1	–	–	93%
French: Analysis Praxis II (0172)	1	–	–	86%
Spanish SSAT (10)	2	–	–	98%
Spanish: Skills Praxis II (0192)	2	–	–	96%
Spanish: Analysis Praxis II (0193)	2	–	–	90%
Math SSAT (02)	5	–	–	99%
Math Praxis II (0063 + 0064)	5	–	–	93%
Biology SSAT (04 + 05)	2	–	–	99%
Biology Praxis II (0233 + 0433)	2	–	–	94%
Science Praxis Test II	1	–	–	97%
Geoscience SSAT (04 + 07)	1	–	–	94%
Social Science SSAT (03)	6	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	6	–	–	96%
Aggregate	35	35	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	146	146	100%	99%
Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	147	147	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Long Beach

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

It takes our entire University to prepare a teacher. CSULB has the preparation of teachers and other educators as its highest priority. Initial teacher preparation credential programs include the Multiple Subject Credential, with six credential pathways; the University-wide Single Subject Credential; and the Education Specialist Credential (Levels I & II, Mild/Moderate & Moderate/Severe). Our goal is to ensure that our graduates have deep content knowledge, and have opportunities for early and ongoing field experience where they can see and implement best practices they have learned in their coursework. They will value diversity and demonstrate ability to deliver instruction and assess student progress so that all their students achieve at high levels. Advanced degree and credential programs in the College of Education provide professional development opportunities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The Long Beach Education Partnership between CSULB, Long Beach Unified School District, and Long Beach City College continues to inform and support development and assessment of our effective teacher preparation programs. Five additional community colleges have been added to our partnership and are valued contributors to the great progress that has been made in the undergraduate preparation of elementary teachers through the development of standards-based courses in language/literacy studies, history/social sciences, math, science, and the arts. Early field experiences are embedded in the undergraduate program taking college freshmen into urban school classrooms. An additional indicator of the excellence and effectiveness of our programs is the granting of continuing accreditation to CSULB by the State of California and initial accreditation by NCATE in 2001.

Institution/Program: California State University, Long Beach

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The Integrated Teacher Education Program (ITEP) was fully implemented in Fall 2001 when 300 freshmen were admitted. It is the primary undergraduate program for students planning to become elementary teachers and represents a significant step for CSULB toward strengthening undergraduate preparation of teachers. It blends a baccalaureate degree in the content areas of elementary curriculum and the professional preparation of the Multiple Subject Credential. ITEP is based on a common belief that content knowledge is deepened when linked to practice, and that future teachers are best served by explicit linkages between their developing understanding of content, teaching methods and educational foundations. The Education Specialist Credential (Level I, Mild/Moderate & Moderate/Severe) will be added as an option in Fall 2002, providing interested candidates with dual certification.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ced.csulb.edu/

Institution/Program: **California State University, Long Beach**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,305	1,256	49
Single Subject Candidates	453	445	8
Education Specialist Candidates	129	111	18
Totals	1,887	1,812	75

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	406	384	22
Single Subject Candidates	208	200	8
Education Specialist Candidates	39	31	8
Totals	653	615	38

Institution/Program: **California State University, Long Beach**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**47**	**15**	

In Academic Positions with Rights and Responsibilities	47	15
In Non-Academic Positions without Rights and Responsibilities	0	0
Single Subject Programs	**7 6**	**8**
In Academic Positions with Rights and Responsibilities	74	8
In Non-Academic Positions without Rights and Responsibilities	2	0
Education Specialist Programs	**7**	**5**
In Academic Positions with Rights and Responsibilities	7	5
In Non-Academic Positions without Rights and Responsibilities	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	24 :1	
Single Subject Programs	16 :1	24 :1	
Education Specialist Programs	24 :1	24 :1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **California State University, Long Beach**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	45	15	675
Single Subject Programs	25	20	500
Education Specialist Programs	45	32	1,440

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1.5

Institution/Program: **California State University, Long Beach**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**678**	**670**	**99%**	**97%**
Basic Skills				
CBEST	677	677	100%	100%
Aggregate	677	677	100%	100%
Professional Knowledge/Pedagogy				
RICA	472	465	99%	97%
Aggregate	472	465	99%	97%
Academic Content Areas				
Japanese SSAT (21)	1	–	–	100%
Korean SSAT (25)	2	–	–	100%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Vietnamese SSAT (24)	1	–	–	100%

Math SSAT (02)	2	–	–	99%
Math Praxis II (0063 + 0064)	2	–	–	93%
Social Science SSAT (03)	7	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	7	–	–	96%
Aggregate	14	14	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	284	283	100%	99%
Home Economics SSAT (17)	3	–	–	100%
Aggregate	287	286	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Los Angeles

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission was revised: "Through the unique opportunities provided by its charter status, the Charter College enables educators to meet high standards and ensure the maximum learning and achievement potential of culturally and linguistically diverse urban learners." A new goal was created, emphasizing scholarship as a means of creating and disseminating new knowledge; two goals were revised to refocus efforts on both teaching and learning. The College also reaffirmed nine core values to guide the goals of both basic (multiple subject, single subject, and education specialist) and advanced credentials. Each division and program revised its goals to be consistent with the College and University strategic initiatives. This year 1,262 credentials were recommended, and nearly 400 students received Master's degrees. The College issued 1,716 emergency permits, a 19% decline over the previous year.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Assessment activities, strong partnerships with K-12 school and community college representatives, and regular orientations for new and continuing part-time faculty contributed to program excellence. Field tests validated the rubrics developed last year to assess the quality of field experiences for both regular and education specialist credential students. Workshops were sponsored for community partners to analyze the new CTC and NCATE standards, especially those for field experiences. A final draft of the College's assessment system document was completed for presentation to the College faculty, staff, students, and community advisory committee. Multiple surveys were administered to assess programs: current student surveys, follow-up surveys of employers and graduates, and the CSU System-wide Evaluation of Teacher Preparation Programs. A new handbook was presented and discussed with part-time staff to provide a thorough orientation to the College.

Institution/Program: California State University, Los Angeles

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The College continued to focus on teacher preparation programs that would shorten the time to completion of the credential and to assure that all students and staff demonstrated technology competencies. The Better Educated Science Teachers (BEST) program received final approval by the CTC as a blended undergraduate program, permitting students to achieve simultaneously both a single subject credential and the B.S. degree in Natural Sciences. Enrollment increased in the paraeducator career ladder program. In order to assure that all students meet high standards of technology competence, the College approved additional requirements for formal admission to all credential, certificate, or Master's Degree programs, which included owning or having ample access to a computer and general knowledge of computer operation, software, and use of the internet. These requirements aligned with the requirements of the new CTC technology standard.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.calstatela.edu/ccoe

Institution/Program: **California State University, Los Angeles**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,676	1,653	23
Single Subject Candidates	638	638	0
Education Specialist Candidates	402	332	70
Totals	2,716	2,623	93

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	526	518	8
Single Subject Candidates	168	168	0
Education Specialist Candidates	85	53	32
Totals	779	739	40

Institution/Program: **California State University, Los Angeles**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**3 2**	**5**	

In Academic Positions with Rights and Responsibilities	6	0
In Non-Academic Positions without Rights and Responsibilities	26	5
Single Subject Programs	**29**	**0**
In Academic Positions with Rights and Responsibilities	11	0
In Non-Academic Positions without Rights and Responsibilities	18	0
Education Specialist Programs	**18**	**8**
In Academic Positions with Rights and Responsibilities	9	5
In Non-Academic Positions without Rights and Responsibilities	9	3

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25:1	25:1	
Single Subject Programs	25:1		
Education Specialist Programs	25:1	25:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **California State University, Los Angeles**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	10	300
Single Subject Programs	20	20	400
Education Specialist Programs	30	10	300

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	0
Education Specialist Programs	2

Institution/Program: **California State University, Los Angeles**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**779**	**734**	**94%**	**97%**
Basic Skills				
CBEST	779	779	100%	100%
Aggregate	779	779	100%	100%
Professional Knowledge/Pedagogy				
RICA	563	518	92%	97%
Aggregate	563	518	92%	97%
Academic Content Areas				
Art SSAT (12)	1	--	--	100%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	10	10	100%	98%
Praxis II English	10	10	100%	99%
French SSAT (11)	1	--	--	93%

French: Skills Praxis II (0171)	1	–	–	93%
French: Analysis Praxis II (0172)	1	–	–	86%
Spanish SSAT (10)	3	–	–	98%
Spanish: Skills Praxis II (0192)	3	–	–	96%
Spanish: Analysis Praxis II (0193)	3	–	–	90%
Math SSAT (02)	4	–	–	99%
Math Praxis II (0063 + 0064)	4	–	–	93%
Music SSAT (13)	1	–	–	100%
Music Praxis II (0111 + 0112)	1	–	–	100%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	8	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	8	–	–	96%
Aggregate	29	29	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	270	270	100%	99%
Health Science SSAT (16)	1	–	–	100%
Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	272	272	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Monterey Bay

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CSUMB offers CLAD/BCLAD internship and conventional programs leading to the Multiple Subject Credential. Both programs are designed for individuals who are interested in teaching in linguistically and culturally diverse elementary schools with large populations of English Language Learners. Our programs welcome teacher candidates who have the language and cultural experience or background to meet the needs of California's increasingly diverse student population.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

CSUMB teacher credential programs are outcomes-based and field-intensive. Teacher candidates in the conventional program are placed in public schools with substantial populations of English Language Learners from the first week of program enrollment through the conclusion of the final week of solo teaching experiences near the end of the curriculum. All courses relate theory to actual practice in the classroom through assignments and activities that are based on placement setting experiences. At the conclusion of both programs, teacher candidates present a portfolio of professional products and reflections that demonstrates the attainment of teacher education learning outcomes that undergird the curriculum of the programs.

Institution/Program: California State University, Monterey Bay

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Curriculum revisions were made in response to evaluation feedback from graduating students and alumni. Out-of-class academic support was enhanced and provided to teacher candidates and other teachers in the community needing assistance with required examinations.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **California State University, Monterey Bay**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	103	68	35
Single Subject Candidates			
Education Specialist Candidates			
Totals	103	68	35

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	103	68	35
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	103	68	35

Institution/Program: **California State University, Monterey Bay**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**7**	**7**	

In Academic Positions with Rights and Responsibilities	7	7
In Non-Academic Positions without Rights and Responsibilities		
Single Subject Programs		
In Academic Positions with Rights and Responsibilities		
In Non-Academic Positions without Rights and Responsibilities		
Education Specialist Programs		
In Academic Positions with Rights and Responsibilities		
In Non-Academic Positions without Rights and Responsibilities		

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 :1	2 :1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State University, Monterey Bay

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	17	30	510
Single Subject Programs	n/a	n/a	0
Education Specialist Programs	n/a	n/a	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	n/a
Education Specialist Programs	n/a

Institution/Program: **California State University, Monterey Bay**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**100**	**100**	**100%**	**97%**
Basic Skills				
CBEST	100	100	100%	100%
Aggregate	100	100	100%	100%
Professional Knowledge/Pedagogy				
RICA	88	88	100%	97%
Aggregate	88	88	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	41	41	100%	99%
Aggregate	41	41	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Northridge

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Northridge, located in Los Angeles, is one of the largest institutions of higher learning in California. Our student body mirrors the ethnic diversity found in Los Angeles. A majority of our students transfer from nearby community colleges and/or have graduated from schools in Los Angeles Unified School District and many are the first in their families to earn a college degree. The University embraces teacher preparation as one of its primary responsibilities and supports the College of Education in its rich tradition of preparing teachers and other school personnel. A majority of our students are returning or part-time students with obligations accompanying full-time employment and families.

The College prepares educators to serve the complex educational needs of the region and it enjoys the distinction of being one of the top preparers of teachers in California. Our graduates are well-educated, lifelong learners who are prepared to practice in an ever-changing, multicultural, diverse society. The College maintains partnerships with schools and agencies, and faculty is committed to excellence in teaching, scholarship and service.

Our state examination pass rate is based on the performance of elementary and special education teacher candidates only on an examination that only assesses competence to teach reading.

The University meets high standards established by its accrediting agencies: California Commission on Teacher Credentialing, Western Association of Schools and Colleges, National Council for Accreditation of Teacher Education, and other discipline-based accreditation boards.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Multiple pathways to the credential, extensive education program options and curricular innovation are trademarks of California State University, Northridge. All programs reflect a strong knowledge of K-12 schools and the individual needs of credential candidates. For example, the Accelerated Collaborative Teacher Education Program is a creative, post baccalaureate, preservice program developed in partnership with Los Angeles Unified School District for elementary, secondary, and special education candidates. Intern programs, developed collaboratively with several districts, address the needs of candidates who are currently responsible for their own classrooms. An undergraduate program allows students to earn both a B.A. degree and an elementary, secondary, or special education teaching credential in four years. Some programs are cohorted and team taught, introducing candidates to a support network of professionals comprising a learning community of education faculty, arts and science faculty, and school personnel. The faculty involved in these credential programs are committed to promoting best practice in the schools based on current research. They nurture candidate success and are supported in their mission by a trained group of exemplary school personnel who assist as student mentors and instructors. Faculty and supervisors remain updated by attending professional meetings focusing on concepts and strategies for student-centered learning, technology-based instruction, and effective pedagogy. Our diverse student body is assisted by a College Equity Office, state-of-the-art computer labs, test preparation sessions, and on-going advising, coaching and mentoring by University faculty, staff and administrators.

Institution/Program: California State University, Northridge

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

In Spring 2002, the College of Education formed a consortium of offices, the Student Information Offices. Having the Credential Preparation Office, the Educational Equity Office, and the Liberal Studies Program Office located in the same building provides one-stop advisement and information for students interested in credential programs. A Pre-Admission Advisor offers information to prospective students about careers in teaching and available programs. A receptionist resource room includes informational materials.

CSUN is an "Early Adopter" of the SB 2042 Teacher Preparation and Subject Matter Standards. Faculty have now modified our programs to provide extensive opportunities for candidates to (a) learn to teach the content of the state-adopted K-12 academic content standards; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching all K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence per the Teaching Performance Expectations (TPEs). A Teaching Performance Assessment (TPA) that assesses the TPEs will be embedded in the programs. Faculty and students are now pilot testing the TPA.

A new undergraduate Four-Year Integrated (FYI) Teacher Credential Program was implemented in Fall 2001. Freshman students interested in teaching at the secondary level are able to complete a baccalaureate degree and a Single Subject Credential in English or Mathematics.

CSUN collaborated with the Los Angeles Unified School District and the CHIME Institute to develop the CHIME Charter Elementary School, a national model of inclusive education and teacher preparation laboratory.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csun.edu

Institution/Program: California State University, Northridge

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,364	2,183	181
Single Subject Candidates	1,095	938	157
Education Specialist Candidates	677	517	160
Totals	4,136	3,638	498

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	824	727	97
Single Subject Candidates	400	243	157
Education Specialist Candidates	290	130	160
Totals	1,514	1,100	414

Institution/Program: **California State University, Northridge**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5 4**	**1 3**	**0**

In Academic Positions with Rights and Responsibilities	12	0	0
In Non-Academic Positions without Rights and Responsibilities	42	13	0
Single Subject Programs	**40**	**13**	**0**
In Academic Positions with Rights and Responsibilities	10	1	0
In Non-Academic Positions without Rights and Responsibilities	30	12	0
Education Specialist Programs	**27**	**19**	**0**
In Academic Positions with Rights and Responsibilities	19	11	0
In Non-Academic Positions without Rights and Responsibilities	8	8	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	36:1	
Single Subject Programs	24:1	48:1	
Education Specialist Programs	24:1	48:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **California State University, Northridge**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	17.5	36	630
Education Specialist Programs	25	10	250

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: **California State University, Northridge**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**793**	**785**	**99%**	**97%**
Basic Skills				
CBEST	791	791	100%	100%
Aggregate	791	791	100%	100%
Professional Knowledge/Pedagogy				
RICA	555	547	99%	97%
Aggregate	555	547	99%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	2	–	–	98%
Praxis II English	2	–	–	99%
Math SSAT (02)	1	–	–	99%

Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	2	–	–	99%
Biology Praxis II (0233 + 0433)	2	–	–	94%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	5	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	5	–	–	96%
Aggregate	13	13	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	360	360	100%	99%
Business SSAT (15)	1	–	–	100%
Health Science SSAT (16)	13	13	100%	100%
Home Economics SSAT (17)	4	–	–	100%
Aggregate	378	378	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, Sacramento

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

As we strive to meet the educational challenges of the new century in California, we work with the Sacramento community, our public school colleagues, and our candidates to develop stimulating and useful learning environments. We actively embrace the diversity of the community we serve: building on its strengths while addressing its needs. We use interdisciplinary traditions to seek effective solutions in an environment of constant educational renewal.

California's Sacramento Valley is rich with linguistic and cultural diversity. A Russian immigrant community lives adjacent to historically African American and Latino neighborhoods. New Southeast Asian immigrants interface with generations-old Chinese and Japanese communities. Children from first generation Mexican and Sikh farm worker families attend school alongside the monolingual English-speaking children of third generation European American families. Only one in four of these children's teachers comes from these groups. We in teacher preparation at CSUS face the following challenges: increasing the numbers of teachers well prepared to address the needs of low income, culturally and linguistically diverse students; and, ensuring that fieldwork and mentoring give teachers confidence and competence in "best practices"' pedagogy for these students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

During the 2000-2001 year CSUS offered a wide range of options, beginning both fall and spring, within elementary, secondary, and special education credential programs. One defining characteristic of the majority of all programs is the substantial public school experience in various settings every semester combined with coursework. Another defining characteristic is the clustering of students into 25-person cohorts (often housed in district schools) to keep learning groups constant and small throughout a candidate's total program. This location of cohorts out in public school sites, in addition to eleven Professional Development Schools, promotes increased interaction between the host cooperating teachers and the university faculty, who meet frequently to plan for the growth of the student teacher. At Professional Development Schools, candidates, site teachers and university faculty collaborate on inquiry-based projects around the area of effective schooling for diverse students.

Offerings in the elementary program include two- and three-semester daytime programs (plus a Middle Level and a Multicultural/Multilingual program), a four-semester predominantly evening program, and an internship in a neighboring urban school districts. Likewise, the secondary program offers two- and three-semester programs (one with evening coursework) and internships with the same district. Our special education programs serve both local candidates here on campus (daytime and evening classes) and also candidates in high-need, outlying locations where internships have been developed and evening/weekend classes delivered by our faculty as far away as one hundred miles.

Institution/Program: California State University, Sacramento

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

During the 2001-2002 school year, the College implemented the second-year activities of two grants that will greatly impact the effectiveness of our teacher preparation programs. The first is a 5-year Federal Title II Teacher Quality Enhancement grant which has led to the establishment of "The Equity Network." The Equity Network has two interconnected goals: 1) to prepare graduates with the knowledge, skills, and desire to be effective teachers in low-income schools with culturally and linguistically diverse students; and 2) to improve pupil achievement in partner schools that serve as placement sites.

The second major grant, known as PT 3 (Preparing Tomorrow's Teachers to Use Technology), pairs the College of Education with Apple Computers, the California Technology Assistance Project, and several local education agencies. Over its three year cycle, this grant will enable us to: 1) transform the preservice program by integrating technology into coursework and fieldwork; 2) institutionalize a professional development model that will infuse technology into curricula; 3) develop preservice teachers who will meet state and national technology standards; 4) focus on issues of equity and access related to technology; and 5) disseminate project outcomes to K-12 schools and teacher preparation programs.

In collaboration with other CSUS colleges, the College of Education has instituted 3 new blended programs: one at the Multiple Subject level, and two at the Single Subject level, Mathematics and P.E. This collaboration will allow us to efficiently prepare candidates with both in-depth subject matter knowledge and pedagogical skills.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://edweb.csus.edu

Institution/Program: California State University, Sacramento

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	914	552	362
Single Subject Candidates	381	246	135
Education Specialist Candidates	277	230	47
Totals	1,572	1,028	544

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	70	35	35
Single Subject Candidates	40	20	20
Education Specialist Candidates	47	39	8
Totals	157	94	63

Institution/Program: **California State University, Sacramento**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**239**	**7**	**0**

In Academic Positions with Rights and Responsibilities	57	7	0
In Non-Academic Positions without Rights and Responsibilities	182	0	0
Single Subject Programs	**4 2**	**4**	**0**
In Academic Positions with Rights and Responsibilities	39	4	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Education Specialist Programs	**1 0**	**3**	**0**
In Academic Positions with Rights and Responsibilities	10	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	18:1	
Single Subject Programs	24:1	18:1	
Education Specialist Programs	24:1	18:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State University, Sacramento

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	18	30	540
Single Subject Programs	15	34	510
Education Specialist Programs	25	30	750

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: **California State University, Sacramento**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**576**	**552**	**96%**	**97%**
Basic Skills				
CBEST	576	569	99%	100%
Aggregate	576	569	99%	100%
Professional Knowledge/Pedagogy				
RICA	423	406	96%	97%
Aggregate	423	406	96%	97%
Academic Content Areas				
English SSAT (01)	1	–	–	98%
Praxis II English	1	–	–	99%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	2	–	–	99%

Biology Praxis II (0233 + 0433)	2	–	–	94%
Social Science SSAT (03)	10	10	100%	99%
Soc. Studies Praxis II (0082 + 0083)	10	10	100%	96%
Aggregate	14	14	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	260	254	98%	99%
Health Science SSAT (16)	1	–	–	100%
Aggregate	261	255	98%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, San Bernardino

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CSUSB's strategic plan emphasizes learning communities, community partnerships, a welcoming and safe intellectual, social and physical environment and a recognition and celebration of diversity. CSUSB is an Hispanic Serving Institution. It strives to have its university community represent the demographics of the region. CSUSB's service region encompasses 27,000 square miles. Recent statistics indicate (from self-reported ethnic identification from 91.6% of students in the academic year 1999-2000) that the campus community is made up of 27.7% Hispanic, 10.2% African American, 47.7% Caucasian, 7.3% Asian, 2.4% Filipino, 1.3% Native American and 3.2% other ethnicity. These data are quite similar to the graduation rates of the region.

Teacher education credential candidates are, for the most part, fifth year employed interns. Most candidates are first generation college students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Through a consortium, the COE works to provide a seamless transition for employed students through pre-intern, intern and induction programs. Collaboration with districts and county offices has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. Faculty participate in District Liaison meetings, which serve Pre-Interns, Interns and new teachers. At every level, students are assessed in relation to State Standards. Most faculty have substantial public school experience and work closely with schools. Particular attention is paid to the cultural diversity of the region and to the needs of English Language Learners. Adjunct faculty are either currently active in public schools or recently retired. Many of these professors have worked within the COE for ten or more years.

Institution/Program: California State University, San Bernardino

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

New grants in excess of $3.2 million support efforts to provide faculty with training in technology-assisted instruction, to electronically link Bilingual M.A. candidates with school interns, and to establish a new career ladder program. A web-based Education Specialist Tier II program was developed and bicultural/bilingual student teaching opportunities were formalized with Mexico. Preparation for initial NCATE accreditation has resulted in new curriculum initiatives. The first set of annual program reports was prepared with action plans to improve outcome assessments and to use community/student input for program improvement. A blended Single Subject program is in the discussion stage.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://coe.csusb.edu

Institution/Program: **California State University, San Bernardino**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,590	1,088	502
Single Subject Candidates	517	417	100
Education Specialist Candidates	425	367	58
Totals	2,532	1,872	660

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	643	168	475
Single Subject Candidates	111	32	79
Education Specialist Candidates	170	112	58
Totals	924	312	612

Institution/Program: **California State University, San Bernardino**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5 2**	**6 7**	

In Academic Positions with Rights and Responsibilities	9	12
In Non-Academic Positions without Rights and Responsibilities	43	55
Single Subject Programs	**16**	**25**
In Academic Positions with Rights and Responsibilities	3	7
In Non-Academic Positions without Rights and Responsibilities	13	18
Education Specialist Programs	**8**	**12**
In Academic Positions with Rights and Responsibilities	4	2
In Non-Academic Positions without Rights and Responsibilities	4	10

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	24:1	
Single Subject Programs	24:1	24:1	
Education Specialist Programs	8:1	8:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State University, San Bernardino

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	20	700
Single Subject Programs	35	18	630
Education Specialist Programs	8	10	80

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: **California State University, San Bernardino**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**593**	**574**	**97%**	**97%**
Basic Skills				
CBEST	593	593	100%	100%
Aggregate	593	593	100%	100%
Professional Knowledge/Pedagogy				
RICA	451	432	96%	97%
Aggregate	451	432	96%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	8	–	–	98%
Praxis II English	8	–	–	99%
French SSAT (11)	1	–	–	93%

French: Skills Praxis II (0171)	1	–	–	93%
French: Analysis Praxis II (0172)	1	–	–	86%
Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	4	–	–	99%
Biology Praxis II (0233 + 0433)	4	–	–	94%
Science Praxis Test II	3	–	–	97%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Geoscience SSAT (04 + 07)	3	–	–	94%
Social Science SSAT (03)	4	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	4	–	–	96%
Aggregate	24	24	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	167	167	100%	99%
Business SSAT (15)	1	–	–	100%
Health Science SSAT (16)	2	–	–	100%
Industrial + Tech Ed. SSAT (18)	1	–	–	100%
Physical Education SSAT (09)	2	–	–	100%
Phys. Educ. Praxis Test II	2	–	–	98%
Aggregate	173	173	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University, San Marcos

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University San Marcos (CSUSM) accepted its first students in 1990, and from its inception has demonstrated a strong commitment to teacher education. The university devotes a higher proportion of its base budget to teacher education than any other campus in the California State University system. The College of Education was established in 1990 with teacher education as its primary focus. The mission of the College of Education is to collaboratively transform public education by preparing thoughtful educators and advancing professional practice. We offer programs to prepare teachers for elementary schools, middle schools, high schools, and special education. We offer only professional education programs through the college, using a variety of delivery modes that allow candidates to engage in full-time study, part-time study, and teaching internships. Programs are geared to meet the needs of area school districts and to maximize accessibility for candidates from varying life circumstances. Our goal is to ensure a fully qualified teacher in every classroom in our service region, and we are adaptable to emerging needs that result from policy decisions such as the California Class Size Reduction Initiative and the California Reading Initiative. In addition to preparing new teachers, we collaborate with area school districts in many areas related to continuous school improvement, including beginning teacher support and induction, experienced teacher professional development, and preparation of school administrators. The resources of the College of Education are wholly devoted to professional education and school improvement through collaboration.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Some exemplary aspects of the college are:

1) Our programs are offered on a cohort model in which candidates complete their program requirements in an intact group. A problem-solving approach to instruction forms strong adult learning communities that model how effective schools operate.

2) All teacher education programs at CSUSM are standards-based. They meet national and state accreditation standards, and California student learning standards form the basis of instructional methods courses.

3) We fully embed Cross-Cultural Language and Academic Development (CLAD) competencies in our programs, ensuring that all graduates are prepared to meet the educational needs of students who are English language learners.

4) A hallmark of the college is our Distinguished Teacher in Residence (DTiR) program, designed to engage outstanding teachers in the preparation of new teachers and support college faculty to work in area schools. Eighteen school districts partner with the college to support the program. Teachers are selected for two-year terms as full-time faculty in the College of Education. Six Distinguished Teachers in Residence serve at any given time. Also, the joint funding arrangement supports "reassigning" the equivalent of three full-time faculty positions annually for college faculty to work in area schools.

5) The North County Professional Development Federation provides an on-going infrastructure for K-16 collaboration on professional development. NCPDF is funded through dues paid by the College of Education, the San Diego County Office of Education, and 23 member school districts. NCPDF provides collaborative professional development programs for area educators, with full involvement of college faculty.

Institution/Program: California State University, San Marcos

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Examples of program enhancements and initiatives during 2001-02 academic year include:
1) The college is an "early adopter" of new CCTC performance-based standards for multiple subject and single subject credential programs. During this academic year we have revised all of our basic credential programs to meet CCTC standards and to incorporate new teaching performance expectations and teaching performance assessments. In our new programs, three concepts will be infused throughout courses and field experiences: a) teaching students who are English-language-learners; b) use of technology in teaching; and c) teaching students with special learning needs in inclusive educational settings. New programs will begin Fall Semester, 2002.
2) In response to an agreement between University of California and California State University, Cal State San Marcos College of Education has embarked on planning for a joint Ed.D. program with San Diego State University and University of California, San Diego. The focus of the program will be educational leadership, and the target audience will be instructional leaders in public schools in our collective service region.
3) The College of Education, as a part of the Cal State San Marcos academic blueprint, has targeted two areas for development and/or expansion. First, we will plan and institute a master's specialization in speech and language therapy, designed to prepare speech clinicians for public school service. This is a major area of need for the school districts we serve. Second, we will expand our offerings in middle level teacher education, in response to the fact the 90% of current middle level teachers have had no preparation specific to education of young adolescents.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csusm.edu

Institution/Program: **California State University, San Marcos**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	602	532	70
Single Subject Candidates	75	75	
Education Specialist Candidates	86	41	45
Totals	763	648	115

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	493	463	30
Single Subject Candidates	71	71	
Education Specialist Candidates	60	35	25
Totals	624	569	55

Institution/Program: **California State University, San Marcos**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5 5**	**4**	

In Academic Positions with Rights and Responsibilities	22	1
In Non-Academic Positions without Rights and Responsibilities	33	3
Single Subject Programs	**1 0**	**0**
In Academic Positions with Rights and Responsibilities	3	0
In Non-Academic Positions without Rights and Responsibilities	7	0
Education Specialist Programs	**1 0**	**3**
In Academic Positions with Rights and Responsibilities	3	0
In Non-Academic Positions without Rights and Responsibilities	7	3

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	18 :1	
Single Subject Programs	18 :1		
Education Specialist Programs	18 :1	18 :1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **California State University, San Marcos**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	18	720
Education Specialist Programs	40	16	640

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	
Education Specialist Programs	2

Institution/Program: **California State University, San Marcos**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**362**	**358**	**99%**	**97%**
Basic Skills				
CBEST	362	362	100%	100%
Aggregate	362	362	100%	100%
Professional Knowledge/Pedagogy				
RICA	311	307	99%	97%
Aggregate	311	307	99%	97%
Academic Content Areas				
English SSAT (01)	10	10	100%	98%
Praxis II English	10	10	100%	99%
Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%

Math SSAT (02)	5	–	–	99%
Math Praxis II (0063 + 0064)	5	–	–	93%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Science Praxis Test II	1	–	–	97%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Geoscience SSAT (04 + 07)	1	–	–	94%
Social Science SSAT (03)	3	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	3	–	–	96%
Aggregate	23	23	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	123	123	100%	99%
Aggregate	123	123	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California State University,Stanislaus

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Stanislaus seeks to create a learning environment that enriches a diverse community and develops a passion for lifelong learning. Since its founding in 1960, the university has reflected the fluid and dynamic environment in which it is located, specifically, the state's Northern Central Valley. The College of Education's mission is to prepare teachers and service personnel who are advocates for children and their communities. We do this by offering teacher preparation programs on the main campus in Turlock and in centers in Stockton and Merced. Students represent a 10,000 square mile area with a population that is non-traditional. Most students are the first family members to attend college; many are single parents, and the majority work for a living while earning degrees and credentials. Fifteen percent of multiple and single subject credential program students are English language learners. Program delivery is varied so that candidates with varying responsibilities and life circumstances can attend classes on a full or part-time basis during the day or evening. Diversity is an integral component of all programs preparing elementary, middle, secondary, and special education teachers. Candidates, who are recommended for licensure, are expected to model cultural responsibility and responsiveness. We collaborate with over fifty school districts in Alternative Certification (internship) programs designed to increase the number of fully credentialed teachers in the local area. Our goal is to work, as partners, in addressing teacher shortages and other policy issues affecting educational quality.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Enrollments in teacher preparation rose dramatically from 520 in 1999-2000 to 569 full time equivalent students (FTES) in 2000-2001. While programs grew, continuous attention was paid to program quality and innovation. Some highlights are:

- Our Multiple Subject Credential Program (MSCP) was offered concurrently at three locations. The modular program design, implemented at the Stockton and Merced centers, attracted a record number of students who could not attend classes at the main campus.

- All teacher education programs continue to be standards-based and are revised on an ongoing basis to meet new requirements. The Reading/Language Arts certificate and credential courses were aligned with California K-12 subject standards.
- Educational Technology competencies for credential candidates were incorporated into two new courses.

- Cross-cultural academic preparation continues to be imbedded in all teacher preparation courses.
- Partnerships between the Blended Undergraduate Teacher Preparation Program and four local community colleges with teacher incentive grants resulted in similar introductory education classes being offered across campuses.

- Seven new tenure-track faculty members were hired in the Department of Teacher Education.

Institution/Program: California State University,Stanislaus

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

- The Blended Undergraduate Teacher Preparation Advisory Committee, which was introduced the previous year, became a formal conduit for faculty from the colleges of Arts, Letters, and Sciences and Education to address program-related issues.

- Subject Matter programs leading to Single Subject credentials were reviewed to determine alignment with state standards and expectations. As a result, the Art, Science, and Modern Languages programs were completely rewritten and subsequently approved by the CCTC.

- All College of Education programs were engaged in plans to offer courses on a year-round basis. A major reason underlying this initiative is the ongoing need to increase student access and assist school districts by preparing fully-credentialed teachers in a timely manner.

- Workshops for students preparing to take the Reading Instruction Competency Assessment (RICA) were designed by Teacher Education faculty and offered through the Office of Extended Education.

- The Teacher Recruitment Project was moved from the Office of Student Services to the College of Education for the purpose of centralizing teacher recruitment and retention services.

- The college expanded its subject matter programs for area teachers. Workshops in reading/language arts, writing, mathematics, and technology were offered in a six-county area. With the exception of technology, which is funded by the CSU Office of the Chancellor, all others were funded by the Governor's Professional Development Institutes Initiative.

- Teacher training in English Language Learning was provided by Education faculty through a new

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csustan.edu/acadprog/

Institution/Program: California State University,Stanislaus

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	662	545	117
Single Subject Candidates	84	70	14
Education Specialist Candidates	24	24	0
Totals	770	639	131

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	347	238	109
Single Subject Candidates	77	63	14
Education Specialist Candidates	4	4	0
Totals	428	305	123

Institution/Program: **California State University,Stanislaus**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**3 3**	**1 9**	

In Academic Positions with Rights and Responsibilities	16	7
In Non-Academic Positions without Rights and Responsibilities	17	12
Single Subject Programs	**9**	**9**
In Academic Positions with Rights and Responsibilities	4	1
In Non-Academic Positions without Rights and Responsibilities	5	8
Education Specialist Programs	**2**	
In Academic Positions with Rights and Responsibilities	2	
In Non-Academic Positions without Rights and Responsibilities	0	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1	12:1	
Single Subject Programs	12:1	12:1	
Education Specialist Programs	24:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California State University,Stanislaus

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	14	420
Single Subject Programs	15	28	420
Education Specialist Programs	30	14	420

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	

Institution/Program: **California State University,Stanislaus**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**397**	**365**	**92%**	**97%**
Basic Skills				
CBEST	397	391	98%	100%
Aggregate	397	391	98%	100%
Professional Knowledge/Pedagogy				
RICA	324	297	92%	97%
Aggregate	324	297	92%	97%
Academic Content Areas				
English SSAT (01)	3	–	–	98%
Praxis II English	3	–	–	99%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Social Science SSAT (03)	4	–	–	99%

Soc. Studies Praxis II (0082 + 0083)	4	–	–	96%
Aggregate	8	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	73	73	100%	99%
Aggregate	73	73	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CalStateTEACH

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CalStateTEACH is an alternative path to the Multiple Subjects CLAD (Cross-cultural, Language and Academic Development) teaching credential. Available to individuals residing and teaching in any geographic location in California, CalStateTEACH is specifically designed to serve uncredentialed teachers hired in public or private elementary school settings. It is particularly targeted to serve those who want to become credentialed teachers but are unable to access campus programs due to personal circumstances or because they live beyond commuting distance to a university. The field-based program integrates the theory and practice of teaching with daily teaching experiences for beginning classroom teachers. There is one curriculum that is implemented Statewide. The program is delivered through regional centers located at four California State University (CSU) Lead Campuses.

CalStateTEACH is a program of supported, independent learning in which beginning teachers work in small groups, guided by CSU faculty as well as by on-site school mentors. This form of instruction allows part-time, home-based study and uses a rich mix of print, Internet, video, and web-based materials. There are no regular university classes to attend; however, six all-day Saturday seminars are required during the program. After successfully completing the 18-23 month Program, candidates earn a preliminary teaching credential and 39 semester units of credit.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

CalStateTEACH is unique in that it is an integrated program, not a collection of individual courses. It is configured to meet the developmental needs of teachers from their first days in the classroom through their growth into competent teachers who can work effectively with diverse populations. Its mission is to prepare highly skilled teachers who utilize critical thinking, creativity, and reflection to inform their professional decision-making. It is committed to fostering the ethical development of teachers and to ensuring that its graduates recognize the teacher as a moral force within the classroom. Since the candidates are teaching full-time in their own classrooms, they must carry out all teaching tasks from day one – teaching all subjects, managing the classroom, assessing students, maintaining relationships with staff and parents, etc. Thus the candidates are introduced to critical knowledge and skills at the beginning, and those initial understandings are built on and extended until the entire program is completed, giving the participants the same complexity of skill and understanding as any well-prepared teacher, only having acquired them in a different structure.

The faculty, both through on-site visits and extensive web-based discussion groups, fosters a sense of group belonging, opportunities for substantive discussions and personal support. On-site teachers also mentor the Interns providing another means of assistance and support.

Assessment in the program is outcomes-based. Candidates are evaluated according to the six domains of the California Standards for the Teaching Profession both on their classroom teaching performance and on their professional portfolio.

Institution/Program: CalStateTEACH

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

In March 2002, the California Commission on Teacher Credentialing completed the first accreditation review of CalStateTEACH and found that the program fully met all the Standards of Quality and Effectiveness for a Multiple Subjects with a CLAD Emphasis Program. The cohesive design of the intergrated program, the leadership team, faculty support, responsiveness to program evaluation results and the variety of methods utilized for training on-site mentors were all commended.

CalStateTEACH was also part of the California State University Systemwide Evaluation of Teacher Preparation Program Pilot Study 2001. Alumni and employers of alumni who responded to the system-wide evaluation gave CalStateTEACH program completers consistently high ratings on the survey. For example, over ninety percent of CalStateTEACH graduates felt they were well or adequately prepared in the critical areas of teaching and assessing reading and mathematics as well as other areas such as promoting student learning, meeting the instructional needs of diverse student populations, collaborating with other teachers and communicating with parents.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.calstateteach.net

Institution/Program: CalStateTEACH

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	761	0	761
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	761	0	761

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	761	0	761
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	761	0	761

Institution/Program: **CalStateTEACH**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs		**6 0**	

In Academic Positions with Rights and Responsibilities	60
In Non-Academic Positions without Rights and Responsibilities	
Single Subject Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs		20 :1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: CalStateTEACH

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	16	71	1136
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **CalStateTEACH**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**199**	**195**	**98%**	**97%**
Basic Skills				
CBEST	199	199	100%	100%
Aggregate	199	199	100%	100%
Professional Knowledge/Pedagogy				
RICA	198	194	98%	97%
Aggregate	198	194	98%	97%
Other Content Areas				
MSAT (0140 + 0151)	158	158	100%	99%
Aggregate	158	158	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Humboldt State University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Faculty of the Department of Education at Humboldt State University are deeply committed to the high quality education of teachers and of the children and adolescents who are at the heart of our teaching. We expect our students to become exceptional classroom teachers and to take on leadership roles within public schools across the state as strong and articulate advocates for children and adolescents and for public education. Because of our small size we are able to offer personal, community-centered programs that best align with our educational philosophy. We see our mission as being able to help our students become aware of their own assumptions, preconceptions, and personal filters, and to assist them in understanding how they effect their teaching and the equity of the education that their students receive. We are committed to the act of teaching as being one of social activism and promotion of social justice. We see our students as being involved in the process of becoming a teacher in lieu of being a student. Such a transition is, by definition, sometimes a difficult one, and we believe it is our responsiblility to attempt to ease that transition and to assure that every person who graduates from our program is one we are proud to number among those we have prepared for entrance into our profession.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

At HSU, we are fortunate to be able to utilize a team approach to teacher education. First, our credential programs enjoy a reputation for the high caliber of our credential candidates. Our selection processes are rigorous and thorough. Although the University resides in a small rural community, we have extremely well-qualified and active mentor teachers. Our supervisors as well are dedicated, knowledgeable, and committed to their student teachers. The students, mentor teachers, supervisors, and professors work together in challenging practical and academic preparation programs that focus on best educational practices and the creation of caring communities in our programs and in our public school classrooms. Because of our small size, we are able to offer personal, community-centered programs that best align with our educational philosophy. Our students receive an abundance of individual attention from all team members so that by the time they receive their credentials, they are well prepared to begin their teaching careers and to take on leadership roles in their schools and districts.

Institution/Program: **Humboldt State University**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

In Special Education a new faculty member has been hired to direct an expanded program in Special Education that includes the new level II
mild/moderate education specialist credential. Both multiple and single subject programs are currently revising program content and structure to
meet the 2042 standards. All programs are making special efforts to recruit new mentor teachers. The CSU evaluation study gave Humboldt State
Univeristy high ratings for the effectiveness of the multiple and single subject programs in preparing highly proficient teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://humboldt.edu/~educ

Institution/Program: **Humboldt State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	104	104	0
Single Subject Candidates	64	64	0
Education Specialist Candidates	17	17	0
Totals	185	185	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	104	104	0
Single Subject Candidates	64	64	0
Education Specialist Candidates	17	17	0
Totals	185	185	0

Institution/Program: **Humboldt State University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2 1**	**0**	**0**

In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	17	0	0
Single Subject Programs	**20**	**0**	**0**
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities	10	0	0
Education Specialist Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	301:1		
Single Subject Programs	301:1		
Education Specialist Programs	301:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Humboldt State University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	22	880
Education Specialist Programs	30	16	480

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Humboldt State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**184**	**182**	**99%**	**97%**
Basic Skills				
CBEST	184	183	99%	100%
Aggregate	184	183	99%	100%
Professional Knowledge/Pedagogy				
RICA	118	117	99%	97%
Aggregate	118	117	99%	97%
Other Content Areas				
MSAT (0140 + 0151)	50	50	100%	99%
Aggregate	50	50	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Diego State University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

SDSU's teacher preparation programs serve San Diego and Imperial Counties in providing elementary and secondary general and bilingual education as well as special education professionals. The primary mission of these programs is to prepare educators skilled in raising student achievement and quality of life. This mission entails direct involvement in undergraduate, pre-service, and inducation phases in collaboration with pre K-12 schools, other SDSU colleges, and local community colleges. The teacher preparation programs emphasize research-supported and reflective practice to equip new teachers with competencies to promote effective learning in culturally and linguistically diverse settings.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Teacher preparation faculty focus on linking theory, research, and practice. Throughout program coursework and field experiences, pre-service credential students have numerous opportunities to develop understanding of important educational theories and implement those theories in real public school classrooms. All programs require two semesters of advanced practicum/student teaching in culturally and linguistically diverse schools. Many of these programs are site-based, located on a public school campus that serves as both laboratory and resource center. The City Heights Pilot, a total university-community partnership, includes SDSU's management of an urban elementary, middle, and high school located in a low-income, ethnically and linguistically diverse neighborhood. The Pilot integrates pre-service teacher preparation, graduate education, and research in raising student performance on standardized tests.

A newly implemented blended program links undergraduate and teacher preparation and provides opportunities for undergraduate students to gain early field experiences and examine mathematics, science, humanities, and social science content from both disciplinary and teaching/learning perspectives.

Institution/Program: San Diego State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

During the 2001-2002 academic year, the teacher preparation programs designed program changes for Fall 2002 that address new requirements for California teaching credentials. The new requirements emphasize pre-service teacher performance assessment based on new standards. Additionally, SDSU's College of Education gave impetus to and participated in a California State University system-wide assessment of credential completers that will help inform and improve program effectiveness.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://edweb.sdsu.edu

Institution/Program: **San Diego State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	760	734	26
Single Subject Candidates	430	424	6
Education Specialist Candidates	138	109	29
Totals	1,328	1,267	61

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	515	489	26
Single Subject Candidates	286	280	6
Education Specialist Candidates	51	43	8
Totals	852	812	40

Institution/Program: **San Diego State University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6 2**	**1 1**	

In Academic Positions with Rights and Responsibilities	4	1
In Non-Academic Positions without Rights and Responsibilities	58	10
Single Subject Programs	**35**	**4**
In Academic Positions with Rights and Responsibilities	6	1
In Non-Academic Positions without Rights and Responsibilities	29	3
Education Specialist Programs	**14**	**13**
In Academic Positions with Rights and Responsibilities	4	3
In Non-Academic Positions without Rights and Responsibilities	10	10

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	24:1	
Single Subject Programs	24:1	24:1	
Education Specialist Programs	24:1	24:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: San Diego State University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	38	16	608
Education Specialist Programs	33	15	617

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1-2
Single Subject Programs	2
Education Specialist Programs	1-2

Institution/Program: **San Diego State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**707**	**693**	**98%**	**97%**
Basic Skills				
CBEST	707	707	100%	100%
Aggregate	707	707	100%	100%
Professional Knowledge/Pedagogy				
RICA	479	466	97%	97%
Aggregate	479	466	97%	97%
Academic Content Areas				
Art SSAT (12)	2	--	--	100%
Art Praxis II (0131 + 0132)	2	--	--	100%
English SSAT (01)	10	10	100%	98%
Praxis II English	10	10	100%	99%
Spanish SSAT (10)	1	--	--	98%

Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	2	–	–	99%
Math Praxis II (0063 + 0064)	2	–	–	93%
Biology SSAT (04 + 05)	5	–	–	99%
Biology Praxis II (0233 + 0433)	5	–	–	94%
Science Praxis Test II	1	–	–	97%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Geoscience SSAT (04 + 07)	1	–	–	94%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	20	20	100%	99%
Soc. Studies Praxis II (0082 + 0083)	20	20	100%	96%
Aggregate	43	43	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	206	204	99%	99%
Physical Education SSAT (09)	2	–	–	100%
Phys. Educ. Praxis Test II	2	–	–	98%
Aggregate	208	206	99%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Francisco State University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The College of Education teacher preparation programs at San Francisco State University provide students interested in pursing a teaching credential in Multiple, Single Subjects, and its Education Specialist Credential programs with the knowledge and skills needed to work in both urban and rural settings. The College of Education seeks to prepare reflective and innovative professionals who understand the need for educating its citizens to live in an equitable and just society. Teacher candidates are offered courses and given opportunities to participate in symposia, workshops and brown bag discussions aimed at increasing their understanding of the issues effecting the students and communities with whom they will be teaching or serving.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

San Francisco State University continues to closely examine and work with local school districts and other academic units to provide quality teacher preparation programs. The Multiple and Single subjects, and the Educational Specialist Credential faculty and administration work closely with district personnel to ensure that teachers are prepared to meet the demands of the teacher shortage in the surrounding community, as well as throughout the state. In order to address the demand for teachers, these programs have been involved in developing programs specifically aimed at meeting district needs in the surrounding Bay area communities. Courses are being planned to aid districts in their ability to hire teachers that have been trained and given tools to meet the day to day needs of the classroom environment.

Institution/Program: San Francisco State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The Elementary and Secondary education faculty are actively engaged in redesigning and writing new curriculum to address the California Commission of Teacher Credentials newly adopted statewide standards for teacher preparation.

Collaborative partnerships continue to provide the College of Education with opportunities for expansion and service to the larger Bay area. The Elk Grove Unified School district continues to run extremely well and are being highlighted and examined by others throughout the state of California as an example of local public school district and university sponsored initiatives that work. In addition to this, the College of Education has successfully begun three teacher preparation cohorts with the Canada Community College, and continues to offer courses for community college students at San Francisco City College.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.sfsu.edu/~educ/

Institution/Program: **San Francisco State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	828	812	16
Single Subject Candidates	328	322	6
Education Specialist Candidates	387	387	0
Totals	1,543	1,521	22

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	340	340	0
Single Subject Candidates	190	190	0
Education Specialist Candidates	89	89	0
Totals	619	619	0

Institution/Program: **San Francisco State University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**217**	**0**	**0**

In Academic Positions with Rights and Responsibilities	67	0	0
In Non-Academic Positions without Rights and Responsibilities	150	0	0
Single Subject Programs	**214**	**0**	**0**
In Academic Positions with Rights and Responsibilities	14	0	0
In Non-Academic Positions without Rights and Responsibilities	200	0	0
Education Specialist Programs	**82**	**0**	**0**
In Academic Positions with Rights and Responsibilities	21	0	0
In Non-Academic Positions without Rights and Responsibilities	61	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1		
Single Subject Programs	24:1		
Education Specialist Programs	24:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **San Francisco State University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	20	15	300
Education Specialist Programs	20	15	300

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	2

Institution/Program: **San Francisco State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**579**	**546**	**94%**	**97%**
Basic Skills				
CBEST	579	577	100%	100%
Aggregate	579	577	100%	100%
Professional Knowledge/Pedagogy				
RICA	375	363	97%	97%
Aggregate	375	363	97%	97%
Academic Content Areas				
Art SSAT (12)	1	--	--	100%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	24	24	100%	98%
Praxis II English	23	23	100%	99%
French SSAT (11)	2	--	--	93%

French: Skills Praxis II (0171)	2	–	–	93%
French: Analysis Praxis II (0172)	2	–	–	86%
Japanese SSAT (21)	5	–	–	100%
Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	8	–	–	99%
Math Praxis II (0063 + 0064)	8	–	–	93%
Biology SSAT (04 + 05)	3	–	–	99%
Biology Praxis II (0233 + 0433)	3	–	–	94%
Science Praxis Test II	1	–	–	97%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Geoscience SSAT (04 + 07)	1	–	–	94%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	18	17	94%	99%
Soc. Studies Praxis II (0082 + 0083)	19	17	89%	96%
Aggregate	66	58	88%	96%
Other Content Areas				
MSAT (0140 + 0151)	286	273	95%	99%
Business SSAT (15)	4	–	–	100%
Industrial + Tech Ed. SSAT (18)	1	–	–	100%
Aggregate	291	278	96%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Jose State University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, disposition and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community. The College is divided into eight academic departments (Child and Adolescent Development, Communicative Disorders, Counselor Education, Educational Administration and Higher Education, Elementary Education, Instructional Technology, Secondary Education and Special Education), and utilizes department chairs and program coordinators to oversee various areas of academic emphasis. The College also makes use of an Office of Credentials and Student Services, an Office of Field Placement, several internship programs, professional development schools, a diagnostic speech clinic, an accent modification clinic, and a high-tech computer laboratory.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Strength of the College of Education teacher preparation programs include a dynamic, continually developing faculty, an attention to partnerships and action-oriented, applied research, and an emphasis on excellence and equity in education. Faculty members spend time working and teaching in schools to provide real-world, applied approaches to teacher preparation in socially and technologically diverse school settings. The College has over a dozen partnerships that range from internship placements and a professional development school to on-site course delivery and recognition of outstanding multicultural actvities in the schools. And, by emphasizing excellence and equity in education, the College is committed to continuous improvement of courses, programs, and services in a socially just environment where every student has a right and opportunity to learn.

Institution/Program: San Jose State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The College of Education has partnered with the College of Engineering to develop a program on excellence in teaching science at the elementary and secondary school level. This initiative is designed to make sure that math and science teachers have the teaching skills necessary to effectively work with different levels of and different age students. A year-long all-university initiative to study and examine to ensure teachers have content knowledge in each discipline to most appropriately serve children and families in K-8. Additionally, the College is working to systemize program assessment throughout all of the programs to include more community involvement, advisory groups, and the impact of students doing their field experience.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://sweeneyhall.sjsu.edu

Institution/Program: **San Jose State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	820	704	116
Single Subject Candidates	385	356	29
Education Specialist Candidates	573	543	30
Totals	1,778	1,603	175

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	432	316	116
Single Subject Candidates	197	168	29
Education Specialist Candidates	70	40	30
Totals	699	524	175

Institution/Program: **San Jose State University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**4 4**	**8**	**2**

In Academic Positions with Rights and Responsibilities	44	8	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**44**	**16**	**0**
In Academic Positions with Rights and Responsibilities	44	16	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**20**	**7**	**1**
In Academic Positions with Rights and Responsibilities	20	4	1
In Non-Academic Positions without Rights and Responsibilities		3	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	29:1	29:1	29:1
Single Subject Programs	29:1	29:1	
Education Specialist Programs	1:1	6:1	6:1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: San Jose State University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	15	16	240
Education Specialist Programs	20	15	300

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: **San Jose State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**396**	**389**	**98%**	**97%**
Basic Skills				
CBEST	396	396	100%	100%
Aggregate	396	396	100%	100%
Professional Knowledge/Pedagogy				
RICA	282	277	98%	97%
Aggregate	282	277	98%	97%
Academic Content Areas				
English SSAT (01)	5	–	–	98%
Praxis II English	5	–	–	99%
German SSAT (20)	1	–	–	100%
Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%

Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	3	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Music SSAT (13)	1	–	–	100%
Music Praxis II (0111 + 0112)	1	–	–	100%
Biology SSAT (04 + 05)	7	–	–	99%
Biology Praxis II (0233 + 0433)	6	–	–	94%
Chemistry SSAT (04 + 06)	2	–	–	100%
Chemistry Praxis II (0242 + 0433)	2	–	–	100%
Physics SSAT (04 + 08)	2	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	7	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	7	–	–	96%
Aggregate	29	28	97%	96%
Other Content Areas				
MSAT (0140 + 0151)	154	153	99%	99%
Health Science SSAT (16)	1	–	–	100%
Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	156	155	99%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Sonoma State University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Sonoma State University is dedicated to the value of undergraduate education in a public college setting and committed to excellence in the professional preparation of educators. This small campus of 7000 students includes 690 credential and graduate students in the School of Education.

Our graduates teach in rural, urban, and suburban school districts in six counties in northern California. Some school districts have declining enrollment in the early grades due to the high cost of housing, but many communities are experiencing rapid growth and increasing diversity. Latinos make up 17% of Sonoma county's population, an increase of 93% in the last ten years. In the Bellevue and Roseland school districts, our credential candidates work in schools in which 52% of the students are Spanish speakers learning English. Sonoma State credential students receive a CLAD credential with special preparation in teaching children and youth from diverse cultural backgrounds and students who are English language learners.

Sonoma State University recommended 529 students for credentials of all types. Only a small portion (136) of these students were required to take the RICA examination. Sonoma State recommended 89 new teachers for the Single Subject credential and 57 teachers in Special Education.

Sonoma State offers advanced credentials in Administrative Services and Pupil Personnel Services, and resource specialist credentials in Reading, Special Education, and Adapted Physical Education. The School of Education has five programs within the Master's Degree: Curriculum, Teaching and Learning; Early Childhood Education; Educational Leadership; Reading; and Special Education.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

School/University Partnerships. Credential candidates have a rigorous preparation program that includes at least two semesters of participant observation and student teaching. Entering students are placed in one of our 40 partnership schools to provide many opportunities to apply their knowledge of teaching and learning. In the Early Childhood credential program faculty place students in field experiences at four levels: preschool, kindergarten, primary grades, and upper elementary grades.

Professional development schools. Sonoma State University has partnerships with three professional development schools founded on the principles of school renewal developed by John Goodlad. Each school is located in a different district and represents a different grade level: Sheppard Elementary School, Creekside Middle School, and Maria Carrillo High School. A university faculty member is at the school each week working with teacher candidates, classroom teachers and principals. One of our Educators in Residence is a teacher on temporary leave from the elementary professional development school and is serving as a member of the School of Education faculty for two years.

Multiple Assessments. Each credential program has a carefully articulated curriculum and multiple assessments, aligned with the California Standards for the Teaching Profession. Before Single Subject candidates can advance to student teaching they must present their portfolios to a team of university faculty and middle school and high school educators. In the Multiple Subject program, a university professor spends one day a week at a collaboration site creating a learning community of beginning credential candidates, student teachers, and classroom teachers.

Institution/Program: Sonoma State University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

1. The first cohort is being recruited into the Hutchins Liberal Studies / Education Blended teaching credential program. These first time freshmen will participate in early field studies, a team-taught seminar, and an integrated curriculum that blends general education, liberal studies, and preparation for the Multiple Subject credential.

2. Collaboration with community colleges is expanding the teacher recruitment pipeline. Joint programs with the new Santa Rosa Junior College Teacher Academy will smooth the transition of students into Sonoma State University to complete their undergraduate degree and teaching credential programs.

3. Federal and state technology grants have funded professional development for 1100 K-12 teachers. Twenty university faculty are working with classroom teachers to develop video lessons for California's Internet2. Video conferencing is being used in an experimental program to support supervision of student teachers.

4. Faculty members engaged in research on our programs have completed two Self-Studies. The first study, soon to be published, involved a field study of our graduates after 3-5 years in teaching. The second study focuses on the partnerships with three professional development schools; data is being analyzed. The School of Education plans to continue these research studies as we seek to measure the effectiveness and impact of our programs.

5. A Director of Accreditation and Assessment has been selected to lead efforts to improve our evaluation and assessment system to measure candidate success in our programs and provide data on program outcomes.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.sonoma.edu/education

Institution/Program: Sonoma State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	319	319	0
Single Subject Candidates	150	150	0
Education Specialist Candidates	102	102	0
Totals	571	571	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	95	95	0
Single Subject Candidates	61	61	0
Education Specialist Candidates	13	13	0
Totals	169	169	0

Institution/Program: **Sonoma State University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**28**	**0**	**0**

In Academic Positions with Rights and Responsibilities	27	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Single Subject Programs	**2 3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	22	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist Programs	**1 1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1		
Single Subject Programs	24:1		
Education Specialist Programs	24:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Sonoma State University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	25	16	400
Education Specialist Programs	30	16	480

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: Sonoma State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**239**	**234**	**98%**	**97%**
Basic Skills				
CBEST	239	238	100%	100%
Aggregate	239	238	100%	100%
Professional Knowledge/Pedagogy				
RICA	139	137	99%	97%
Aggregate	139	137	99%	97%
Academic Content Areas				
Art SSAT (12)	2	–	–	100%
Art Praxis II (0131 + 0132)	2	–	–	100%
English SSAT (01)	7	–	–	98%
Praxis II English	6	–	–	99%
Spanish SSAT (10)	2	–	–	98%

Spanish: Skills Praxis II (0192)	2	–	–	96%
Spanish: Analysis Praxis II (0193)	2	–	–	90%
Music SSAT (13)	1	–	–	100%
Music Praxis II (0111 + 0112)	1	–	–	100%
Biology SSAT (04 + 05)	3	–	–	99%
Biology Praxis II (0233 + 0433)	2	–	–	94%
Social Science SSAT (03)	3	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	3	–	–	96%
Aggregate	18	16	89%	96%
Other Content Areas				
MSAT (0140 + 0151)	83	83	100%	99%
Physical Education SSAT (09)	2	–	–	100%
Phys. Educ. Praxis Test II	2	–	–	98%
Aggregate	85	85	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of California, Berkeley

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of California's mission to combine theory, research and practice distinguishes UC Berkeley's programs in education. The following principles promote the Graduate School of Education's mission to emphasize school reform, urban education, and the development of educator scholars through exemplary teacher education models.

Programs are:

-- Based on a clear theoretical and research base including the role and importance of language, the importance of development, and cultural differences in learning;

-- Designed to produce reflective practitioners by providing: field experiences in urban schools; cohorts of professional colleagues who collaborate on planning and instruction; opportunities for faculty and student interaction; and extensive practice with regular supervision.

-- Designed to nurture and enhance collaborations with the K-12 sector.

-- Geared to research and development efforts with concern for school reform.

The Cal Urban Partnership Intern Program of UC Berkeley Extension supports the mission and goals of UC Berkeley Extension and its Education Department by promoting a lifelong learning perspective starting with the pre-service period and extending throughout a teacher's career. CalPIP is founded upon the belief that:

-- Urban teacher education programs must integrate academic preparation with structured, hands-on, real-life classroom experience that is closely monitored by site mentors and university-based supervisors.

-- Teacher preparation must meet the needs of the diverse student population of California schools, and be consistent with the learner-centered principles of the K-12 reform movement.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Berkeley credential programs offer:

-- The opportunity to study with eminent scholars. Prominent faculty members are encouraged to participate directly in credential programs. Professional program faculty are specialists in their fields; having extensive experience as practitioners in the subjects they teach and supervise.

-- The opportunity to complete professional training in broadly diverse, multicultural settings. The Bay Area includes a wide variety of schools, allowing Berkeley students to encounter a broad range of district policies, curricula, and socio-economic settings.

-- Credential programs benefit from faculty research that is related to professional practice; programs are designed to help candidates translate current research findings into professional practice.

-- Innovative and model professional preparation programs, including a strong and integrated technology component. Also, all programs, except CalPIP, combine the credential with a Master of Arts degree.

-- Strong grounding in academic disciplines. Programs emphasize the concepts, methodology, and current findings of the various disciplines fundamental to specific credential programs.

-- Instruction providing appropriate background and methodology is concurrent with fieldwork in the student's professional specialty or subject area. Berkeley programs provide an opportunity for students to practice and test campus instruction in their own classroom or school settings.

-- Small classes, allowing individual attention in instruction, field placement, and field supervision.

-- Strong relationships with partner districts employing CalPIP interns.

-- An outstanding placement record for graduates, and an excellent rate of retention in the profession.

Institution/Program: University of California, Berkeley

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The Graduate School of Education is engaged in the following new efforts aimed at improving credential program excellence:
-- Collaborating with the Bay Area Consortium for Urban Education to create partnerships between our teacher education programs and the school districts that hire our graduates. Consortium members include school districts in Oakland, San Francisco, Albany, Emeryville, and West Contra Costa.
-- Continuing the work begun last year to strengthen the role of the School's Evaluation Unit to better inform the work of the credential program faculty. Now piloting follow-up surveys of graduates, and creating documentation of evidence to be used to demonstrate adherence to State's new teacher education standards.
-- Participating in the work of the Teacher Quality Collaboratory to document connections between effective teacher preparation programs and student outcomes, particularly in the area of closing the achievement gap. Other participants include Stanford University, Mills College, and San Jose State University.

New initiatives for the Cal Urban Partnership Intern Program of UC Berkeley Extension during 2001-02 include:
-- Forging a closer relationship with school districts to group interns in "partner schools" to allow for a better support system;
-- Enlarging the professional library of videotapes, resource books, and technological resources available for checkout by interns;
-- Implementing an intensive professional development program for supervisors.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://gse.berkeley.edu

Institution/Program: University of California, Berkeley

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	102	41	61
Single Subject Candidates	58	58	0
Education Specialist Candidates	0	0	0
Totals	160	99	61

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	99	41	58
Single Subject Candidates	35	35	0
Education Specialist Candidates	0	0	0
Totals	134	76	58

Institution/Program: **University of California, Berkeley**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**1 0**	

In Academic Positions with Rights and Responsibilities	9	0
In Non-Academic Positions without Rights and Responsibilities	0	10
Single Subject Programs	**7**	**0**
In Academic Positions with Rights and Responsibilities	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0
Education Specialist Programs	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9 :1	8 :1	
Single Subject Programs	9 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of California, Berkeley

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	12	59	708
Single Subject Programs	13	31	403
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **University of California, Berkeley**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**64**	**64**	**100%**	**97%**
Basic Skills				
CBEST	64	64	100%	100%
Aggregate	64	64	100%	100%
Professional Knowledge/Pedagogy				
RICA	41	41	100%	97%
Aggregate	41	41	100%	97%
Academic Content Areas				
English SSAT (01)	14	14	100%	98%
Praxis II English	14	14	100%	99%
Math SSAT (02)	4	–	–	99%
Math Praxis II (0063 + 0064)	4	–	–	93%
Biology SSAT (04 + 05)	2	–	–	99%

Biology Praxis II (0233 + 0433)	2	–	–	94%
Science Praxis Test II	1	–	–	97%
Geoscience SSAT (04 + 07)	1	–	–	94%
Aggregate	21	21	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	37	37	100%	99%
Aggregate	37	37	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of California, Davis

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Teachers in California face the most ethnically and linguistically diverse population in the country. At UCDavis we offer two routes to obtaining an elementary credential--during the academic year and during the summers. We focus particularly on those students who come from culturally and linguistically diverse communities. Therefore, all UCDavis credential programs include the CLAD emphasis which provides strategies to work effectively with K-12 students who are English Language Learners or the BCLAD emphasis, designed to work with K-12 students who are in the process of learning English in a bilingual program. Collaborating K-12 teachers contribute to the programs by participating in the design of the curriculum, teaching some of the required courses, supervising student teachers; and participating in the screening and assessment of program applicants. In collaboration with the Bilingual/Multicultural Department of the California State University, Sacramento campus (CSUS), we offer an intensive summer elementary credential program designed as an alternative route for returning students or persons changing careers. (In part B1 and B2 below, the difference between the number of candidates served in courses verses the number of candidates in supervised student teachers is due to the division of responsibility for this joint program. UCD offers program coursework and CSUS oversees the student teaching element.) We have been successful in maintaining a program commitment to enrolling a diverse community of student teachers, with ethnic minority students representing at least twenty-four percent of the program enrollment.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The design, implementation, and assessment of the UC Davis credential programs are guided by four principles. These principles define the roles that our program believes to be essential in the preparation of new teachers for ethnically and linguistically diverse communities. They are: 1) Collaborative professionals who work with students, colleagues, parents to forge effective teaching practice; 2) Advocates for Educational Equity who champion high expectation for learning in all students; 3) Reflective practitioners who employ inquiry and reflection on practice to create effective classroom communities; and 4) Investigative teachers who continuously examine, define and refine their teaching practice to promote student learning, targeting underachieving students as a particular focus. Our research on the UC Davis program accomplishments, confirms that these four organizing principles provide our students with the critical knowledge and tools for working successfully in California's K-12 classrooms as evidenced by follow-up surveys and observations of program graduates. A key element contributing to the success of our graduates is our focus on advocacy and the creation of small learning communities with significant faculty mentoring. Students work with graduate faculty engaged in research about school-based teaching and learning, and with teacher education faculty who have had substantive and exemplary experience in the schools in the appropriate credential area. Another key element of our Program's vision is to ensure that faculty who teach credential methods courses also supervise students in the field placements.

Institution/Program: University of California, Davis

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

As a result of a 5 year implementation and inquiry cycle to test out effective credential program elements, the program faculty identified several that are particularly promising. We are now in the process of integrating these elements in all our credential programs.
Through this process, we identified two models for promoting teacher inquiry. One focused on the design of a teaching intervention to accelerate the progress of underachieving students. Another model focused on the investigation of effective instructional techniques in targeted areas of the curriculum.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://education.ucdavis.edu/teachered/TeacherEd.html

Institution/Program: **University of California, Davis**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	86	86	
Single Subject Candidates	29	29	
Education Specialist Candidates			
Totals	115	115	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	38	38	
Single Subject Candidates	29	29	
Education Specialist Candidates			
Totals	67	67	

Institution/Program: **University of California, Davis**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**		

In Academic Positions with Rights and Responsibilities	3
In Non-Academic Positions without Rights and Responsibilities	6
Single Subject Programs	**5**
In Academic Positions with Rights and Responsibilities	3
In Non-Academic Positions without Rights and Responsibilities	2
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1		
Single Subject Programs	24:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of California, Davis

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	20	600
Single Subject Programs	30	20	600
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **University of California, Davis**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**109**	**107**	**98%**	**97%**
Basic Skills				
CBEST	109	108	99%	100%
Aggregate	109	108	99%	100%
Professional Knowledge/Pedagogy				
RICA	80	79	99%	97%
Aggregate	80	79	99%	97%
Academic Content Areas				
English SSAT (01)	3	–	–	98%
Praxis II English	3	–	–	99%
Math SSAT (02)	2	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	2	–	–	99%

Biology Praxis II (0233 + 0433)	2	–	–	94%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Aggregate	8	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	66	66	100%	99%
Aggregate	66	66	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of California, Irvine

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Teacher education programs at the University of California, Irvine, are organized around the assumption that the single most important variable related to the improvement of schooling for all children is the quality of the teaching force. As society experiences extraordinary change, both demographically and technologically, our schools and teachers must be prepared to serve the needs of a highly diverse student population through practices which represent the very best from both theoretical and clinical perspectives.

To be highly competent in such a context, teachers must be reflective and proactive practitioners, prepared to make educational decisions based upon the needs of the students they teach and informed by the knowledge and realities of classroom practice, subject matter standards, and professional and ethical considerations. As proactive educators, teachers need to understand their own cultural and pedagogical references and develop sensitivity to the multicultural and multilinguistic contexts that characterize their classrooms. Knowledge of research and theories related to teaching and learning, habits of reflection-on-practice, skill in using various technologies and a disposition towards flexibility and purposeful change will enable teachers to make decisions that facilitate the learning of all students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

While we have a longstanding relationship and professional history with many of our schools, in the past two years our growth has brought a number of schools into our network. During 2000-01, UCI worked to create new partnerships and build on previous ones in order to build capacity for quality mentoring for teacher candidates.

We want our prospective teachers to develop habits of inquiry, awareness and professionalism that will enable them to be successful in the specific cultural and linguistic contexts in which they will work. A thorough grounding in educational research attends all of the course work candidates undertake. Portfolio development, case studies, critical cultural inquiries, and reflection-on-practice processes are major parts of their learning.

Institution/Program: University of California, Irvine

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

As of 2000-2001, an MAT program, consisting of two summer sessions prior to and following the 9-month credential program, prepares a select group of candidates for educational leadership, extended reasearch and technology skills and National Board Certification once they begin their fourth year of teaching.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.gse.uci.edu

Institution/Program: **University of California, Irvine**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	73	61	12
Single Subject Candidates	50	35	15
Education Specialist Candidates			
Totals	123	96	27

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	72	60	12
Single Subject Candidates	50	35	15
Education Specialist Candidates			
Totals	122	95	27

Institution/Program: **University of California, Irvine**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**2**	**0**

In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**7**	**1**	**0**
In Academic Positions with Rights and Responsibilities	7	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	6 :1	
Single Subject Programs	5 :1	15 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of California, Irvine

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	20	540
Single Subject Programs	15	20	300
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	

Institution/Program: **University of California, Irvine**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**117**	**114**	**97%**	**97%**
Basic Skills				
CBEST	117	117	100%	100%
Aggregate	117	117	100%	100%
Professional Knowledge/Pedagogy				
RICA	68	68	100%	97%
Aggregate	68	68	100%	97%
Academic Content Areas				
English SSAT (01)	18	18	100%	98%
Praxis II English	18	18	100%	99%
French SSAT (11)	1	–	–	93%
French: Skills Praxis II (0171)	1	–	–	93%
French: Analysis Praxis II (0172)	1	–	–	86%

Spanish SSAT (10)	2	–	–	98%
Spanish: Skills Praxis II (0192)	2	–	–	96%
Spanish: Analysis Praxis II (0193)	2	–	–	90%
Math SSAT (02)	5	–	–	99%
Math Praxis II (0063 + 0064)	5	–	–	93%
Biology SSAT (04 + 05)	5	–	–	99%
Biology Praxis II (0233 + 0433)	6	–	–	94%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	7	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	7	–	–	96%
Aggregate	40	37	93%	96%
Other Content Areas				
MSAT (0140 + 0151)	63	63	100%	99%
Aggregate	63	63	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of California, Los Angeles

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of UCLA's teacher education programs is to attract, prepare and retain highly qualified teachers to work in urban schools that serve low income children of color. At UCLA there are three pathways to attaining a credential: the Center X Teacher Education Program (TEP) which leads to a credential and masters degree, TeachLA, a university internship program and the UCLA Extension Urban Internship program. TEP and TeachLA offer both Multiple Subject and Single Subject (in the areas of English, social studies, mathematics, music and science) Teaching Credentials. The Center X TEP program has a joint mathematics/education program and science/education program for UCLA mathematics and science undergraduates. The UCLA Extension program offers a Multiple Subject Credential. All three credentials include a Cross-Cultural Academic Development (CLAD) Emphasis. TEP offers the Bilingual Cross-Cultural Academic Development (BCLAD) Emphasis in Spanish.

The goals of these programs are to assist novice teachers in constructing communities of learning and inquiry for their students. In the UCLA programs, teachers develop the professional knowledge, skills and beliefs necessary to engage culturally and linguistically diverse groups of students. UCLA is located in the heart of Los Angeles and the context for observation, participation, student teaching and teaching is in urban, low income partnership schools that reflect the diversity of California's urban schools.

The recruitment of teacher candidates focuses on under represented groups in the teaching profession. UCLA has been extremely successful in attracting and enrolling a candidate pool that mirrors the diversity of Los Angeles County.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The outstanding quality that has contributed to our programs' excellence and effectiveness for our candidates during 2000-2001 is the blending of research and practice. Our philosophy stems from considerable literature on educational change, teacher development, and efforts to create more equitable schooling for low income students, students of color, and students from diverse backgrounds. We think of our work with new teachers as less the transfer of skills and knowledge than helping them to forge new identities as social justice educators as they work in urban schools.

In 2000-2001, "Instructional Families" were organized to enhance the preparation of credential candidates. These instructional families include credential candidates and all those who support the learning of the teacher education students: faculty advisors, university field supervisors, academic faculty, course lecturers, and administrative personnel. The families provide a site where credential candidates may engage in learning activities. In addition, the instructional families serve as a bridge within the program, linking academic and methods course work, field sites, school personnel, and local urban communities.

UCLA teacher education programs provide various opportunities for research based professional growth for credential candidates in the first years of teaching and for experienced school support professionals. These opportunities include participation in the California Subject Matter Projects, and professional development workshops that are content based and are supported by private, state and federal funds.

Institution/Program: University of California, Los Angeles

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

In 2001-2002, Center X expanded its teacher education early career support efforts to form a new collaborative to increase the supply, competence and commitment of urban teachers. The Urban Teacher Education Collaborative (UTEC) brings together teacher educators, researchers, classroom teachers, and community members to create innovative learning tools and apprenticeship opportunities that will facilitate the growth of Center X's Teacher Education Program (TEP) and assist other programs in preparing committed and capable teachers for urban schools.

The faculty of Center X, TEP and TeachLA are also creating structures for reflection and systematic inquiry about their practice. They have developed four committees: Faculty Development, Student Development, Curriculum, and Community Partnership. Through these committees, faculty members and credential candidates make decisions regarding the teacher education programs. The committees form the basis for developing instructional case studies. Each of the cases will be a learning tool for our own faculty as well as other university and school-based teacher educators attempting to create contextually appropriate approaches to urban education.

During 2001-2002, greater attention has been focused on supporting credential candidates in their subject matter preparation. Formal test preparation classes have been offered for the CBEST, MSAT, Praxis, and SSAT examinations. Test preparation courses and supplementary materials and resources have been made available to current and prospective teacher education program candidates.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.centerx.gseis.ucla.edu

Institution/Program: **University of California, Los Angeles**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	173	85	88
Single Subject Candidates	89	82	7
Education Specialist Candidates	0	0	0
Totals	262	167	95

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	169	81	88
Single Subject Candidates	62	55	7
Education Specialist Candidates	0	0	0
Totals	231	136	95

Institution/Program: **University of California, Los Angeles**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**1 8**	**0**

In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	9	17	0
Single Subject Programs	**1 3**	**4**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	13	4	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	15 :1	
Single Subject Programs	15 :1	8 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **University of California, Los Angeles**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	16	320
Single Subject Programs	10	22	220
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	

Institution/Program: **University of California, Los Angeles**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**144**	**144**	**100%**	**97%**
Basic Skills				
CBEST	144	144	100%	100%
Aggregate	144	144	100%	100%
Professional Knowledge/Pedagogy				
RICA	106	106	100%	97%
Aggregate	106	106	100%	97%
Academic Content Areas				
English SSAT (01)	10	10	100%	98%
Praxis II English	9	–	–	99%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	4	–	–	99%

Biology Praxis II (0233 + 0433)	4	–	–	94%
Science Praxis Test II	1	–	–	97%
Chemistry SSAT (04 + 06)	3	–	–	100%
Chemistry Praxis II (0242 + 0433)	3	–	–	100%
Geoscience SSAT (04 + 07)	1	–	–	94%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	7	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	7	–	–	96%
Aggregate	27	27	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	82	82	100%	99%
Aggregate	82	82		99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of California, Riverside

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the University of California, Riverside's School of Education encompasses research, instruction and service. Research includes investigations of both fundamental and applied problems in education. The range of issues is diverse--teaching and learning, assessment and school organization, the subject matters, and school leadership. The School's agenda links scholars from a variety of social science disciplines and methods, along with foundational areas such as history and philosophy, around the theme of knowledge in practice. Instruction centers on engagement with knowledge, practice and policy and their relationship. The heart of the enterprise is the preparation of academicians and practitioners--teachers and administrators--who will serve as leaders by virtue of their ability to produce and mobilize useful knowledge. The establishment of a full-fledged professional program extends the scope of preparation back to undergraduate years and forward to post-credential induction years, and requires tighter integration of credential and academic programs. Students in all of our programs analyze complex problems, engage in spirited debates about public education, while concurrently spending significant time in the public school. The University's goal is to lead all students to high levels of academic achievement and performance, regardless of the circumstances of their birth and environment. We believe our role is to develop and implement credential and graduate programs of extraordinary quality. Through robust, committed partnerships with area schools, we believe we are in reach of our goal.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The University of California, Riverside's (UCR) Comprehensive Teacher Education Institute represents a number of collaborative partnerships, involving the UCR School of Education, selected academic departments, and local schools. The central goal of the institute is the creation of professional development schools aimed at preparing prospective teachers, providing professional development opportunities for experienced teachers, and encouraging research related to educational practice. In preparing prospective teachers, the project undertakes strategies including: early induction, a resident university supervisor at each school, multicultural placements, training for cooperating teachers, guided field observations, staged entry into teaching responsibilities, weekly seminars during the regular school day, team teaching and interdisciplinary opportunities, CLAD/SDAIE training, a preservice/inservice link, priority for substitute teaching opportunities, university courses taught by teams (education faculty, academic faculty, practicing teachers) and assessment strategies such as reflective journals, videotapes of teaching, and portfolios. Our collaborative program won the 1997 Distinguished Program in Teacher Education Award from the Association of Teacher Educators, received the Quality of Education Award from the California Council on the Education of Teachers, and was selected as an Exemplary Teacher Education Program by the National Education Association.

Institution/Program: University of California, Riverside

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

During 2001-2002, UCR's Graduate School of Education designed and implemented a combination masters and credential program (M.Ed.). Especially developed master level courses focusing on the policy of decision making, the learner, the classroom and the school enrich the credential program. Secondly, a Blended Program of Undergraduate Teacher Preparation for the Multiple Subjects Credential was approved in summer 2001. Candidates in this program are afforded early field experiences, relate their University course work to the K12 content standards, begin student teaching as seniors, and may assume teaching positions as interns upon completion of their B.A. Together these two innovative programs aim to accelerate the candidate's professional development, enabling them to assume leadership positions more quickly. Thirdly, UCR Teacher and M.Ed. candidates meet the new technology requirement by completion of an electronic portfolio. They are required to implement technology to enhance their classroom teaching and their students' learning. Through the selection of artifacts, the writing of personal reflections, and the filming and editing of video clips, the candidates begin a record of their professional journey that prepares and encourages them to one day work toward National Board Certification.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.education.ucr.edu/teach/

Institution/Program: **University of California, Riverside**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	73	48	25
Single Subject Candidates	49	30	19
Education Specialist Candidates	21	12	9
Totals	143	90	53

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	73	48	25
Single Subject Candidates	49	30	19
Education Specialist Candidates	21	12	9
Totals	143	90	53

Institution/Program: **University of California, Riverside**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**7**	**4**	

In Academic Positions with Rights and Responsibilities	7	4
In Non-Academic Positions without Rights and Responsibilities		
Single Subject Programs	**3**	**1**
In Academic Positions with Rights and Responsibilities	3	1
In Non-Academic Positions without Rights and Responsibilities		
Education Specialist Programs	**2**	**1**
In Academic Positions with Rights and Responsibilities	2	1
In Non-Academic Positions without Rights and Responsibilities		

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20:1	20:1	
Single Subject Programs	20:1	20:1	
Education Specialist Programs	20:1	20:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of California, Riverside

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	10	350
Single Subject Programs	35	10	350
Education Specialist Programs	35	10	350

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

Institution/Program: **University of California, Riverside**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**134**	**133**	**99%**	**97%**
Basic Skills				
CBEST	134	134	100%	100%
Aggregate	134	134	100%	100%
Professional Knowledge/Pedagogy				
RICA	82	81	99%	97%
Aggregate	82	81	99%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	5	–	–	98%
Praxis II English	5	–	–	99%
Spanish SSAT (10)	2	–	–	98%

Spanish: Skills Praxis II (0192)	2	–	–	96%
Spanish: Analysis Praxis II (0193)	2	–	–	90%
Math SSAT (02)	6	–	–	99%
Math Praxis II (0063 + 0064)	6	–	–	93%
Biology SSAT (04 + 05)	8	–	–	99%
Biology Praxis II (0233 + 0433)	8	–	–	94%
Social Science SSAT (03)	3	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	3	–	–	96%
Aggregate	25	25	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	29	29	100%	99%
Aggregate	29	29	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of California, San Diego

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The faculty of the Teacher Education Program (TEP) at the University of California, San Diego, actualizes their commitment to equitable education for all children by preparing new teachers to systematically reinvent their curriculum and pedagogy in response to the changing needs of students and the community. TEP offers a one-year graduate program leading to the Master of Education/California Multiple Subject Credential and the Master of Education/California Single Subject Credential in English, Mathematics or the Sciences. All credential options require the Cross-Cultural, Language and Academic Development (CLAD) emphasis. In addition, TEP offers bilingual credentials (BCLAD) in Spanish-English and American Sign Language-English.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The TEP faculty believe that the equitable participation of children in schools and classrooms requires fundamental changes in our approach to teaching and learning. Additive approaches to curriculum design and mere social and cultural awareness training are not sufficient preparation for teachers to make learning more accessible and equitable for children who are underserved by our public instructions. TEP credential candidates learn to assess student and community needs, access and apply current research on teaching and learning, and systematically develop their teaching performance using reflective practice portfolios. The goal of the program is to produce graduates who possess the knowledge, skills and confidence required to face the most severe shortages in the state. These schools are typically challenged with complex social and economic factors such as large numbers of English language learners, low-income families, and a high teacher attrition rate.

Institution/Program: University of California, San Diego

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

TEP is in its first year of having a Master of Education degree that articulates with the existing credential programs. Summer 2002 will be the first year for students completing the electronic portfolio final project. We have submitted our Senate Bill 2042 Program Document and we have revised all course syllabi to address TPEs.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://tep.ucsd.edu

Institution/Program: **University of California, San Diego**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	34	34	0
Single Subject Candidates	13	0	13
Education Specialist Candidates	3	3	0
Totals	50	37	13

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	34	34	0
Single Subject Candidates	13	0	13
Education Specialist Candidates	3	3	0
Totals	50	37	13

Institution/Program: **University of California, San Diego**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**4**	**0**	**0**

In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**3**	**0**
In Academic Positions with Rights and Responsibilities	0	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9 :1		
Single Subject Programs		5 :1	
Education Specialist Programs	3 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of California, San Diego

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	0	0	0
Education Specialist Programs	30	24	720

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	1
Education Specialist Programs	0

Institution/Program: **University of California, San Diego**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**50**	**50**	**100%**	**97%**
Basic Skills				
CBEST	50	50	100%	100%
Aggregate	50	50	100%	100%
Professional Knowledge/Pedagogy				
RICA	37	37	100%	97%
Aggregate	37	37	100%	97%
Academic Content Areas				
English SSAT (01)	4	–	–	98%
Praxis II English	4	–	–	99%
Aggregate	4	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	23	23	100%	99%

Aggregate	23	23	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of California, Santa Barbara

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Santa Barbara Teacher Education Partnership believes:
o All our children deserve the education that few students currently have;
o The survival of our democratic traditions requires nothing less;
o Every member of a community has a stake and a role in the education of our children and the survival of our democracy;
o The best hope for our children and our country is to reconstruct the preparation, induction, and support of educators while simultaneously re-constructing the institutions responsible for that work.

This vision requires teachers who:
o Believe that all students want, and have the capacity to, make sense of their world;
o Believe that content -- the knowledge, skills, and dispositions teachers have to share (including a balance of skills-centered and meaning-centered approaches) -- will help their students make sense of their world;

To become teachers who embody these values and beliefs is a life long process. The goal of our program is thus, not to tell people how to teach, but to prepare people to learn from teaching (their own and others) so that they can, over time, become the teachers students and their families deserve. We prepare teacher through six inter-related program themes:
(a) Autobiography/Philosophy of Education,
(b) Study of Children/Study of Schools,
(c) Methodological Competence,
(d) Diversity,
(e) Collaboration,
(f) Reflection.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Instructional quality resides in the interactions among and between the student, the teacher, and the content. Therefore, the conversations and relationships that constitute our programs revolve around those centering elements of instructional quality. The Santa Barbara Partnership for Teacher Education believes this reality of teaching and learning is embedded within the California Standards for the Teaching Profession (CSTP). The curriculum, the teaching, the assessments, the partnership, and our research revolve around the CSTP.

Programmatic structures and processes that support our candidates' development towards meeting the CSTP include:
- A common, clear vision of quality instruction apparent in all coursework and field experiences;
- A curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy taught in the context of practice;
- An entire school year of field experiences carefully selected and maintained to support the ideas and practices presented in simultaneous, closely interwoven coursework;
- Well-defined standards of practice and performance that are used to guide and assess coursework and field experiences;
- Strong relationships, common knowledge, and shared beliefs among school- and university-based faculty;
- Extensive use of case study methods, teacher inquiry, performance assessments, and portfolio evaluation to ensure that learning is enacted in the crucible of classrooms and schools.

Institution/Program: University of California, Santa Barbara

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

We have initiated a follow along study of program graduates which will provide feedback on their teaching effectivenes, as well as changes in K-12 policy and practice which have implications for teacher preparation.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.education.ucsb.edu

Institution/Program: **University of California, Santa Barbara**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	59	59	0
Single Subject Candidates	47	47	0
Education Specialist Candidates	0	0	0
Totals	106	106	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	59	59	0
Single Subject Candidates	47	47	0
Education Specialist Candidates	0	0	0
Totals	106	106	0

Institution/Program: **University of California, Santa Barbara**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**	**0**	**0**

In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Single Subject Programs	**8**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20:1		
Single Subject Programs	20:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of California, Santa Barbara

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	12	420
Single Subject Programs	35	18	630
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **University of California, Santa Barbara**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**100**	**100**	**100%**	**97%**
Basic Skills				
CBEST	100	100	100%	100%
Aggregate	100	100	100%	100%
Professional Knowledge/Pedagogy				
RICA	57	57	100%	97%
Aggregate	57	57	100%	97%
Academic Content Areas				
English SSAT (01)	17	17	100%	98%
Praxis II English	17	17	100%	99%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	4	–	–	99%

Biology Praxis II (0233 + 0433)	4	–	–	94%
Science Praxis Test II	2	–	–	97%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Geoscience SSAT (04 + 07)	2	–	–	94%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	12	12	100%	99%
Soc. Studies Praxis II (0082 + 0083)	12	12	100%	96%
Aggregate	38	38	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	42	42	100%	99%
Aggregate	42	42	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of California, Santa Cruz

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The UCSC campus offers 27 graduate programs. Within those programs, there are a range of options for concentrated study in a specialized field. Graduate study at Santa Cruz emphasizes close interaction betrween faculty and students, independent student research, supervised teaching experience, and interdisciplinary work. The UCSC teacher preparation program is a combined Master of Arts in Education and credential program spanning five academic quarters including Summer. The program offers the Crosscultural Language and Academic (CLAD) and Bilingual, Crosscultural Language and Academic Development (BCLAD) emphasis teaching credentials, both Multiple Subject and Single Subject: English, Math, Science and Social Science. The program seeks applicants from diverse cultural and linguistic backgrounds to teach in multicultural K-12 classrooms. Students are expected to integrate theory and practice in courses, classroom placements, and research projects.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

During 1999-2000, the UCSC program recommended approximately 25 candidates from its Internship program for Professional Clear CLAD and BCLAD multiple subject teaching credentials. The program admitted its last cohort to the two-year Master of Arts in Education teaching program while beginning its recruitment to the first cohort of its 15-month five quarter combined M.A. in Education teaching credential program. A mid-quarter Literacy Institute for multiple subject credential candidates provided 100% passing rates for the UCSC RICA test takers.

Institution/Program: University of California, Santa Cruz

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://education.ucsc.edu

Institution/Program: **University of California, Santa Cruz**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	86	86	
Single Subject Candidates	41	41	
Education Specialist Candidates			
Totals	127	127	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	86	86	
Single Subject Candidates	41	41	
Education Specialist Candidates			
Totals	127	127	

Institution/Program: **University of California, Santa Cruz**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**4**		

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	4
Single Subject Programs	**3**
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	3
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18:1		
Single Subject Programs	15:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of California, Santa Cruz

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	15	16	240
Single Subject Programs	15	16	240
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **University of California, Santa Cruz**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**108**	**106**	**98%**	**97%**
Basic Skills				
CBEST	108	108	100%	100%
Aggregate	108	108	100%	100%
Professional Knowledge/Pedagogy				
RICA	73	72	99%	97%
Aggregate	73	72	99%	97%
Academic Content Areas				
English SSAT (01)	11	11	100%	98%
Praxis II English	11	11	100%	99%
Social Science SSAT (03)	12	12	100%	99%
Soc. Studies Praxis II (0082 + 0083)	12	12	100%	96%
Aggregate	23	23	100%	96%

Other Content Areas				
MSAT (0140 + 0151)	68	67	99%	99%
Aggregate	68	67	99%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Alliant International University (formerly US International University)

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of Alliant International University's Graduate School of Education is to produce competent, confident, and conscientious educational leaders who will promote and empower academic success, personal growth, and professional achievement of all in a global society. We accomplish this by offering our students exceptional professional preparation centered on multidisciplinary and holistic approaches to education.
The mission of the Teacher Education Program supports the university mission by emphasizing critical thinking, ethics, and practical application of teaching skills. This commitment involves preparing teachers to be skilled practitioners utilizing reflective, inquiry-based thinking to continue to learn and improve the quality of what they do. We want teachers who make a difference in the classroom, school, and the educational community. Thus, our program is distinguished by a dynamic responsiveness to current issues and problems in today's classrooms. A multicultural and global perspective in which multiple viewpoints are valued in this program. Small class size provides numerous opportunities for students to work together and bond as well as receive individual attention from the instructor. Evening sessions allow working adults the opportunity to participate in the program. A qualified faculty from diverse backgrounds provides our students with the knowledge to be problem solvers, information and technology managers, and capable communicators. These skills are practically applied by those practitioners already in classrooms and during the student-teaching experience for those who are not yet in the classroom.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The Teacher Education Program at AIU is characterized by a commitment to excellence on the part of faculty, staff, and students. The Teacher Education faculty consists of full, associate, and assistant professors holding doctoral degrees and skilled practitioners holding Master of Arts Degrees in Education. Our Student Services Department is staffed by qualified professionals who provide personal guidance and assistance to students. Small class size provides opportunities for students to learn and practice instructional strategies such as collaborative learning, reflective thinking, and innovative use of technology, and to develop classroom management skills. It has been a long time tradition and focus of this program to prepare leaders in the educational community. Our students tend to be serious individuals interested in becoming skilled practitioners who can make a difference in the lives of children.
The AIU Education Department maintains partnerships with schools in San Diego County providing faculty with an opportunity to work closely with teachers in the field on infusing critical thinking into all areas of the curriculum. These collaborations combine the know-how of experienced teachers with that of experienced professors to be in the forefront of educational improvement. Also, embedded in the curriculum is technology training as an invisible tool of a 21st century educator as she/he designs, delivers, and evaluates authentic learning experiences for students. Alliant International University wants to encourage teachers who will make a difference in the lives of their students, the culture of the school, and the reputation of the community .We encourage a career long relationship.

Institution/Program: Alliant International University (formerly US International University)

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The Teacher Education Program at Alliant International University embraces the changes on its horizon. The teacher preparation programs will continue to embed a multicultural/ multinational perspective with a cross-cultural emphasis in their curriculum. The San Diego campus will convert its delivery of instruction from a quarter to trimester system. This conversion will put all programs in the Graduate School of Education on the same schedule including the Teacher Education Program. AIU will align its courses to meet the standards established by the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). NCATE accreditation will give the program national recognition and enhance the ability of this institution to address the needs of our students in content preparedness. Additional weekend workshops for the Reading Instruction Competence Assessment (RICA) will be offered to students as an opportunity to focus on this examination. CCTC accreditation will demonstrate that curriculum and practice aligns with the new "Standards of Quality and Effectiveness for Professional Teacher Preparation Programs" (SB 2042) as well as common standards for teacher preparation programs in California

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.alliant.edu

Institution/Program: **Alliant International University (formerly US International University)**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	99	99	0
Single Subject Candidates	100	97	3
Education Specialist Candidates	0	0	0
Totals	199	196	3

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	38	38	0
Single Subject Candidates	37	34	3
Education Specialist Candidates	0	0	0
Totals	75	72	3

Institution/Program: **Alliant International University (formerly US International University)**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**18**	**0**	**0**

In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	18	0	0
Single Subject Programs	**1 8**	**2**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	18	2	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1		
Single Subject Programs	5 :1	3 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **Alliant International University (formerly US International University)**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	18	540
Single Subject Programs	30	18	540
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	1
Education Specialist Programs	0

Institution/Program: **Alliant International University (formerly US International University)**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**75**	**67**	**89%**	**97%**
Basic Skills				
CBEST	75	75	100%	100%
Aggregate	75	75	100%	100%
Professional Knowledge/Pedagogy				
RICA	38	36	95%	97%
Aggregate	38	36	95%	97%
Academic Content Areas				
English SSAT (01)	4	–	–	98%
Praxis II English	4	–	–	99%
French SSAT (11)	1	–	–	93%
French: Skills Praxis II (0171)	1	–	–	93%
French: Analysis Praxis II (0172)	1	–	–	86%

Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	3	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Music SSAT (13)	1	–	–	100%
Music Praxis II (0111 + 0112)	1	–	–	100%
Science Praxis Test II	2	–	–	97%
Geoscience SSAT (04 + 07)	2	–	–	94%
Social Science SSAT (03)	8	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	7	–	–	96%
Aggregate	20	14	70%	96%
Other Content Areas				
MSAT (0140 + 0151)	30	30	100%	99%
Health Science SSAT (16)	1	–	–	100%
Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	32	32	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Antioch University Southern California

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master of Arts in Education and Teacher Credentialing Program (MAE/TC) at Antioch University Southern California prepares elementary and middle school teachers who will specialize in teaching literacy, are knowledgeable about building character and citizenship skills, and actively resist cultural, economic, and racial bias. Moreover, Antioch's teachers educate their students to understand and respect the ecological systems upon which humankind depends for its continued survival. The MAE/TC Program seeks to prepare competent, effective teachers who have the educational and social skills to influence change in their schools, helping to make their classrooms and school communities places where all members can learn and develop. To prepare its students to address social justice issues in education, the MAE/TC Program provides theories, teaching methods, and experience appropriate for effective work in low-performing schools where inequities are most prominent. The credential preparation courses are offered at the graduate level. Students continue in the Program studying more advanced courses in pedagogy, curriculum, and leadership to earn a Master of Arts degree in Education. The Program serves the local school communities of both the Los Angeles and Santa Barbara campuses that have significant proportions of lower socio-economic groups, underrepresented ethnic groups, and second-language learners. Antioch University serves adult students, many of whom are seeking an alternative career, as well as teachers working on emergency permits.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Professional preparation courses are offered at the graduate level. In all courses, candidates study both theory and methods, and learn to critically evaluate pedagogy and curricular content. The Program includes four literacy courses, which provide candidates with exceptional reading instruction abilities through a broad range of theories, models, and materials. Candidates are taught the skills of inquiry, and learn to view themselves as researchers and their classrooms and schools as social laboratories. Candidates study both accepted and emergent theories of learning, including current research on multiple intelligences, ethical development, and learning differences. The course and field work for all candidates is tailored to prepare them to work in low-performing schools and, particularly, with second-language learners. The curriculum includes methods courses in art, civic education, and physical education, and candidates are taught ways to provide a creative, integrated curriculum that provides access to the core content areas for all students. Candidates (5th-year & emergency permit teachers) are closely supervised during daily student teaching by Program Faculty who are familiar with all aspects of the Program's curriculum.

Institution/Program: Antioch University Southern California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The curriculum was revised to emphasize classroom organization models and practice, and to give candidates the theorectical background and the hands-on opportunity to develop integrated curricular units.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.antiochla.edu/programs_mae.shtml

Institution/Program: **Antioch University Southern California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	35	35	
Single Subject Candidates			
Education Specialist Candidates			
Totals	35	35	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	30	30	
Single Subject Candidates			
Education Specialist Candidates			
Totals	30	30	

Institution/Program: **Antioch University Southern California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**		

In Academic Positions with Rights and Responsibilities	8
In Non-Academic Positions without Rights and Responsibilities	
Single Subject Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :1		
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Antioch University Southern California

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	18	3456
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Antioch University Southern California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**29**	**28**	**97%**	**97%**
Basic Skills				
CBEST	29	29	100%	100%
Aggregate	29	29	100%	100%
Professional Knowledge/Pedagogy				
RICA	29	28	97%	97%
Aggregate	29	28	97%	97%
Other Content Areas				
MSAT (0140 + 0151)	27	27	100%	99%
Aggregate	27	27	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Azusa Pacific University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Azusa Pacific University is an evangelical Christian University. The School of Education and Behavioral Studies seeks to "develop competent, innovative, visionary educators, and scholarly practitioners of high moral and ethical character." The Department of Teacher Education has offered state-approved programs since 1963. It offers a B.A. in Liberal Studies and an accelerated B.A. in Human Development (CCTC-approved subject matter programs for future multiple-subject teachers) and all of the professional certification programs. The university also offers eight CCTC-approved single subject preparation programs for undergraduates. Prospective teacher candidates reflect the diversity of the students and districts they will later serve including communities that are racially and linguistically diverse. University mentors continue to report that program graduates are outstanding first- and second-year teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

In 2000-2001, the School of Education and Behavioral Studies received full accreditation from CCTC and NCATE (National Council for Accreditation of Teacher Education). APU became one of only 16 California institutions that are NCATE accredited. There continues to be a consistent focus on recruiting both faculty and students who are persons of color. In keeping with increased numbers of interns and students working on Emergency Teaching Permits, APU offers courses with flexible schedules on a nine-week term with late afternoon start times. Given the qualification of full-time faculty and the highly-qualified practitioners who serve as adjunct faculty, the Department of Teacher Education is able to assure prospective employers that program graduates are well prepared academically and professionally.

Institution/Program: Azusa Pacific University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The most exciting initiative that occurred in Teacher Education during the 2000-01 year came with the implementation of the infusion of technology into the curriculum and the award of a $500,000 foundation grant. The academic year, 2000-2001, allowed faculty in Teacher Education to fully implement the dynamic and exciting new curriculum designed to prepare teachers of the 21st Century. Special Teacher Education Technology Labs were established on the Azusa campus and in four of the five regional campuses. Each Lab is equipped with technology and software appropriate to needs of prospective teachers empowered to fully utilize technology throughout the academic curriculum. The Department of Teacher Education also purchased (and prepared faculty to use) two portable kits containing assistive technology aides appropriate to need of students with disabilities.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.apu.edu/

Institution/Program: **Azusa Pacific University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	732	289	443
Single Subject Candidates	364	364	0
Education Specialist Candidates	351	351	0
Totals	1,447	1,004	443

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	219	84	135
Single Subject Candidates	67	67	0
Education Specialist Candidates	95	95	0
Totals	381	246	135

Institution/Program: **Azusa Pacific University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**27**	**24**	

In Academic Positions with Rights and Responsibilities	6	5
In Non-Academic Positions without Rights and Responsibilities	21	19
Single Subject Programs	**18**	
In Academic Positions with Rights and Responsibilities	2	
In Non-Academic Positions without Rights and Responsibilities	16	
Education Specialist Programs	**15**	
In Academic Positions with Rights and Responsibilities	3	
In Non-Academic Positions without Rights and Responsibilities	12	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20:1	15:1	
Single Subject Programs	20:1		
Education Specialist Programs	20:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Azusa Pacific University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	18	
Single Subject Programs	35	18	
Education Specialist Programs	35	18	

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Azusa Pacific University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**283**	**276**	**98%**	**97%**
Basic Skills				
CBEST	283	283	100%	100%
Aggregate	283	283	100%	100%
Professional Knowledge/Pedagogy				
RICA	213	206	97%	97%
Aggregate	213	206	97%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	7	–	–	98%
Praxis II English	7	–	–	99%
Math SSAT (02)	1	–	–	99%

Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	4	–	–	99%
Biology Praxis II (0233 + 0433)	4	–	–	94%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Social Science SSAT (03)	3	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	3	–	–	96%
Aggregate	17	17	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	129	129	100%	99%
Health Science SSAT (16)	5	–	–	100%
Home Economics SSAT (17)	1	–	–	100%
Physical Education SSAT (09)	3	–	–	100%
Phys. Educ. Praxis Test II	3	–	–	98%
Aggregate	138	138	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Bethany College - Assemblies of God**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The program of professional preparation for teachers at Bethany College, a small, private, Christian college, has at its core the mission of preparing leaders for the church and for society. Leadership is defined as exemplifying quality and caring service to others. This focus on servant leadership is demonstrated in the teacher preparation program by the focus on the individual student. The approaches to teaching K - 12 students presented in the course work and the support and instruction provided to the prospective teacher, model this focus on the individual student. Preparing teachers to serve by leading through example, by providing quality instruction, and by being caring, competent individuals is the goal of the program. Recipients of this service include not only the students in their classrooms, but also parents, colleagues, and the broader educational community. Teachers prepared at Bethany College are qualified to serve in a variety of contexts, public elementary, middle, or high schools, private schools, international schools, home schools, or in mission contexts around the world. Quality, caring leadership is needed everywhere, and the professional preparation program at Bethany equips individuals to be leaders wherever they choose to serve.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

During the 2000 - 2001 academic year the professional preparation program at Bethany College instituted a subject area mentor program. This program allows candidates to be coached in the subject matter related to their credential area by a current practitioner in the field. Coaching includes review of material related to the teaching of the California content standards and association standards in the respective field of study. This coaching, combined with supervision and coaching in pedaagogy, provides candidates a strong foundation with which to begin a career as a professional educator.

Institution/Program: **Bethany College - Assemblies of God**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Initiatives linked to meeting the new standards for professional preparation programs include enhancing the subject area mentor process for all candidates, infusing technology instruction throughout the program coursework, and developing an enhanced professional portfolio to document candidates' learning throughout their coursework and supervised student teaching experiences.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.bethany.edu

Institution/Program: **Bethany College - Assemblies of God**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	42	42	
Single Subject Candidates	17	17	
Education Specialist Candidates	0	0	
Totals	59	59	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	13	13	
Single Subject Candidates	5	5	
Education Specialist Candidates	0	0	
Totals	18	18	

Institution/Program: **Bethany College - Assemblies of God**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**		

In Academic Positions with Rights and Responsibilities	1
In Non-Academic Positions without Rights and Responsibilities	8
Single Subject Programs	**6**
In Academic Positions with Rights and Responsibilities	1
In Non-Academic Positions without Rights and Responsibilities	5
Education Specialist Programs	**0**
In Academic Positions with Rights and Responsibilities	0
In Non-Academic Positions without Rights and Responsibilities	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1		
Single Subject Programs	12:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **Bethany College - Assemblies of God**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	18	540
Single Subject Programs	20	18	360
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Bethany College - Assemblies of God**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**16**	**16**	**100%**	**97%**
Basic Skills				
CBEST	16	16	100%	100%
Aggregate	16	16	100%	100%
Professional Knowledge/Pedagogy				
RICA	13	13	100%	97%
Aggregate	13	13	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	11	11	100%	99%
Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	12	12	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Biola University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of Biola University is biblically-centered education, scholarship, and service equipping men and women in mind and character to impact the world for the Lord Jesus Christ. Within this overarching mission and goal, Biola's Department of Education continues to strive toward its own mission to equip Christian teachers and administrators for service in public, private, mission and homeschools through biblically-centered education, scholarship and service. For several decades, Biola's Department of Education has taken pride in its role of preparing the finest educators within a context of practical, hands-on learning, through a combination of extensive community involvement and a fully doctored, full-time faculty bringing rich and diverse experience to the instructional level. In compliance of the Program Standards of the California Commission on Teacher Credentialing, Biola's CCTC accredited Multiple Subject and Single Subject programs include practicum fieldwork in the widely diverse public and private schools of the greater Los Angeles and Orange County areas. Additionally, many of Biola's teaching credential candidates are offered the chance to complete coursework and field practicum requirements in the overseas mission school settings of Papua New Guinea and Hong Kong. Through these varied and challenging education settings, students in Biola's University Teacher Preparation Program are equipped with not only the credential to serve in public and private education but with the experiential wisdom needed for successful teaching in a variety of settings.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

During the 2000-2001 academic year, students and credential candidates under Biola University's Department of Education were afforded the opportunity to pursue their degrees and credentials in a nationally ranked program. In the 1999-2000 study conducted by US News and World Report, Biola University's Graduate Education Program was ranked among the top 100 programs within its class in the nation. Furthermore, Biola University's Department of Education has helped to produce four school and district-wide Educators of the Year. The factors leading to the success of Biola's Teacher Preparation Program include small class sizes with a low student-to-faculty ratio as well as a fully-doctored full-time faculty of former public and private educators and administrators. Biola University's Department of Education has also continued to hold to academic standards and fieldwork requirements far surpassing the standard requirements of the State of California in these respective areas. Biola has also continued to rely heavily on the surrounding educational community, implementing the suggestions and ideas of local educators and administrators for how to better serve our students while impacting local schools.

Institution/Program: **Biola University**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Biola University's Teacher Preparation Program has established several new initiatives to ensure the ongoing effectiveness of the program. First, a Community Site Council, comprised of district supervisors and administrators from a variety of local school districts was established to meet each semester to facilitate and strengthen communication between the univeristy and the local community. Additionally, a new position was created, Student Teaching Placement Coordinator, in order to provide more personalized placements for students. This position will entail spending concentrated time on school campuses interviewing and observing potential Master Teachers and developing personal relationships with school principals. Through this process, Biola University's Education Department hopes to address specific student needs and goals during their student teaching assignment. Another initiative was the hiring of several new student teaching supervisors to service our students in more remote placements and provide quality mentoring and supervision.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.biola.edu/catalog_2001/undergrad/education.cfm

Institution/Program: **Biola University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	270	270	0
Single Subject Candidates	150	150	0
Education Specialist Candidates			
Totals	420	420	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	66	66	
Single Subject Candidates	30	30	
Education Specialist Candidates			
Totals	96	96	

Institution/Program: **Biola University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6 1**		

In Academic Positions with Rights and Responsibilities	61
In Non-Academic Positions without Rights and Responsibilities	
Single Subject Programs	**4 1**
In Academic Positions with Rights and Responsibilities	41
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1		
Single Subject Programs	8 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Biola University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	16	560
Single Subject Programs	35	16	560
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Biola University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**60**	**58**	**97%**	**97%**
Basic Skills				
CBEST	60	60	100%	100%
Aggregate	60	60	100%	100%
Professional Knowledge/Pedagogy				
RICA	57	55	96%	97%
Aggregate	57	55	96%	97%
Other Content Areas				
MSAT (0140 + 0151)	23	23	100%	99%
Aggregate	23	23	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California Baptist University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Within California Baptist University's Christian liberal arts context, the School of Education faculty strives to develop reflective, accepting, and caring teachers, who will model the moral dimensions of a genuine Christian life. When reflective, one is integrated and balanced. When accepting, one embraces the differences in others. When caring, one supports and validates others. This represented in our mission statement.

The School of Education of CBU, a university committed to the Great Commission, holds these beliefs as our mission statement: Our mission is to prepare educators of high moral character and ethical behavior to teach and lead in schools throughout the world. Our teachers will be well-equipped, highly principled individuals; understand diversity as a strength; and provide for individual differences in order to help students prepare for a diverse and rapidly changing world. We maintain high standards and expectations for ourselves and for students who wish to serve in building a better world by entering the education profession.

The School of Education at CBU offers these basic credentials: Multiple Subject and Single Subject. Two other credentials are offered: Administrative Services (Tier I) and Education Specialist in Mild/Moderate Disabilities (Level I) with a dual credential option. Newly added is a Reading Certificate Program, which may be taken along with credential courses.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

There are many reasons the School of Education programs at CBU excel. First, all faculty have had K-12 teaching experience, making them knowledgeable, empathetic role models. The combination of early fieldwork in pre-requisite courses and extensive fieldwork in professional methods courses help candidates integrate theory and pracice before student teaching. CBU candidates student teach full-time for one semester with students who have diverse needs. Adjusting schedules for candidates who are already employed is another reason the School of Education meets the needs of future teachers. Finally, Multiple Subject Credential candidates have the opportunity to attend free RICA reviews. We truly want our students to succeed.

Admission into the School of Education Credential Program at CBU requires the completion of pre-requisite courses which present an overview of teaching, child development, cultural and language diversity, and computer technology. Therefore, students may decide whether teaching is the right career for them prior to professional part of the program.

Professional methods courses build upon the pre-requisite foundations. Multiple Subject Credential students focus upon Reading and Phonics, Math, Science, Language Arts, Social Studies, and Classroom Management. Single Subject Credential students follow a similar sequence of professional courses including Reading and Writing in the Content Areas, Secondary Methodolody, Content Area Specialization, and Classroom Management. Student teaching for all candidates is intensive. Weekly seminars engage students in large and small groups. Guest speakers, specialists and panel members from local school districts provide real life experiences.

Institution/Program: California Baptist University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Several changes have been implemented or approved this year as the School of Education at CBU continues to look for ways to grow and be responsive to the job market in the local school districts. First, we have received approval for a Reading Certificate which may be completed with a Credential plan or as part of a Master's program. Secondly, we have initiated a Faith-Based Administrative Services Certificate program in conjunction with ACSI. Next, more School of Education faculty are taking advantage of university sponsored training on web-enhanced teaching. Many of our working students find these web-enhanced courses beneficial. Finally, the School of Education has been striving to improve literacy in the university's neighborhood. Two after school learning centers in the Latchkeys for Literacy Program have continued to flourish. In addition, our teacher candidates have individually tutored students from Sherman Indian High School and local public schools in the School of Education's Special Education Reading Clinic.

Several changes are underway for the up-coming year. First, credential programs in preparation include Internships for the Preliminary Multiple Subject Credential and the Preliminary Single Subject Credential, as well as the Level II Education Specialist Credential for Mild/Moderate Disabilities. Committees have been diligently working in response to changes in state mandated standards. As a result, many changes are being implemented in coursework to include teaching competencies for English Language Learners and improvement of assessment. Plans continue for career ladder programs in partnership with local school districts, such as our partnership with San Bernardino in the Teach for Tomorrow Consortium.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.calbaptist.edu/

Institution/Program: **California Baptist University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	111	111	0
Single Subject Candidates	34	34	0
Education Specialist Candidates	17	17	0
Totals	162	162	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	80.25	80	0
Single Subject Candidates	26.5	27	0
Education Specialist Candidates	12	12	0
Totals	119	119	0

Institution/Program: **California Baptist University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2 3**	**0**	**0**

In Academic Positions with Rights and Responsibilities	23	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**1 0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1		
Single Subject Programs	5 :1		
Education Specialist Programs	5 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California Baptist University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	6	12	72
Single Subject Programs	6	12	72
Education Specialist Programs	6	12	72

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **California Baptist University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**146**	**144**	**99%**	**97%**
Basic Skills				
CBEST	146	146	100%	100%
Aggregate	146	146	100%	100%
Professional Knowledge/Pedagogy				
RICA	99	97	98%	97%
Aggregate	99	97	98%	97%
Academic Content Areas				
English SSAT (01)	5	–	–	98%
Praxis II English	5	–	–	99%
Math SSAT (02)	3	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Biology SSAT (04 + 05)	2	–	–	99%

Biology Praxis II (0233 + 0433)	2	–	–	94%
Social Science SSAT (03)	1	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	1	–	–	96%
Aggregate	11	11	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	59	59	100%	99%
Business SSAT (15)	1	–	–	100%
Health Science SSAT (16)	1	–	–	100%
Aggregate	61	61	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California Lutheran University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to educate 'leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.'

Future teachers, Pre-Interns, and Interns are prepared in the public schools of Ventura County. Teachers employed without full credentials in area private schools and the San Fernando Valley portion of the Los Angeles Unified School District are served through evening and summer classes. CLU has several partnership agreements with the Ventura County Superintendent of Schools Office.

Multiple Subject [elementary] and Single Subject [secondary] Teaching Credentials are offered in a program that is an early adopter of the AB2042 standards. The University is committed to continuing to offer the Bilingual Cross-cultural Language and Academic Development [BCLAD] [Spanish] Emphasis option for teaching credentials. Educational Specialist Credentials in the special education categories of Mild to Moderate and Moderate to Severe are provided at CLU to intern credential holders.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

CLU has been actively engaged in Preparing Tomorrows Teachers for Technology, [PT3] based on a US government grant supporting the development of technological competence in teachers. Computer utilization is developed throughout our curriculum. Candidates present evidence of their development as teachers in a unique web-based electronic portfolio system. Service learning is a component of selected course work and provides students with critical experience tied to important educational theories that guide practice.

Benchmarks are interspersed throughout the program, from admission to exit, where candidates provide evidence of practice in their electronic portfolios that are organized around the California Standards for the Teaching Profession [CSTP] and Teaching Performance Expectations [TPEs].

The full-time program is comprised of a semester of foundation courses, a semester of methods courses accompanied with a beginning student teaching placement, and a full semester of student teaching in a setting selected with input by the student. The goal of weekly supervisory visits and seminars with student teachers is to provide a strong support base that contributes greatly to program quality.

Intern students complete the program over a period of two years at times convenient for their teaching schedule. They receive regular supervisory support as they develop teaching proficiencies and bring theory into practice.

After obtaining their preliminary credential, and in conjunction with their induction program, students may complete an optional Masters of Education degree with three classes designed to support their first years of teaching.

Institution/Program: California Lutheran University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

California Lutheran University is an early adopter of AB2042 standards for professional teacher preparation. Beginning in the fall of 2002 candidates will enroll in a revised program for a preliminary Multiple or Single Subject credential. A cooperative induction program is being developed with Ventura County districts to support qualifying for a clear credential during the initial years of teaching. Numerous opportunities to learn about and then demonstrate competence in the Teacher Performance Expectations are included in the newly revised program. An increased use of technology modeled by committed faculty and imbedded throughout the coursework continues to be a hallmark of the program. A web-based portfolio is used as a repository of student artifacts and a stimulant for instructional conversations between faculty members and candidates. Opportunity to complete a program at a professional development school site is being developed.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.clunet.edu/Admission/Graduate/SchoolEducation/CLU.html

Institution/Program: **California Lutheran University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	174	161	13
Single Subject Candidates	112	106	6
Education Specialist Candidates	59	38	21
Totals	345	305	40

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	57	46	11
Single Subject Candidates	20	17	3
Education Specialist Candidates	26	5	21
Totals	103	68	35

Institution/Program: **California Lutheran University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**17**	**8**	

In Academic Positions with Rights and Responsibilities	11	3
In Non-Academic Positions without Rights and Responsibilities	6	5
Single Subject Programs	**1 2**	**4**
In Academic Positions with Rights and Responsibilities	6	0
In Non-Academic Positions without Rights and Responsibilities	6	4
Education Specialist Programs	**7**	**5**
In Academic Positions with Rights and Responsibilities	2	1
In Non-Academic Positions without Rights and Responsibilities	5	4

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	60 :1	
Single Subject Programs	18 :1	60 :1	
Education Specialist Programs	18 :1	60 :1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: California Lutheran University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	15	480
Single Subject Programs	32	15	480
Education Specialist Programs	32	15	480

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: **California Lutheran University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**109**	**109**	**100%**	**97%**
Basic Skills				
CBEST	109	109	100%	100%
Aggregate	109	109	100%	100%
Professional Knowledge/Pedagogy				
RICA	71	71	100%	97%
Aggregate	71	71	100%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	8	–	–	98%
Praxis II English	8	–	–	99%
French SSAT (11)	1	–	–	93%

French: Skills Praxis II (0171)	1	–	–	93%
French: Analysis Praxis II (0172)	1	–	–	86%
Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	3	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Biology SSAT (04 + 05)	3	–	–	99%
Biology Praxis II (0233 + 0433)	3	–	–	94%
Social Science SSAT (03)	1	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	1	–	–	96%
Aggregate	18	18	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	43	43	100%	99%
Aggregate	43	43	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Chapman University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education at Chapman University provides credential and graduate degree programs at the main campus in the city of Orange, and through a system of satellite campuses, most of which are in geographic areas of California that traditionally have been underserved by other institutions of higher education. The mission of the Chapman University School of Education is to prepare inquiring, reflective, ethical and productive educators to work in public educational settings. John Dewey said, "Education is a process of living and not a preparation for future living." We believe in progressive ideals and their importance in preparing students to be responsible members of a democracy. We value the examination of the conditions of schools and the process of education. We expect our students to consider challenging questions, to make commitments, and to take socially responsible action. We expect our students to be change agents in the process of school improvement. We value not only the democratic access to knowledge, but also the critical examination of both social and political aspects of education. While we make an effort to learn from and make use of multiple theoretical paradigms, we believe that it is important to prepare educators to work with the children and youth of varied cultural backgrounds, economic levels, and value orientations which are found in contemporary America.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

There are a variety of factors that have contributed to the current level of success. One factor is the smaller class size (an average of 17 students) for all courses in the School of Education which promotes more personalized learning. Another factor is the curricular emphasis on reading and language acquisition for all learners. Program elements have been designed to reflect the state standards and contemporary research on a balanced approach to literacy. An essential program requirement is a supervised experience where each credential candidate tutors a troubled reader on a one-to-one basis. The talent and commitment of the School of Education faculty is another very important factor. Finally, we are able to attract to our programs talented candidates who often are more mature adults who are connected to their communities. In sum, the program is well-designed, faculty members are knowledgeable and effective, and credential candidates are capable.

Institution/Program: Chapman University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The School of Education at Chapman University, has several new initiatives designed to ensure the quality and integrity of its programs. First, the university implemented new state approved programs for preparing candidates for Special Education credentials and a new Single Subject Credential program so that it now reflects the Cross-Cultural, Language and Academic Development (CLAD) requirements of the state of California. Second, a new "University College" has been formed to provide an added academic support for programs offered at the university's Academic Centers. Finally, a new emphasis at the graduate degree level in the area of reading has been implemented to allow students to pursue advanced study in this area.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.chapman.edu/soe

Institution/Program: **Chapman University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,368	2,345	23
Single Subject Candidates	1,638	1,638	0
Education Specialist Candidates	360	360	0
Totals	4,366	4,343	23

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1008	994	14
Single Subject Candidates	489	489	0
Education Specialist Candidates	61	61	0
Totals	1,558	1,544	14

Institution/Program: **Chapman University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**137**	**9**	**0**

In Academic Positions with Rights and Responsibilities	137	9	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**8 2**	**0**	**0**
In Academic Positions with Rights and Responsibilities	82	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**1 0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	24:1	
Single Subject Programs	24:1		
Education Specialist Programs	24:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Chapman University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	8	15	120
Single Subject Programs	8	15	120
Education Specialist Programs	8	15	120

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: Chapman University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**1320**	**1292**	**98%**	**97%**
Basic Skills				
CBEST	1318	1318	100%	100%
Aggregate	1318	1318	100%	100%
Professional Knowledge/Pedagogy				
RICA	789	772	98%	97%
Aggregate	789	772	98%	97%
Academic Content Areas				
Art SSAT (12)	11	11	100%	100%
Art Praxis II (0131 + 0132)	11	11	100%	100%
English SSAT (01)	83	81	98%	98%
Praxis II English	85	83	98%	99%
Japanese SSAT (21)	1	–	–	100%

Spanish SSAT (10)	5	–	–	98%
Spanish: Skills Praxis II (0192)	5	–	–	96%
Spanish: Analysis Praxis II (0193)	5	–	–	90%
Math SSAT (02)	24	23	96%	99%
Math Praxis II (0063 + 0064)	24	23	96%	93%
Music SSAT (13)	10	10	100%	100%
Music Praxis II (0111 + 0112)	9	–	–	100%
Biology SSAT (04 + 05)	26	26	100%	99%
Biology Praxis II (0233 + 0433)	26	26	100%	94%
Science Praxis Test II	5	–	–	97%
Chemistry SSAT (04 + 06)	4	–	–	100%
Chemistry Praxis II (0242 + 0433)	4	–	–	100%
Geoscience SSAT (04 + 07)	5	–	–	94%
Physics SSAT (04 + 08)	2	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	63	61	97%	99%
Soc. Studies Praxis II (0082 + 0083)	60	56	93%	96%
Aggregate	237	228	96%	96%
Other Content Areas				
MSAT (0140 + 0151)	630	628	100%	99%
Business SSAT (15)	11	11	100%	100%
Health Science SSAT (16)	22	22	100%	100%
Home Economics SSAT (17)	4	–	–	100%
Industrial + Tech Ed. SSAT (18)	4	–	–	100%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Christian Heritage College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The purpose of the Department of Education is to provide courses which lead to California State Multiple and Single Subject Teaching Credentials and Association of Christian Schools International Teaching Certificates.

The overriding goal of the Department is to nurture and develop excellent Christian teachers who have an appropriate subject-matter foundation upon which has been built an understanding of student behavior, competence in teaching abilities, the ability to develop and encourage critical judgment and creativity, and a commitment to high ethical standards and Christian service.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

1) Pre-screening candidates for admission to the teacher education program based on personal interview, academic strength, prior successful experiences working with children or youth, and motivation to teach.

2) Personal attention for each teacher candidate during the teacher education program.

Institution/Program: Christian Heritage College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **Christian Heritage College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	20	20	
Single Subject Candidates	5	5	
Education Specialist Candidates			
Totals	25	25	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	20	20	
Single Subject Candidates	5	5	
Education Specialist Candidates			
Totals	25	25	

Institution/Program: **Christian Heritage College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**		

In Academic Positions with Rights and Responsibilities	1
In Non-Academic Positions without Rights and Responsibilities	5
Single Subject Programs	**4**
In Academic Positions with Rights and Responsibilities	1
In Non-Academic Positions without Rights and Responsibilities	3
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1		
Single Subject Programs	6 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Christian Heritage College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	18	540
Single Subject Programs	20	18	360
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Christian Heritage College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**25**	**25**	**100%**	**97%**
Basic Skills				
CBEST	25	25	100%	100%
Aggregate	25	25	100%	100%
Professional Knowledge/Pedagogy				
RICA	20	20	100%	97%
Aggregate	20	20	100%	97%
Academic Content Areas				
Music SSAT (13)	2	–	–	100%
Music Praxis II (0111 + 0112)	2	–	–	100%
Aggregate	2	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	17	17	100%	99%

Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	18	18	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Claremont Graduate University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of CGU is to prepare a diverse group of outstanding individuals to assume leadership roles in the world-wide community through research, teaching and practice in selected fields. The CGU Teacher Education Internship Program believes that the best social justice program a nation can offer its children is a great education. A free and just democratic nation must have a well-educated, personally responsible citizenry who are given every opportunity to fullfill their purpose in life, including raising healthy families that make up and contribute to the community. This opportunity begins in the home and ultimately includes the classroom, the workplace and larger society. To provide such an education we need teachers deeply committed to academic excellence, equity, and and integrity; who work diligently to develop the skills and attitudes necessary to teach every child as though they were teaching their own; who work closely with the parents of their students; and who use technology and other resources as a means to maximize achievement and opportunities. The integrity and character of great teachers prompts them to hold themselves accountable for doing the hard work it takes to make this vision a reality for all the students assigned to their classrooms. The 36 unit combined MA and Credential program prepares teachers to teach multiple or single subjects to culturally and linguistically diverse students. Over 50% of CGU intern teachers each year are from underrepresented groups and over 90% of our graduates are still in schools after five years compared to the state average of 50%.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The CGU Teacher Education Internship Program maintained its long standing commitment to preparing a diverse teaching force educated to address issues of linguistic, cultural and economic diversity. Additionally, a new literacy practicum was developed in response to RICA standards set by the California Commission on Teacher Credentialing. The practicum gives intern candidates practical experience working with beginning readers under the guidance of an experienced reading teacher. As a result of this improvement, our pass rate for the RICA exam was 100% this year.

Institution/Program: Claremont Graduate University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The CGU Teacher Education Internship Program has undergone reorganization to make coursework during the fall and spring internship semesters more closely respond to the immediate needs of new teachers. Additionally, there is a closer link during the internship phase between the teaching and supervising faculty. The literacy practicum has also been expanded to include all K-12 interns to better prepare all our teachers to support literacy instruction at every grade level. Beginning this year, a family literacy component was also added to the literacy practicum modeling the development of possible relationships between parents, teachers and students. There is also increased emphasis on subject matter content by increasing attention to standards in course-work as well as preparation for subject matter exams when needed. Additionally, more restrictions have been placed on candidates who enter the program without having completed all subject matter requirements.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.cgu.edu/ces/ted

Institution/Program: Claremont Graduate University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	80		80
Single Subject Candidates	40		40
Education Specialist Candidates			
Totals	120		120

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	74		74
Single Subject Candidates	38		38
Education Specialist Candidates			
Totals	112		112

Institution/Program: **Claremont Graduate University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs		**1 2**	

In Academic Positions with Rights and Responsibilities	12
In Non-Academic Positions without Rights and Responsibilities	
Single Subject Programs	**8**
In Academic Positions with Rights and Responsibilities	8
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs		8 :1	
Single Subject Programs		8 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Claremont Graduate University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	

Institution/Program: **Claremont Graduate University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**99**	**88**	**89%**	**97%**
Basic Skills				
CBEST	99	99	100%	100%
Aggregate	99	99	100%	100%
Professional Knowledge/Pedagogy				
RICA	72	72	100%	97%
Aggregate	72	72	100%	97%
Academic Content Areas				
English SSAT (01)	9	–	–	98%
Praxis II English	9	–	–	99%
Math SSAT (02)	4	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Biology SSAT (04 + 05)	1	–	–	99%

Biology Praxis II (0233 + 0433)	2	–	–	94%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Social Science SSAT (03)	2	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	2	–	–	96%
Aggregate	18	12	67%	96%
Other Content Areas				
MSAT (0140 + 0151)	53	48	91%	99%
Aggregate	53	48	91%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Concordia University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Concordia University with its rich heritage in teacher preparation is ideally positioned within the church, local community, and state to be a leader in teacher education. The School of Education serves a broad spectrum of future teachers. This population includes those intending to teach in California public schools as well as those students intending to serve in non-public non-sectarian or sectarian schools, particularly schools of the Lutheran Church - Missouri Synod. Therefore, all teacher preparation programs prepare students to serve the cultural and language diversities found in all settings.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Many features contributed to program excellence and effectiveness for teacher education candidates during 2000-2001.

The entire admission procedure from first contact through enrollment in courses is a very effective aspect of Concordia's teacher preparation programs. Students begin with a sense of being cared for and highly valued. The admission and advising staff exemplify the School of Education's very hands on personal attention philosophy. This continues as the students complete credential courses, placement procedures for student teaching, and finally student teaching.

All faculty of credential courses and supervisors of student teaching have significant experience teaching in K-12 settings. Faculty experience includes teaching in ELL settings, a newcomer school, head start programs, K-12 grade levels as well as serving as administrators in 100% minority schools, in urban and small town settings and in public as well as Christian schools. To add to the knowledge brought to the students by the faculty, Concordia regularly invites teachers from local schools to serve as adjuncts or to make a variety of presentations in courses in order to provide our students with the most current links to school improvement and curriculum development possible.

Institution/Program: Concordia University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Many new features contributed to program excellence and effectiveness for teacher education candidates during 2000-2001.

Edu 201 Introduction to Teaching Careers was rewritten so that the foundation of the course is the California Standards for the Teaching Profession. This course sets the framework for the remainder of the professional preparation program as well as developing the understanding needed for becoming proficient in the teacher performance expectations. All field observations in this course focus the candidate on observing characteristics of the CSTP's.

The School of Education introduced a Master of Education program that included the teacher credential requirements, providing post baccalaureate candidates the opportunity to continue towards an M.Ed. concurrently or following the completion of credential requirements. A professional strength seen in even this short time is the number of students who are selecting this option and beginning their teaching career with enhanced skills in learning theory, classroom management, and literacy.

Other new initiatives include the addition of a single subject program in Science:Biology. Concordia offers state approved programs in Math, English and now Science:Biology. Currently under development are single subject programs in Physical Education and Social Sciences.

Also during the 2000-01 school year all professional preparation courses were revised to include technology components. The School of Education faculty is teaching as they expect future teachers to be taught, using technology as a delivery, retrieval, and management tool.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.cui.edu

Institution/Program: Concordia University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	212	207	5
Single Subject Candidates	66	66	0
Education Specialist Candidates	0	0	0
Totals	278	273	5

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	111	106	5
Single Subject Candidates	20	20	0
Education Specialist Candidates	0	0	0
Totals	131	126	5

Institution/Program: **Concordia University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**3 1**	**2**	**0**

In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	26	2	0
Single Subject Programs	**1 0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	18 :1	
Single Subject Programs	18 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Concordia University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	55	15	825
Single Subject Programs	50	15	750
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **Concordia University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**118**	**115**	**97%**	**97%**
Basic Skills				
CBEST	118	118	100%	100%
Aggregate	118	118	100%	100%
Professional Knowledge/Pedagogy				
RICA	89	86	97%	97%
Aggregate	89	86	97%	97%
Academic Content Areas				
Art SSAT (12)	2	–	–	100%
Art Praxis II (0131 + 0132)	2	–	–	100%
English SSAT (01)	8	–	–	98%
Praxis II English	8	–	–	99%
Math SSAT (02)	1	–	–	99%

Math Praxis II (0063 + 0064)	1	–	–	93%
Social Science SSAT (03)	2	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	2	–	–	96%
Aggregate	13	13	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	68	68	100%	99%
Health Science SSAT (16)	2	–	–	100%
Physical Education SSAT (09)	3	–	–	100%
Phys. Educ. Praxis Test II	3	–	–	98%
Aggregate	73	73	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Dominican University of California

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Dominican University of California has a long tradition of training teachers since 1924. The School of Education shares the Dominican tradition of teaching as a moral and ethical act. Its mission is to educate teachers who ground their practice in current educational theory, who work collaboratively, who exhibit sensitivity to culture and community, and who demonstrate continuous professional development.

Teacher candidates benefit from small class size, personalized attention, and a supportive learning community. Candidates receive outstanding mentoring from faculty and site supervisors who are experienced classroom teachers. Candidates complete school placements and school partnerships, beginning before the opening of the school year.

The School of Education has a long history of collaboration in the surrounding Bay Area counties. Local schools in the service area are comprised of children from diverse backgrounds in inner city, suburban, and rural settings. The professional preparation program reflects the commitment to multidisciplinary and multicultural education. The professional preparation program strives to provide the intellectual tools and insights that will enable candidates to live in and teach about a world of diversity. This program equips candidates to make a difference not just as teachers, but also as members of society. We are very proud of the excellent reputation enjoyed by teachers who receive their professional preparation at Dominican University of California.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Candidates in the full-time multiple and single subject teacher credential programs attend a seminar course with a small group of other teacher candidates throughout the program. When candidates are assigned field experiences in their professional preparation courses, they can share their experiences and with members in their seminar. The seminar instructors supervise candidates and remain as their advisor during student teaching. This close link allows for a close supportive relationship between candidates and professors.

A unique feature of the multiple subject program in San Rafael is the resident supervisor. Candidates doing student teaching not only have a university field supervisor and cooperating teacher but also have a resident supervisor that is an active on-site teacher trained to work with our teacher candidates. This person is a support provider for the student teacher.

The multiple subject and single subject programs in rural Ukiah begin with an early course in August that orients candidates to the teaching profession. Candidates than continue their program on Tuesday evenings and on weekends. This program services the needs of a vast community that does not have a college/university in its immediate geographical area.

The undergraduate Blended Liberal Studies Program has faculty from Arts and Sciences working closely with faculty in Education and teachers from local schools. Content and best practices are closely linked in the blended courses.

The Intern Program is growing in Solano County. The program is closely linked with surrounding schools. A collaborative relationship between Dominican University of California and local educators provide support for interns.

Institution/Program: Dominican University of California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Dominican University of California recevied a $900,000 Preparing Tomorrow's Teacher to use Technology (PT3 Grant). This grant is designed to train credential candidates in the use of technology in the classroom. E-camps that take place on weekends have been designed for credential candidates. These programs have been offered to students at all Dominican sites including San Rafael, Solano, and Ukiah. Dominican University of California faculty have attended workshops sponsored by the PT3 Grant and have begun to expand their use of technology modeling best practices for credential candidates.

A pre-intern program has been introduced for credential candidats that do not yet qualify for intern assignment.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.dominican.edu

Institution/Program: **Dominican University of California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	145	135	10
Single Subject Candidates	60	57	3
Education Specialist Candidates	0	0	0
Totals	205	192	13

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	115	105	10
Single Subject Candidates	39	36	3
Education Specialist Candidates	0	0	0
Totals	154	141	13

Institution/Program: **Dominican University of California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2 3**	**2**	**0**

In Academic Positions with Rights and Responsibilities	11	1	0
In Non-Academic Positions without Rights and Responsibilities	12	1	0
Single Subject Programs	**1 6**	**1**	**0**
In Academic Positions with Rights and Responsibilities	5	1	0
In Non-Academic Positions without Rights and Responsibilities	11	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	10 :1	
Single Subject Programs	16 :1	10 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **Dominican University of California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	40	15	600
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	

Institution/Program: **Dominican University of California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**160**	**152**	**95%**	**97%**
Basic Skills				
CBEST	160	158	99%	100%
Aggregate	160	158	99%	100%
Professional Knowledge/Pedagogy				
RICA	109	102	94%	97%
Aggregate	109	102	94%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	2	–	–	98%
Praxis II English	2	–	–	99%
German SSAT (20)	1	–	–	100%

Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	6	–	–	99%
Biology Praxis II (0233 + 0433)	6	–	–	94%
Science Praxis Test II	1	–	–	97%
Geoscience SSAT (04 + 07)	1	–	–	94%
Social Science SSAT (03)	5	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	5	–	–	96%
Aggregate	18	18	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	61	60	98%	99%
Health Science SSAT (16)	1	–	–	100%
Aggregate	62	61	98%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Fresno Pacific University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Fresno Pacific Teacher Education program, centered in the heart of the great central valley, prepares teachers to meet the needs of all children. Racial, ethnic, socio-economic and language diversity characterize all schools used for field experiences. As a Christian, liberal arts university, Fresno Pacific values teaching as service. As one of many education programs in the Graduate School, the credential programs are dedicated to meeting the needs of individuals, viewing both education and learners wholistically, and to modeling learning in community. Candidates in the Fresno Pacific program are invited to consider teaching as a calling to service.

The preparation program is marked by coursework and field experience that integrates theory and practice. Students who complete their credential at Fresno Pacific become scholars, professionals, leaders and peacemakers. Fresno Pacific provides traditional, full-time programs and non-traditional Intern programs which lead to the multiple and single subject credentials with CLAD and BCLAD emphases.

In addition, Fresno Pacific offers a special education program which leads to the Level I credential. This program provides coursework which prepares candidates with the ability to plan, design, and implement effective instruction that meets the needs of students who experience mild/moderate/severe handicaps, as well as those students with physical and health impairments.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Fresno Pacific has been widely recognized in the central valley and beyond the valley for the outstanding quality of its teacher preparation program. Students report that they have been well served by the individualized, careful advising they receive from their advisors and professors. Caring, respectful relationships are at the heart of the credential program. This is particularly evident in the cohort model through which students develop lasting professional friendships with their professors and peers. Districts report that graduates of the Fresno Pacific program are well prepared to make a difference in the lives of the children they teach. The credential program is supported through numerous partnerships with local schools and districts.

Students report that the program is both academically rigorous and practical in terms of preparing for the classroom. Of particular note has been the strength of the reading and mathematics programs. Students document growth into teaching by preparing a teaching portfolio throughout their experience at Fresno Pacific. This portfolio experience provides candidates, professors and potential employers with a rich picture of their preparation for teaching. The Teaching Portfolio is aligned with the California Standards for the Teaching Profession. Both the regular credential programs and the special education programs emphasize honest and ethical practices based on a Christian perspective.

Institution/Program: Fresno Pacific University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Fresno Pacific is pleased to offer numerous new programs that have enriched the quality of its core programs. Project VOICE, funded through a Title VII grant, supports bilingual classroom aides working in partner districts who are seeking a teaching credential by offering personal advising, tuition and book stipends and ten seminars per year. Another new program is our partnership with BTSA projects in the valley. Credential graduates report that their move from the university program to the classroom has been virtually seamless, due in part to this partnership. FPU has also developed a partnership with Visalia Unified School District to offer coursework leading to single, multiple subject and education specialist credentials in Visalia.

Nearly half of our candidates complete their professional program through our internship program. This program has developed agreements with many Central Valley school districts in both Pre-Intern and Intern programs and serves the needs of uncredentialed teachers completing their credentials at FPU. Recognizing the need for teachers to use technology effectively in their classrooms, the program has been innovative in infusing technology throughout coursework. Two teacher education classrooms on campus are designated as technology-enriched classrooms.

Since the integration of the new Level I special education credential developed under new CCTC standards and accredited in fall 1999, numerous changes leading to improved preparation have been implemented. One such change is a program titled “The Casa Experience”, a weekend retreat that orients new students to the program and their faculty. In addition, the program has developed a special education testing and assessment library.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.fresno.edu/grad/teachered.html

Institution/Program: **Fresno Pacific University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	137	90	47
Single Subject Candidates	69	34	35
Education Specialist Candidates	19	14	5
Totals	225	138	87

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	85	54	31
Single Subject Candidates	35	11	24
Education Specialist Candidates	7	4	3
Totals	127	69	58

Institution/Program: **Fresno Pacific University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**26**	**18**	**0**

In Academic Positions with Rights and Responsibilities	26	18	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**7**	**1 2**	**0**
In Academic Positions with Rights and Responsibilities	7	12	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**4**	**4**	**0**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3.5 :1	2.6 :1	
Single Subject Programs	5 :1	2.9 :1	
Education Specialist Programs	3.5 :1	1 :1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Fresno Pacific University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	40	15	600
Education Specialist Programs	40	15	600

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	1.5

Institution/Program: **Fresno Pacific University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**97**	**93**	**96%**	**97%**
Basic Skills				
CBEST	97	97	100%	100%
Aggregate	97	97	100%	100%
Professional Knowledge/Pedagogy				
RICA	73	70	96%	97%
Aggregate	73	70	96%	97%
Academic Content Areas				
English SSAT (01)	3	–	–	98%
Praxis II English	3	–	–	99%
Mandarin SSAT (19)	1	–	–	100%
Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%

Spanish: Analysis Praxis II (0193)	1	–	–	90%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Aggregate	7	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	19	19	100%	99%
Business SSAT (15)	1	–	–	100%
Aggregate	20	20	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Holy Names College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department at Holy Names College, historically and to the present day, has focused its attention on the preparation of dedicated educators for the urban schools of Oakland and its surrounding communities. The work of the educator has become critical in addressing the needs of an increasingly diverse population, the demands of life in a technologically changing society, and the changes created by radical shifts in societal organization.

The Department is committed to preparing qualified and committed teachers who are ready to meet the challenge. The Department strives to encourage and support potential teachers who might not otherwise have the personal or financial resources to pursue a teaching career. The courses are offered at times that accommodate most working adults. The Multiple and Single Subjects and Education Specialist credential programs seek to include teacher candidates of diverse backgrounds who reflect the composition of the community they serve; Multiple and Single subjects credentials are CLAD (Cross-cultural Learning and Development) emphasis. Most students have had previous careers, so they bring experiences from a variety of backgrounds that they can share with peers and their future students. Students are considered for admission based on multiple measures of their potential for teaching excellence.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The faculty of the Education Department is particularly suited to preparing teachers for urban classrooms. Full-time faculty members have had extensive experience in local urban schools. In addition to teaching the core courses in all programs, they serve as field supervisors, academic advisers, and mentors as well. Adjunct faculty members, who teach many of the curriculum courses, are outstanding educational leaders who work in city school systems. The Department's long history in the area as a premier teacher preparation program means that there are many outstanding mentors and supporters at school sites for graduates of the program, as well as for student teacher placements.

The Holy Names program includes candidates working full time in urban school districts with internship credentials and in some cases with emergency teaching permits. In those cases, the program requires a second supervised school placement, usually during the summer, where the candidate works within the classroom environment of a cooperating teacher, under supervision of a college supervisor.

Institution/Program: Holy Names College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Holy Names College has significantly revised its instructional technology capacity to meet the requirements for teachers to be able to use computers and other instructional technology to support and enhance instruction in schools. That enhancement includes hardware and software upgrades in two computer laboratories and our first, on-line, web-based course, Computers for Educators.

In November, 2001, Holy Names College was selected as an SB2042 Early Adopter, meaning that we would re-visit and revise our fully-accredited program to meet the new state standards, including incorporation of the Teaching Performance Expectations and the Teaching Performance Assessments.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.hnc.edu

Institution/Program: Holy Names College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	73	37	36
Single Subject Candidates	39	14	25
Education Specialist Candidates	34	34	0
Totals	146	85	61

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	27	12	15
Single Subject Candidates	14	5	9
Education Specialist Candidates	8	8	
Totals	49	25	24

Institution/Program: **Holy Names College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**4**	**2**	**0**

In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	2	1	0
Single Subject Programs	**3**	**1**	
In Academic Positions with Rights and Responsibilities	1	1	
In Non-Academic Positions without Rights and Responsibilities	2	0	
Education Specialist Programs	**2**	**0**	
In Academic Positions with Rights and Responsibilities	1	0	
In Non-Academic Positions without Rights and Responsibilities	1	0	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26 :1	26 :1	
Single Subject Programs	26 :1	26 :1	
Education Specialist Programs	26 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Holy Names College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	16	384
Single Subject Programs	15	19	285
Education Specialist Programs	24	16	384

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	

Institution/Program: **Holy Names College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**50**	**49**	**98%**	**97%**
Basic Skills				
CBEST	50	50	100%	100%
Aggregate	50	50	100%	100%
Professional Knowledge/Pedagogy				
RICA	35	34	97%	97%
Aggregate	35	34	97%	97%
Academic Content Areas				
English SSAT (01)	6	–	–	98%
Praxis II English	6	–	–	99%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Social Science SSAT (03)	1	–	–	99%

Soc. Studies Praxis II (0082 + 0083)	1	–	–	96%
Aggregate	8	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	27	27	100%	99%
Health Science SSAT (16)	1	–	–	100%
Aggregate	28	28	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Hope International University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department enrolls approximately 100 students. The department exists to serve the mission of Hope International University by offering post-baccalaureate education "...to prepare competent professionals for servant leadership world-wide" in disciplines with potential for high societal impact. The Teacher Credential Programs are committed to Christian values in a non-sectarian setting and maintain a focus on applied scholarship. The substantial growth in enrollment in recent years has been mirrored by an increased number of partnerships with urban school districts. The diverse student population within those districts provides rich opportunities for CLAD credential candidates to recognize and appreciate the rewards of working in Southern California's classrooms.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Founded as a Bible College in 1928, the significant growth of the institution into Hope International University has not diminished its original commitment to preparing students for a lifetime of quality living and dedication to service. The accessibility of faculty, staff, and administration is one indication that the University community embraces the foundational concept of servant leadership. The Education Department faculty is comprised of current practitioners committed to academic excellence by providing research- based instruction and pedagogical models designed to prepare teachers to effectively serve the diverse student population found in California's classrooms. Students and graduates appreciate the staff's and faculty's "personal touch" and interest in their individual progress during the program. Clear communication, small class size, and frequent supervision during student teaching are examples of the commitment to service by staff and faculty. Evening and weekend classes are scheduled to meet the needs of graduate students who are currently employed full-time.

Institution/Program: Hope International University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.hiu.edu/gradstudies/education.html

Institution/Program: **Hope International University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	54	54	
Single Subject Candidates	11	11	
Education Specialist Candidates			
Totals	65	65	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	10	
Single Subject Candidates	5	5	
Education Specialist Candidates			
Totals	15	15	

Institution/Program: **Hope International University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**3**		

In Academic Positions with Rights and Responsibilities	1
In Non-Academic Positions without Rights and Responsibilities	2
Single Subject Programs	**1**
In Academic Positions with Rights and Responsibilities	1
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10 :1		
Single Subject Programs	5 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Hope International University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: Hope International University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**15**	**15**	**100%**	**97%**
Basic Skills				
CBEST	15	15	100%	100%
Aggregate	15	15	100%	100%
Professional Knowledge/Pedagogy				
RICA	9	–	–	97%
Aggregate	9	–	–	97%
Academic Content Areas				
Korean SSAT (25)	5	–	–	100%
Aggregate	5	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	5	–	–	99%
Aggregate	5	–	–	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Interamerican College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

InterAmerican College, a non-profit institution of Higher Education, educates adult learners through non-traditional programs by briding experience to bilingual learning for success in a pluralistic society. IAC offers undergraduate programs that form the basis for the academic preparation of future teachers.

The college's affordable tuition and evening courses attracks working adults. The majority of students are bilingual teacher aides who have worked in classrooms for many years. A second group of students consists of educated immigrants who are changing careers to become teachers.

The goal of the Education Department is to prepare compentent, effective bilingual bicultural teachers who will implement change by addressing social issues in the community and in schools. At the undergraduate level, students are required to acquire competence in English and in Spanish. All students have made the commitment to work with low income, bilingual students. They want to ensure that every child receives a rigorous and quality education.

IAC offers CCTC approved subject matter preparation for elementary schools. The Committee on Accreditation approved IAC to prepare teachers in Multiple and Single Subject credentials with CLAD and BCLAD emphasis. The credential program offers courses at the post baccalaureate level.

Due to the proximity of San Diego to the Mexcian border, the student body represents lower socio economic groups, underrepresented groups, and English language learners. IAC's goal is to provide districts with competent bilingual bicultural teachers who reflect the bilingual bicultural children in the schools.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Credential courses are offered at the post-baccalaureate level. The program requires candidates to complete prerequisite course which will prepare them to teach English language learners, bilingual students, lower economic and culturally diverse students. These courses address content areas in history and culture of Latinos, civil rights, and educational equity. Candidates are required to visit local community based service organizations and interview local leaders. They attend lectures given by local civic, academic, and political leaders. All candidates must complete course work in Spanish, in teaching mathematics, and in instructing physical education.

In bilingual classes, students discuss issues in both English and Spanish. Instructors provide assistance in improving both oral and written competence in Spanish and English. An effective retention strategy for Latinos is the cohort. Candidates progress through the program with the same cohort of students. This supports IAC's value of the spirit of "familia." Students work and study in support groups. The college offers composition tutors to assist students in their English assignments. Candidates attend classes at night after working full time as an intern teachers, a teacher aide, or at other employment. The monthly schedule accommodates the many economic and personal presures of returning adult students.

The curriculum is designed to prepare candidates to meet the California Student Teacher Expectations. In their course work, instructors indentify the outcomes that are linked to the state frameworks, state content standards, and certification standards.

Institution/Program: Interamerican College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

IAC's began its program in March 2002. There have been no changes to the proposal approved by the Commission.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.iacnc.edu

Institution/Program: Interamerican College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	0	0	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	0	0	0

Institution/Program: **Interamerican College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**0**	**0**	**0**

In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Interamerican College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	NA	NA	NA
Single Subject Programs	NA	NA	0
Education Specialist Programs	NA	NA	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	NA
Single Subject Programs	NA
Education Specialist Programs	NA

Institution/Program: **Interamerican College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate				

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: John F. Kennedy University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Department of Education at John F. Kennedy University was established in 1989 for talented mature adults who demonstrate a commitment to teaching in large urban school districts that serve students and families from diverse cultural, language and socioeconomic backgrounds. We actively recruit candidates who are highly motivated and committed to teaching, especially candidates from underrepresented groups. Many of our graduates teach in low performing schools.

Our program stresses the importance of building classroom environments where diverse student opinions and backgrounds are respected. Our curriculum provides a strong focus on principles of multicultural education, multiple ways of knowing and learning, and cooperative learning.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The focus on standards based instruction and supervision in the program continues to strengthen the preparation of our candidates. The linking of theoretical learning to practice and providing ample opportunities for candidates to improve their practice during the preparation period gives them a firm grounding in content and pedagogy. The support of field supervisors further guides the candidates in reflecting and improving their practice.

This scaffolding of learning experience created for the candidates is evidenced in the structure and content of our multiple subjects reading program. They begin by learning reading theory and pedagogy. Extended learning opportunites are provided during the field placement seminars by guest lecturers who model explicit strategies for teaching reading to English Language Learners, emergent readers, and reading in content. The culminating learning experience in literacy is the lesson that the candidate designs and teaches while observed/coached by the university supervisor and cooperating teacher. This cycle of learning is completed during the quarter.

Institution/Program: John F. Kennedy University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Our work is presently focused on increasing the coherence and alignment of content and pedagogy to the program standards. We are continually working to strive for excellence.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.jfku.edu

Institution/Program: **John F. Kennedy University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	72	23	49
Single Subject Candidates	10	4	6
Education Specialist Candidates	0	0	0
Totals	82	27	55

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18	11	7
Single Subject Candidates	7	4	3
Education Specialist Candidates	0	0	0
Totals	25	15	10

Institution/Program: **John F. Kennedy University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**	**8**	

In Academic Positions with Rights and Responsibilities	6	1
In Non-Academic Positions without Rights and Responsibilities		7
Single Subject Programs	**1**	**3**
In Academic Positions with Rights and Responsibilities	1	
In Non-Academic Positions without Rights and Responsibilities		3
Education Specialist Programs		
In Academic Positions with Rights and Responsibilities		
In Non-Academic Positions without Rights and Responsibilities		

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	13 :1	5 :1	
Single Subject Programs	13 :1	5 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: John F. Kennedy University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	22	33	726
Single Subject Programs	22	33	726
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	

Institution/Program: John F. Kennedy University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**19**	**19**	**100%**	**97%**
Basic Skills				
CBEST	19	19	100%	100%
Aggregate	19	19	100%	100%
Professional Knowledge/Pedagogy				
RICA	11	11	100%	97%
Aggregate	11	11	100%	97%
Academic Content Areas				
Art SSAT (12)	2	–	–	100%
Art Praxis II (0131 + 0132)	2	–	–	100%
English SSAT (01)	2	–	–	98%
Praxis II English	2	–	–	99%
Biology SSAT (04 + 05)	1	–	–	99%

Biology Praxis II (0233 + 0433)	1	–	–	94%
Aggregate	5	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	10	10	100%	99%
Aggregate	10	10	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: La Sierra University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission statement of the teacher preparation program at La Sierra University is as follows: the department seeks to empower students through a process of seeking, knowing, and serving. Students will study theoretical principles and pedagogical practices in an effort to gain professional, ethical, and caring practices.

This mission statement is based on the university mission statement, which is: To seek truth, enlarging human understanding through scholarship: To know ourselves, broadly educating the whole student: To serve others, contributing to the good of the global community.

The department program is undergirded with the basic philosophy that all persons learn from their surroundings and that learning and schooling are not synonymous. The department has two major purposes. The first is the development of competent, professional teachers who are prepared to serve effectively in public schools and in private schools. The second major purpose is to provide opportunities for educators seeking advanced degrees who wish to hone their teaching skills.

The department desires to help students accept and practice those ethical and moral concepts which are approved by the enlightened conscience of humankind, to develop tolerance for the rights and opinions of others, to be considerate of the sensitivities of those from diverse ethnic, cultural, and socioeconomic groups, and to cultivate the ideal of service to humanity.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

La Sierra University faculty are committed to continual improvement of departmental programs, teaching, and research. From faculty study and research, the programs in the department have been enriched through the incorporation of multiple intelligences theory and practice in methods courses. Faculty research on the brain and implications for education have resulted in the development of course work on the brain and learning as well as the incorporation of brain compatible learning theory into methods coursework.

The department seeks to educate and develop professional teachers who have the appreciation, skills, and teaching strategies necessary to create a warm, loving, caring classroom climate where effective learning takes place. Faculty believe that professionalism and Christian principles are not mutually exclusive.

The department seeks to develop in its students the ability to do creative and independent thinking. The students should acquire an attitude of open-minded consideration of controversial issues and should develop a continuing intellectual curiosity that will expand throughout their post-college years.

The department endeavors to provide its students with an understanding of the privileges of citizenship, a sincere love of country, and a willingness to cooperate in bringing about improvements in the social order through education whether public or nonpublic.

The teacher preparation program is predicated upon a belief in the uniqueness and worth of each individual and of the importance of the systematic development of the whole person. The students in the department, it is hoped, will develop a positive self-image and will strive to reach the highest possible attainments.

Institution/Program: La Sierra University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The most recent initiatives of the teacher preparation program at La Sierra University has been in the area of the integration of instructional technology with the professional preparation program. Every School of Education classroom is currently Internet connected and the first steps have been made to have the entire School of Education accessible to wireless Internet.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.lasierra.edu/schools/ed/

Institution/Program: **La Sierra University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	80	80	0
Single Subject Candidates	36	36	0
Education Specialist Candidates	0	0	0
Totals	116	116	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	25	25	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	0	0	0
Totals	40	40	0

Institution/Program: **La Sierra University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**0**	**0**

In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	5	0	0
Single Subject Programs	**3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1		
Single Subject Programs	12:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: La Sierra University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	720
Single Subject Programs	40	18	720
Education Specialist Programs	NA	NA	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	NA
Single Subject Programs	NA
Education Specialist Programs	NA

Institution/Program: **La Sierra University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**20**	**18**	**90%**	**97%**
Basic Skills				
CBEST	20	20	100%	100%
Aggregate	20	20	100%	100%
Professional Knowledge/Pedagogy				
RICA	10	10	100%	97%
Aggregate	10	10	100%	97%
Academic Content Areas				
English SSAT (01)	1	–	–	98%
Praxis II English	1	–	–	99%
Biology SSAT (04 + 05)	2	–	–	99%
Biology Praxis II (0233 + 0433)	2	–	–	94%
Chemistry SSAT (04 + 06)	1	–	–	100%

Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Aggregate	4	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	6	–	–	99%
Aggregate	6	–	–	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Loyola Marymount University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

In accordance with the Mission of Loyola Marymount University, the faculty, staff and students of the School of Education strive to work collaboratively in a student-centered environment to be professionals who are empowered to: value and respect all individuals, promote cultural responsiveness and social justice, integrate theory and practice, develop moral, intellectual and responsible leaders, collaborate and share leadership across communities, and integrate technology in teaching and learning.

Candidates, both undergraduate and graduate students, in the teacher preparation program are representative of the diversity in the Los Angeles area. These candidates teach in both public and private schools in neighborhoods that serve culturally, linguistically, and economically diverse students. Our undergraduate candidates pursue a teaching credential and Bachelor's degree at the same time.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

* Cultural Diversity Experience: Teacher candidates in the Loyola Marymount University program complete their credential equipped to teach students of diverse backgrounds.

* Highly Qualified Faculty: Teacher candidates interact with highly qualified faculty who are committed to teaching and research. Schools districts in California recruit students from the program.

* Low Student-Professor Ratio: Students receive individual attention and benefit from small class sizes.

* Integrated Use of Technology: The students have access to classrooms that are equipped with the latest technology, which allows them to experience teaching and learning with technology.

* Supervised Field Experiences: Candidates who are graduate students participate in supervised field experiences at the beginning of the program.

* Scholarships: Loyola Marymount University provides scholarships that allow greater access for all students.

Institution/Program: Loyola Marymount University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The faculty in the School of Education engages in ongoing dialogues regarding the effectiveness of the program. The faculty meets on a regular basis and is preparing to redesign the program to meet the new credential requirements of the California Commission on Teacher Credentialing. The faculty is writing grants to continue integrating technology into teaching and learning. Furthermore, they participate in scholarly activities (such as presenting at conferences, writing articles, or conducting professional development workshops) and work closely with the California Commission on Teacher Credentialing.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.lmu.edu

Institution/Program: **Loyola Marymount University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	287	287	0
Single Subject Candidates	126	126	0
Education Specialist Candidates	38	38	0
Totals	451	451	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	76	76	0
Single Subject Candidates	17	17	0
Education Specialist Candidates	3	3	0
Totals	96	96	0

Institution/Program: **Loyola Marymount University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**	**0**	**0**

In Academic Positions with Rights and Responsibilities	13	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**7**	**0**	**0**
In Academic Positions with Rights and Responsibilities	7	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**2**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1		
Single Subject Programs	6 :1		
Education Specialist Programs	6 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Loyola Marymount University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	25	16	400
Single Subject Programs	25	16	400
Education Specialist Programs	25	15	375

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
Education Specialist Programs	N/A

Institution/Program: **Loyola Marymount University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**92**	**92**	**100%**	**97%**
Basic Skills				
CBEST	92	92	100%	100%
Aggregate	92	92	100%	100%
Professional Knowledge/Pedagogy				
RICA	77	77	100%	97%
Aggregate	77	77	100%	97%
Academic Content Areas				
English SSAT (01)	1	–	–	98%
Praxis II English	1	–	–	99%
Biology SSAT (04 + 05)	2	–	–	99%
Biology Praxis II (0233 + 0433)	2	–	–	94%
Physics SSAT (04 + 08)	1	–	–	100%

Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	1	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	1	–	–	96%
Aggregate	5	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	22	22	100%	99%
Aggregate	22	22	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Mills College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teachers for Tomorrow's Schools program at Mills has a reform and change orientation. We believe that schools are not "working" as well as they ought to be and that we must work toward equity and excellent outcomes for all students. We want to provide our students with ample opportunity to develop the knowledge, skills, and dispositions that will facilitate their being able to participate in reform activities when they assume their teaching positions in schools. Our location in a major urban setting provides more than adequate impetus for the social justice agenda that guides the work we do.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The curriculum in the Teachers for Tomorrow's Schools program is centered, by design, on six core program principles. Guided by the overarching goals of equity and social justice, the work is organized around these principles which permeate every aspect of the program from coursework, to fieldwork, to the general culture of the Mills Education community. They are:

o Teaching is inherently moral work that must be guided by an ethic of care.

o Teaching is reflective work that requires active and systematic inquiry for learning throughout the teacher's career.

o Learning is developmental and constructivist and thus teaching is best guided by those conceptions of how learners come to know.

o Teaching is connected in deep and important ways to subject matter. A central goal of the work is to prepare students to acquire, understand, and construct subject matter knowledge.

o Teaching is collegial in that both teachers and students learn in the contexts of relationships that matter. Colleagues and community are central.

o Teaching is inherently political in that by definition, it is concerned with matters of change that are neither neutral nor inconsequential.

In addition to the principles, there was an integrated focus on assessment issues during 2000-2001.

Institution/Program: **Mills College**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

This year has seen the addition of state of the art lap top computers and a building wired for access from anywhere (inside or out). Faculty have jumped at the opportunity to use this flexible technology in a variety of ways in their course work.

2001-2002 also saw the first year of the Teacher Institute for Urban Fieldwork at Mills College. This institute brings together experienced and inexperienced cooperating teachers with our faculty to explore issues of mentoring. This exploration focuses on inquiry, equity and building leadership capacity in an effort to close the achievement gap in classrooms. Each participant works on an inquiry-based research project about his or her own school site and classroom.

In November, all students in the Teachers for Tomorrow's Schools program visited the Museum of Tolerance in Los Angeles and took part in their Tools for Tolerance program. This experience fit into a general focus this year of exploring ourselves as people to better know who we are as teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.mills.edu

Institution/Program: Mills College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	27	27	
Single Subject Candidates	21	21	
Education Specialist Candidates			
Totals	48	48	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	27	27	
Single Subject Candidates	21	21	
Education Specialist Candidates			
Totals	48	48	

Institution/Program: Mills College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**10**		

In Academic Positions with Rights and Responsibilities	10
In Non-Academic Positions without Rights and Responsibilities	0
Single Subject Programs	**1 3**
In Academic Positions with Rights and Responsibilities	13
In Non-Academic Positions without Rights and Responsibilities	0
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1		
Single Subject Programs	8 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Mills College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	36	720
Single Subject Programs	20	36	720
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: Mills College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**44**	**44**	**100%**	**97%**
Basic Skills				
CBEST	44	44	100%	100%
Aggregate	44	44	100%	100%
Professional Knowledge/Pedagogy				
RICA	25	25	100%	97%
Aggregate	25	25	100%	97%
Academic Content Areas				
English SSAT (01)	7	–	–	98%
Praxis II English	6	–	–	99%
Math SSAT (02)	1	–	–	99%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%

Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Social Science SSAT (03)	6	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	6	–	–	96%
Aggregate	16	16	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	21	21	100%	99%
Aggregate	21	21	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Mount Saint Mary's College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Since 1925 Mount St. Mary's College (MSMC) has prepared caring and skilled teachers for urban schools and diverse populations. U.S. News&World Report has recognized MSMC as having the most diverse student population among universities in the West, a near-mirror reflection of the population of the Los Angeles area. Placing emphasis on student learning, the Education Department welcomes the challenge and enrichment that a diverse population offers. Through programs like the Center for Cultural Fluency and its Teacher Centers in urban school districts, the College provides models and guidance for meeting the specific learning needs of the students of Los Angeles.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Founded by the Sisters of St. Joseph, with a 350-year commitment to social justice, the college is grounded in Catholic values and provides a transformative liberal arts education. Education Department faculty, exemplary teachers themselves, are committed to the values of service, leadership, ethics and inclusiveness. The teacher credential programs are designed to prepare teachers who are effective in working with K-12 students from varying backgrounds, and who thoroughly integrate issues of race, culture, class and gender into all classes. The teacher preparation programs at MSMC deepen students' knowledge of pedagogical principles through application in urban classrooms and in-depth reflection during class meetings.

Institution/Program: Mount Saint Mary's College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

In Spring 2001 the Education Department faculty began the process of reconceptualizing the Teacher Preparation Programs to align them with the new California SB 2042 Standards for Professional Teacher Preparation. The new programs will be reviewed by the California Commission on Teacher Credentialing in Spring 2002 and implemented in Fall 2002. The major program changes are (1) increased collaboration between practitioners in the field and the college to explicitly link candidates' fieldwork experiences with teacher performance expectations and (2) intensifying the focus of course assignments and fieldwork to prepare teachers to examine student learning and identify instructional practices that will support students' academic progress.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.msmc.la.edu

Institution/Program: **Mount Saint Mary's College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	79	79	
Single Subject Candidates	33	33	
Education Specialist Candidates	19	19	
Totals	131	131	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	14	14	
Single Subject Candidates	4	4	
Education Specialist Candidates	1	1	
Totals	19	19	

Institution/Program: **Mount Saint Mary's College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**0**	**0**

In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Single Subject Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1		
Single Subject Programs	12:1		
Education Specialist Programs	12:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Mount Saint Mary's College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs	40	14	560

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	NA
Single Subject Programs	NA
Education Specialist Programs	NA

Institution/Program: **Mount Saint Mary's College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**38**	**36**	**95%**	**97%**
Basic Skills				
CBEST	38	38	100%	100%
Aggregate	38	38	100%	100%
Professional Knowledge/Pedagogy				
RICA	29	28	97%	97%
Aggregate	29	28	97%	97%
Academic Content Areas				
English SSAT (01)	2	–	–	98%
Praxis II English	2	–	–	99%
Math SSAT (02)	2	–	–	99%
Math Praxis II (0063 + 0064)	2	–	–	93%
Biology SSAT (04 + 05)	1	–	–	99%

Biology Praxis II (0233 + 0433)	1	–	–	94%
Aggregate	5	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	12	12	100%	99%
Aggregate	12	12		99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: National Hispanic University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The goal of the Department of Teacher Education at The National Hispanic University (NHU) is to prepare effective teachers for California's culturally and linguistically diverse classrooms. We are committed to serving the needs of students, many of whom come from language backgrounds other than English, in our local school districts. Fully integrated into the program are philosophies and strategies for teaching in a multicultural classroom that enhance learning and educational equity for English language learners.

Many of our local school districts face critical teacher shortages. As a result of the critical need in our local school districts, we have many credential candidates who are currently teaching in the elementary school classroom as either Intern teachers or as teachers who hold emergency permits. Therefore, we collaborate with the Alum Rock Union Elementary School District and county-wide consortiums from San Mateo County Office of Education and the Santa Clara County Office of Education to offer Intern programs that support beginning teachers through a comprehensive professional teacher preparation model. We believe that collaboration with local school districts is essential in order to address the critical need for qualified and effective classroom teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

At NHU, the focus of the program is to provide strategies to help teachers address issues related to teaching students of diverse language and cultural backgrounds. As a result, one of the outstanding features in the 1999-2000 programs was the integration of theoretical understanding with practical methodological approaches that teachers are able to use in their classrooms immediately. The attention to practicality in the real-world classroom and the high level of support they receive in the university classroom from their instructors and their peers serve to empower new teachers and, above all, contribute to their excellence and effectiveness in the elementary school classroom.

Institution/Program: National Hispanic University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

New initiatives NHU engaged in during the 2000-2001 year included:

1. Revising and upgrading teacher education to include courses in Effective Teaching and SDAIE/ELD Methods and Instruction to meet identified needs of classroom teachers.
2. Procedures for systematic selection, orientation and evaluation of master teachers.
3. Identification of full-time faculty in order to provide better advisement and continuity in the program. Implementation of a final assessment process consistent with CTC standards including exit interviews.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.nhu.edu

Institution/Program: **National Hispanic University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	202	153	49
Single Subject Candidates			
Education Specialist Candidates			
Totals	202	153	49

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	55	29	26
Single Subject Candidates			
Education Specialist Candidates			
Totals	55	29	26

Institution/Program: **National Hispanic University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1 2**	**1 3**	

In Academic Positions with Rights and Responsibilities	2	2
In Non-Academic Positions without Rights and Responsibilities	10	11

Single Subject Programs

In Academic Positions with Rights and Responsibilities

In Non-Academic Positions without Rights and Responsibilities

Education Specialist Programs

In Academic Positions with Rights and Responsibilities

In Non-Academic Positions without Rights and Responsibilities

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2.4 :1	2 :1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: National Hispanic University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	10	18	180
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **National Hispanic University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**41**	**41**	**100%**	**97%**
Basic Skills				
CBEST	40	40	100%	100%
Aggregate	40	40	100%	100%
Professional Knowledge/Pedagogy				
RICA	35	35	100%	97%
Aggregate	35	35	100%	97%
Academic Content Areas				
Vietnamese SSAT (24)	1	--	--	100%
Aggregate	1	--	--	96%
Other Content Areas				
MSAT (0140 + 0151)	24	24	100%	99%
Aggregate	24	24	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: National University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the School of Education at National University is to prepare educators as lifelong learners, reflective practitioners, and ethical professionals. The mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

In its strategic plan, NU2005, the University articulated a commitment to be the career-long learning partner of California's K-12 teachers with the goal of improving public schools and developing solutions to the problems of low student achievement. NU is geographically dispersed throughout California, with administrative offices located in San Diego County. Degree and credential programs are delivered in San Diego and at eleven Academic Centers throughout the state. The average age of the NU credential student is 34. Of the most recent graduating class, 42% were students of color and 57% were women.

The Department of Teacher Education offers preparation programs for the Multiple Subject (elementary) and Single Subject (secondary) Preliminary and Professional Clear Teaching Credentials, including bilingual emphasis (Spanish) and university internship options in collaboration with selected school districts. The Special Education program offers the Preliminary Level I and Professional Level II Education Specialist Credential program with an emphasis in either mild/moderate or moderate/severe disabilities, along with an internship option currently offered in collaboration with San Diego Unified School District.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

School of Education faculty focuses on assisting credential candidates in the development of a balanced relationship between disciplinary knowledge and educational practice. Given the critical shortage of fully qualified teachers, many of NU's credential candidates are working on emergency permits while completing their program. To ensure their success, alignment of coursework and supervised field experience with K-12 content standards and the California Standards for the Teaching Profession is a high priority. The programs are comprised of foundations and methods courses giving specific attention to the needs of English language learners followed by student teaching placements. Internship students receive weekly assistance from both a university supervisor and district support provider. Most candidates choose to complete additional coursework to earn an optional Masters degree with their credential.

NU's unique one-course-per-month format promotes greater interest and motivation through a concentrated, more focused approach. In keeping with its commitment to alternative delivery systems, NU offers many credential courses in an online format. Online learning has been augmented by an expanded digital/ebook library collection, and video streaming to ensure access to best practices and supplemental learning materials.

Institution/Program: National University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

As an early adopter of the new state Standards for the Multiple and Single Subject Professional Teacher Preparation Programs, NU faculty have been revising credential coursework and field experiences to more closely align with K-12 content standards, the California Standards for the Teaching Profession, and the new state adopted "Teaching Performance Expectations" for professional preparation programs in Multiple and Single Subjects. Courses and field experiences are being revised to prepare candidates for the new state Teaching Performance Assessment to be required in the near future.

Video streaming is being incorporated into Masters and credential courses. This application will allow students and faculty in on-line and on-ground classes to instantly access dynamic supplemental learning material from desktop or laptop computers. NU is also actively engaged in Preparing Tomorrow's Teachers for Technology (PT3 federal grant) supporting the development of an intensive technology rich pre-service program to be offered online in collaboration with school districts in San Diego County along with partner technology organizations and a local museum. Students will spend time in classrooms applying online course content focusing on science and math, using resources from the consortium partners.

In response to the teacher shortage, NU is planning to dramatically expand internship programs for elementary, secondary, and special education teachers in collaboration with school districts and county offices of education across the state.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.nu.edu

Institution/Program: National University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	5,918	5,918	0
Single Subject Candidates	3,923	3,923	0
Education Specialist Candidates	1,892	1,892	0
Totals	11,733	11,733	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1672	1,672	0
Single Subject Candidates	760	760	0
Education Specialist Candidates	257	257	0
Totals	2,689	2,689	0

Institution/Program: **National University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**197**	**0**	**0**

In Academic Positions with Rights and Responsibilities	197	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**156**	**0**	**0**
In Academic Positions with Rights and Responsibilities	156	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**47**	**0**	**0**
In Academic Positions with Rights and Responsibilities	47	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1		
Single Subject Programs	5 :1		
Education Specialist Programs	5 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: National University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	33	18	594
Single Subject Programs	33	18	594
Education Specialist Programs	33	9	297

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: National University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**2440**	**2337**	**96%**	**97%**
Basic Skills				
CBEST	2440	2438	100%	100%
Aggregate	2440	2438	100%	100%
Professional Knowledge/Pedagogy				
RICA	1602	1515	95%	97%
Aggregate	1602	1515	95%	97%
Academic Content Areas				
Art SSAT (12)	13	13	100%	100%
Art Praxis II (0131 + 0132)	13	13	100%	100%
English SSAT (01)	78	77	99%	98%
Praxis II English	78	77	99%	99%
French SSAT (11)	4	–	–	93%

French: Skills Praxis II (0171)	4	–	–	93%
French: Analysis Praxis II (0172)	4	–	–	86%
Spanish SSAT (10)	16	16	100%	98%
Spanish: Skills Praxis II (0192)	15	15	100%	96%
Spanish: Analysis Praxis II (0193)	15	13	87%	90%
Math SSAT (02)	26	26	100%	99%
Math Praxis II (0063 + 0064)	26	25	96%	93%
Music SSAT (13)	3	–	–	100%
Music Praxis II (0111 + 0112)	3	–	–	100%
Biology SSAT (04 + 05)	32	32	100%	99%
Biology Praxis II (0233 + 0433)	32	30	94%	94%
Science Praxis Test II	9	–	–	97%
Chemistry SSAT (04 + 06)	7	–	–	100%
Chemistry Praxis II (0242 + 0433)	7	–	–	100%
Geoscience SSAT (04 + 07)	10	10	100%	94%
Social Science SSAT (03)	80	80	100%	99%
Soc. Studies Praxis II (0082 + 0083)	80	78	98%	96%
Aggregate	271	263	97%	96%
Other Content Areas				
MSAT (0140 + 0151)	1282	1278	100%	99%
Agriculture SSAT (14)	1	–	–	100%
Business SSAT (15)	22	22	100%	100%
Health Science SSAT (16)	58	58	100%	100%
Home Economics SSAT (17)	6	–	–	100%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: New College of California

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

New College of Calfornia is dedicated to a vision of social justice and human empowermment. The college has endorsed diversity and multiculturalism from its inception. Its programs emphasize innovative and interactive pedagogy and the vital importance of education to a democratic and just society. Undergraduates are encouraged to put their social principles into practice in their working lives.

We believe that it is unlikely that there will be any real, deep or lasting changes in public schooling until the nature of teacher education itself begins to change radically. New College had the opportunity when it began its CLAD & BCLAD teacher education programs, to start from the beginning, rather than to reform or cosmetically reorganize an already existing program.

Teacher education candidates gain skills and reflective abilitiy to put theory into practice and to link the classroom with the social world while developing a personal teaching style. They are guided by a team of multicultural scholars, educational practitioners and community activists during their work in public schools.

We believe that the philosophical understandings and accompanying strategies that teachers will need to address the multiple educational challenges ahead can best be acquired through an in depth teacher preparation program that will build respect for teachers as professionals capable of beginning and continuing the process of change in our schools and society.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

There are six distinguishing features of the New Collegte Teacher Education Program.

1. Teachers learn to humanize the teaching environment and develop their classrooms as "communities of learners" (McCaleb, 1994).

2. Teacher candidates participate in our innovative Family Literacy Center to gain experience necessary to develop curriula that include and affirm famlily aspirations and cultural values.

3. Music and the arts are integrated into many classes so that future teachers may appeal to the diverse learning modes of children and teach the whole child.

4.The concept of teacher as researcher is developed through participatory/action research to enable future teachers to know and respect the communities in which they teach.

5.Candidates come to undertand the social and political context of the institution of schooling.

6.Students are encouraged to think about critical, environmental and global issues and to incorporate them into their teaching.

Institution/Program: New College of California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **New College of California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	15	15	
Single Subject Candidates	0	0	
Education Specialist Candidates	0	0	
Totals	15	15	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	15	15	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	15	15	0

Institution/Program: **New College of California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1 5**		

In Academic Positions with Rights and Responsibilities	15
In Non-Academic Positions without Rights and Responsibilities	0

Single Subject Programs

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Education Specialist Programs

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1		
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: New College of California

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **New College of California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**24**	**24**	**100%**	**97%**
Basic Skills				
CBEST	24	24	100%	100%
Aggregate	24	24	100%	100%
Professional Knowledge/Pedagogy				
RICA	23	23	100%	97%
Aggregate	23	23	100%	97%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Notre Dame de Namur University (formerly the College of Notre Dame)

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Institutional Report

Notre Dame de Namur University currently offers four credential programs:

Multiple Subjects/CLAD
Single Subject/CLAD
Education Specialist (Mild-Moderate, Moderate-Severe)
Administrative Services, Tier I

Institutional Mission

Notre Dame de Namur University School of Education & Leadership was selected this year to pilot California's new credential model (SB 2042). The design of the new Multiple Subject and Single Subject programs was aligned closely with the University's Mission Statement and core values to ensure that candidates enjoy multiple opportunities to reflect on and experience excellence in their coursework and field experience. The concurrent program design continues to be a unique feature of the NDNU Multiple Subject and Single Subject programs. In keeping with Notre Dame de Namur University's Mission Statement,we commit ourselves to building a student-centered environment which honors the richness of diversity in the human population. We value each student as a person, respect each student as a learner, and appreciate each student as a rich resource for other learners. As teachers, we ensure the right to equal access to challenging learning opportunities. We recognize that technology will play an increasing role as a tool for expression, research and storage of information in the development of future teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

At Notre Dame de Namur University, we highlight the centrality of the social dimension of learning. Together with our candidates we build a collaborative community of learners. In turn our candidates are encouraged to build similar collaborative communities in their classes, between home and school, between school and community, and with their colleagues.

Program qualities include:

* Outstanding service to students, from the first inquiry through the interview process, the responsive advising, and the personal supervision in the field.
* Two semesters of student teaching at two different levels resulting in candidates who are well prepared to take on full-time classroom responsibilities.
* Concurrent program blends theory and practice, making all coursework relevant to the real world of experience in the classroom.
* Job Fair prior to graduation maximizes exposure to multiple districts, all of whom send representatives to interview prospective candidates.

Institution/Program: Notre Dame de Namur University (formerly the College of Notre Dame)

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

New initiatives to improve program effectiveness planned for 2002-2003 are as follows:
1. Develop new School of Education & Leadership to integrate undergraduate and graduate programs.
2.Continue to develop collaborative relationships with school districts, e.g., professional development schools, sharing of technology resources.
3.Explore technology applications within credential programs using ED Gate "Copernicus" website for lesson plans that link with the state standards for the teaching profession
4.Implement new California Reading Certificate and Reading Specialist Master's programs.
5.Serve the community by further development of the School of Education & Leadership's role as a Beginning Teacher Support & Assessment (BTSA) partner , e.g. offering workshops, classes.
6. Continue technology training to integrate technology into all courses in all credential programs, with extra training provided by the Federal Catalyst Grant (StarTec) designed for this purpose.
7.Develop the new SB 2042 Multiple Subject and Single Subject credential programs as the pilot project progresses.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ndnu.edu

Institution/Program: **Notre Dame de Namur University (formerly the College of Notre Dame)**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	163	114	49
Single Subject Candidates	103	23	80
Education Specialist Candidates	22	4	18
Totals	288	141	147

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	84	59	25
Single Subject Candidates	54	12	42
Education Specialist Candidates			
Totals	138	71	67

Institution/Program: **Notre Dame de Namur University (formerly the College of Notre Dame)**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**	**8**	

In Academic Positions with Rights and Responsibilities	8	8
In Non-Academic Positions without Rights and Responsibilities		
Single Subject Programs	**7**	**8**
In Academic Positions with Rights and Responsibilities	7	8
In Non-Academic Positions without Rights and Responsibilities		
Education Specialist Programs		
In Academic Positions with Rights and Responsibilities		
In Non-Academic Positions without Rights and Responsibilities		

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	24:1	
Single Subject Programs	24:1	24:1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **Notre Dame de Namur University (formerly the College of Notre Dame)**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	22	30	660
Single Subject Programs	20	30	600
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	

Institution/Program: **Notre Dame de Namur University (formerly the College of Notre Dame)**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**100**	**100**	**100%**	**97%**
Basic Skills				
CBEST	100	100	100%	100%
Aggregate	100	100	100%	100%
Professional Knowledge/Pedagogy				
RICA	62	62	100%	97%
Aggregate	62	62	100%	97%
Academic Content Areas				
Japanese SSAT (21)	1	–	–	100%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Music SSAT (13)	1	–	–	100%
Music Praxis II (0111 + 0112)	1	–	–	100%

Biology SSAT (04 + 05)	2	–	–	99%
Biology Praxis II (0233 + 0433)	2	–	–	94%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Social Science SSAT (03)	1	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	1	–	–	96%
Aggregate	7	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	42	42	100%	99%
Business SSAT (15)	1	–	–	100%
Health Science SSAT (16)	1	–	–	100%
Physical Education SSAT (09)	3	–	–	100%
Phys. Educ. Praxis Test II	3	–	–	98%
Aggregate	47	47	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Nova Southeastern University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Fischler Graduate School of Education and Human Services at Nova Southeastern University (FGSEHS) articulates the University's commitment to education in its mission statement, goals, and policies. Principally, FGSEHS:

Is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education.

Hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

Offers alternative delivery systems for education that are adaptable to practitioners work schedules and locations.

Reflects and anticipates the needs of practitioners to become more effective in their current positions, to fulfill emerging roles in the education field and to be ready to accept changes and responsibilities within their own teaching and community organizations.

The Nova Southeastern University California Credential Program (NSUCCP) mission statement is to prepare outstanding teachers who will perform effectively in the current professional climate of diversity and restructuring. A designated goal of NSU's program is to provide students with the necessary skills to successfully teach culturally, ethnically, linguistically, and socio-economically diverse students in all settings.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The program is delivered on-site, live, to cohorts of candidates incorporating contemporary electronic technology. It is designed to combine courses into integrated and comprehensive modules. Instructional delivery follows the best practices of adult learning and systems thinking. Emphasis is placed on active learning and on identifying and solving real work-related challenges. Through the interactions of mentors, faculty members, and field supervisors, candidates experience a comprehensive study of current educational practices and behaviors. Upon successful completion of the program, candidates will have met the requirements for a Master of Science Degree with a specialization in Elementary Education along with their Multiple Subject Credential. The Cross-Cultural and Academic Development (CLAD) competencies are fully embedded into the program and afford all graduates the opportunities to meet the unique educational needs of students who are English Language Learners. The University has established partnerships with local school districts, which contribute to the overall quality of course instruction and on-going related field experiences. In addition, these relationships provide the candidates opportunities to participate in supervised student teaching experiences.

Institution/Program: Nova Southeastern University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.nova.edu/nsuccp

Institution/Program: **Nova Southeastern University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	41	41	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	41	41	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	12	12	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	12	12	0

Institution/Program: **Nova Southeastern University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**	**0**	**0**

In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1		
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Nova Southeastern University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	12	384
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **Nova Southeastern University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate				

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Occidental College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

OUR MISSION: TO PREPARE LEADERS IN EDUCATION . . . LEADERS IN LIFE

The Department of Education at Occidental College has two major goals: (1) preparing educational leaders by offering a rigorous and thorough professional preparation program for a select number of prospective teachers; and (2) developing future parent, citizen, business or professional leaders who understand contemporary society and education and who exercise essential personal or group leadership skills. Both goals require a thoughtful, reflective leader who is knowledgeable of and sensitive to the diverse needs of students in our public schools and adults in our increasingly more global American society. The greater Los Angeles urban metropolis, with its vast human and institutional resources and rich cross-cultural diversity, greatly enhances the learning of students with either goal. Occidental College offers two teaching credential programs - a Multiple Subject Professional Clear Program with CLAD Authorization and a Single Subject Professional Clear Program with CLAD Authorization.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The factors that have contributed to the excellence of the Educational Leaders Program at Occidental College include:

1. The cohort group of less than thirty candidates provided the opportunity for each to receive individualized instruction from their college supervisors in the student teaching experience and close collaboration with peers in their coursework.
2. Consistent, ongoing program evaluation which included feedback from students, master teachers, program graduates who are now teaching, principals of graduates of the program and other community members.
3. Assessment through a portfolio format which requires demonstrated knowledge and application of the California Standards for the Teaching Profession.
4. Consistent, ongoing collaboration with local schools which has enabled us to develop a resource list of highly successful classroom teachers who serve as classroom supervisors for our student teachers.
5. Emphasis on group development with strategies that are modeled in all Education classes and practiced by the candidates in their student teaching experience.
6. Development of cross-cultural sensitivity and pedagogy that encourages inclusion in all planning and teaching.
7. A systems view of education is inherent in the coursework - enabling the candidates to begin teaching with an understanding of the factors which influence education and which affect their role as teachers from a global perspective of education.

Institution/Program: Occidental College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **Occidental College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	8	8	
Single Subject Candidates	14	14	
Education Specialist Candidates			
Totals	22	22	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	8	8	
Single Subject Candidates	14	14	
Education Specialist Candidates			
Totals	22	22	

Institution/Program: **Occidental College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**		

In Academic Positions with Rights and Responsibilities	2
In Non-Academic Positions without Rights and Responsibilities	
Single Subject Programs	**2**
In Academic Positions with Rights and Responsibilities	2
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1		
Single Subject Programs	8 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Occidental College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28.57	28	800
Single Subject Programs	28.57	28	800
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Occidental College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**30**	**29**	**97%**	**97%**
Basic Skills				
CBEST	30	30	100%	100%
Aggregate	30	30	100%	100%
Professional Knowledge/Pedagogy				
RICA	9	–	–	97%
Aggregate	9	–	–	97%
Academic Content Areas				
English SSAT (01)	6	–	–	98%
Praxis II English	6	–	–	99%
Math SSAT (02)	3	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Biology SSAT (04 + 05)	1	–	–	99%

Biology Praxis II (0233 + 0433)	1	–	–	94%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Social Science SSAT (03)	4	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	4	–	–	96%
Aggregate	15	14	93%	96%
Other Content Areas				
MSAT (0140 + 0151)	11	11	100%	99%
Aggregate	11	11	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Pacific Oaks College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher Education Program is embedded within a college-wide context that values social justice, respect for diversity, and the uniqueness of each individual. The shared vision for Teacher Education is expressed in the Mission Statement:
The mission of the Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children.

We believe that
-awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language, and ability, and where discrimination against others is identified and challenged;

-teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support; courses must model learning environments that take current knowledge about human development into account;

-to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, effective standards-based instruction, and technology within a challenging and interesting curriculum.

Students in the Teacher Education Program are non-traditional mature learners who are balancing their academic pursuits with work and families. Many are from underrepresented ethnically and racially diverse communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

There are two qualities that contribute to our program's excellence. One is that it is integrated with the Human Development Program, so candidates take courses in Human Development before they begin Teacher Education core courses (or, in the case of the Intern Program, the Human Development courses are blended throughout the program). Candidates may also earn a Bachelors or Masters degree while they are completing their credential requirements. This means that our candidates emerge with a good understanding of child development and learning as a foundation for their teaching.
Another quality that sets us apart is that our program is designed to help candidates develop a constructivist perspective and, simultaneously, a commitment to state frameworks and standards for effective instruction. We feel this is a unique approach, one that keeps real learning and inquiry at the heart of what goes on in classrooms. Teachers who come from our program are dedicated learners themselves, and have strong ideas about how to help children follow their questions as well as meet high standards for learning. In this way, the program reflects the mission of the Teacher Education Program.

Institution/Program: Pacific Oaks College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The Teacher Education Program is committed to preparing teachers to teach and advocate for students with special needs. Therefore, we have enhanced our Education Specialist Credential in Mild/Moderate and added five additional courses to the credential program. Effective fall 2001, the Education Specialist Credential in Moderate/Severe and Early Childhood were withdrawn and placed on a development track.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.pacificoaks.edu

Institution/Program: **Pacific Oaks College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	145	132	13
Single Subject Candidates	0	0	0
Education Specialist Candidates	35	35	0
Totals	180	167	13

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	47	34	13
Single Subject Candidates	0	0	0
Education Specialist Candidates	7	7	0
Totals	54	41	13

Institution/Program: **Pacific Oaks College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**	**3**	**0**

In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	5	2	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**2**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :1	5 :1	
Single Subject Programs			
Education Specialist Programs	3 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Pacific Oaks College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	37	14	500
Single Subject Programs	0	0	0
Education Specialist Programs	37	16	580

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **Pacific Oaks College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**35**	**31**	**89%**	**97%**
Basic Skills				
CBEST	35	35	100%	100%
Aggregate	35	35	100%	100%
Professional Knowledge/Pedagogy				
RICA	31	28	90%	97%
Aggregate	31	28	90%	97%
Other Content Areas				
MSAT (0140 + 0151)	25	24	96%	99%
Aggregate	25	24	96%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Pacific Union College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Pacific Union College is a Christian liberal arts college whose mission is to prepare students for fellowship with God and service to to humanity. Its student-to-faculty ratio is 12-1, and for eight straight years, U.S News & World Report has ranked PUC as the top comprehensive college in California.

PUC is accredited by the Seventh-day Adventist church and the State of California to recommend individuals for multiple and single subject teaching credentials. The CLAD emphasis is also approved for both the multiple and single subject credentials.

The purpose of the Teacher Credential Program is to develop Christian teachers who have the skills and teaching strategies necessary to create a rigorous, stimulating, and caring classroom where learning takes place, and candidates who demonstrate the following:

*Tolerance and sensitivity to the rights and opinions of others, especially those from diverse ethnic, religious, cultural, and socio-economic groups.

*Appreciation for the uniqueness and worth of each individual and the importance of the systematic development of the whole person, including the intellectual, spiritual, social, and physical.

*Skill in classroom teaching and management techniques as demonstrated by significant progress toward the achievement of the Professional Competencies.

*Subject matter proficiency as demonstrated by academic performance and a dedication to excellence.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

*Faculty members have been successful teachers, principals, and superintendents and maintain K-12 state certification. They are regularly involved in collaboration with local schools and consult for the local community.

*Students attend professional meetings and conventions alongside their professors. Master's degree candidates join a professional organization and attend the annual California Reading Association Convention.

*All multiple subject credential candidates spend four weeks in an autumn multigrade placement during their program. This prepares them for the unique challenges of beginning a new school year, of teaching three or more grade levels at once, and of teaching in a rural community.

*Students begin working concurrently on subject matter and professional coursework as freshmen. They quickly engage in fieldwork, completing assignments with experiences in different school cultures and grade levels before beginning full-time student teaching.

*Many students at PUC choose to take a year away from their coursework and serve as student missionaries abroad, usually in a teaching capacity. Some students choose to study abroad for a year to become fluent in a second language.

*Of all teaching canidates prepared at PUC from 1995-2000, the retention in the teaching profession is 82 percent.

Institution/Program: Pacific Union College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

*The Education Department and the Early Childhood Programs began planning to merge into one department with the intent to provide a seamless program for students desiring a profession working with children at all levels: infants, preschool, K-12.

*The department increased the number of partnerships with K-12 public districts and schools including the Napa County BTSA program and the federal 21st Century Community Learning Center program.

*The first cohort of students enrolled in the Napa Valley Resource Center which provides for adults with full-time employment to pursue multiple subject teaching credentials in an evening program.

*The College co-sponsored the William Glasser Institute seminars which trains educators in building "Quality Schools."

*The Education Department now houses the Liberal Studies degree and the College Success Skills course.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.puc.edu/PUC/academics/Academic_Departments/Education

Institution/Program: Pacific Union College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	52	52	
Single Subject Candidates	36	36	
Education Specialist Candidates			
Totals	88	88	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	22	22	
Single Subject Candidates	11	11	
Education Specialist Candidates			
Totals	33	33	

Institution/Program: **Pacific Union College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**		

In Academic Positions with Rights and Responsibilities	1
In Non-Academic Positions without Rights and Responsibilities	1
Single Subject Programs	**0**
In Academic Positions with Rights and Responsibilities	0
In Non-Academic Positions without Rights and Responsibilities	0
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	22:1		
Single Subject Programs	25:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Pacific Union College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	38	15	570
Single Subject Programs	30	18	540
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Pacific Union College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**29**	**27**	**93%**	**97%**
Basic Skills				
CBEST	29	29	100%	100%
Aggregate	29	29	100%	100%
Professional Knowledge/Pedagogy				
RICA	14	12	86%	97%
Aggregate	14	12	86%	97%
Other Content Areas				
MSAT (0140 + 0151)	7	--	--	99%
Aggregate	7	--	--	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Patten College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Patten is a private, coeducational, interdenominational Christian College located within the culturally rich area of the Fruitvale District in East Oakland, and on the undergraduate level is dedicated to providing a Liberal Arts education with a strong biblical studies background. The mission of the college is to provide an excellent education on the undergraduate and graduate level for motivated and committed students from a broad diversity of ethnic, geographic, and socio-economic backgrounds.The institution also endeavors to inspire students to serve their communities and live as morally responsible individuals in their chosen field of life's work. In line with the broader Patten College goals, and consistent with the guidelines and policies of the California Commission on Teacher Credentialing and the Western Association of Schools and Colleges, the Multiple Subject Credential Program prepares teachers who are striving for academic excellence, who have the ability to effectively analyze their teaching practices, and who will continue to develop professionally throughout their teaching career. The Education Division Faculty are selected on the basis of having a strong academic background, possessing appropriate higher education degrees, and showing evidence of having considerable practical experience in the classroom, bringing forth a balance between theory and practical application within the classroom setting. This program offers a highly multicultural curriculum incorporating instructionally proven effective teaching strategies, enabling new teachers to meet the myriad of challenges facing them.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The multiple subject teaching credential programs at Patten are specialized postbaccalaureate programs for those who wish to teach in a self-contained classroom in public and private elementary and middle schools, and are designed to include the requirements of the CCTC and the special emphases of Patten College, while accommodating differences and interests of individual teacher candidates. The programs incorporate a balance of educational course work with hands-on field experiences and student teaching in the schools.
In keeping with the broader goals of the College, these programs seek to develop in students the ability to integrate educational theories and practices and attain high standards in a successful career with emphasis on inner-city teaching;
acquiring knowledge, skills, technology and practices that are crucial in delivering high quality instruction;maintain sensitivity to students of different backgrounds, and with different special needs, promoting a classroom environment for a diverse student population;providing challenging instruction to facilitate students' development;
· Utilize a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions; establish between school, family, and community a climate of mutual respect. The Patten programs have received outstanding commendations. Their guidance, assistance and feedback for student teachers were described as exemplary by the CCTC Committee on Accreditation. Another strength noted is the collaboration noted with site administrators and School District personnel. Patten College's curricular and instructional planning skills and the academic level of teacher candidate work has been cited as excellent.

Institution/Program: **Patten College**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Constant upgrading in Patten's technology status, expectations, and offerings to the students, and faculty over the past three years have proven to be a real asset to the teacher education programs. The MultiMedia Lab is operating with expanded hours and is now available to the students on a near full-time basis, staffed with a technician. Upgrading in the lab has been constant in both the hardware and software areas. In striving toward greater technology integration in the programs and in the classroom, the faculty has attended web-page development workshops and the technology instructor for the Credential programs, attended a conference on strategies which may be used to make technology more availability to the physically challenged. The Education office computers have now been equipped with CD writer drives and the students and faculty may now email their files and assignments to the school to be put onto CD for retention, review or audit as necessary. Seven of the faculty recently completed the CFAAST Program along with School District personnel in a concerted effort toward streamlining on-site support systems for student teachers and interns, while bringing about a greater degree of collaboration and more effective communication. College Supervisors are now being assigned to the newer interns prior to their enrolled practicum period. We feel that increased support at this time should go far in helping to retain these classroom teachers in the urban areas after credentialing.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://WWW.patten.edu

Institution/Program: Patten College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	104	85	19
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	104	85	19

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23	21	2
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	23	21	2

Institution/Program: **Patten College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**	**2**	**0**

In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	11 :1	1 :1	
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Patten College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: Patten College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**5**	**--**	**--**	**97%**
Basic Skills				
CBEST	5	–	–	100%
Aggregate	5	–	–	100%
Professional Knowledge/Pedagogy				
RICA	5	–	–	97%
Aggregate	5	–	–	97%
Other Content Areas				
MSAT (0140 + 0151)	4	–	–	99%
Aggregate	4	–	–	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Pepperdine University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Pepperdine has enjoyed a long history of preparing teachers and other educational leaders for our nation's schools. This commitment to education reflects the mission of the university which is: "Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership". Each member of the University faculty exemplifies Christian values in daily teaching.

Pepperdine offers an undergraduate program at Seaver College in Malibu and a graduate program at four education centers: Westlake Village, Encino, West Los Angeles, and Orange County. Pepperdine programs offer the preliminary and professional clear teaching credentials for multiple subject and single subject instruction, with an emphasis in Cross-Cultural, Language and Academic Development (CLAD).

The Seaver undergraduate teacher education program information website is:
http://www.arachnid.pepperdine.edu/humteachered/academicprograms.htm
The Graduate School of Education and Psychology teacher education program information website is:
http://gsep.pepperdine.edu/PETPrep/

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Located in Southern California, Pepperdine's candidates study and teach in one of the most culturally and linguistically diverse locations in the United States. The university specifically supports the reading and language arts program by providing small class sizes and close mentoring of students by faculty who are models of caring and nurturing teachers. Students are enrolled in a practicum experience, which contributes to their success in methods and reading instruction competency assessment. Reading faculty are available to mentor students.

In March 2000, Pepperdine University's credential programs received "full accreditation" from the California Commission on Teacher Credentialing with no stipulations for modifications. This substantiates the excellence of the teacher education programs at Pepperdine University.

In October 2000, the Western Accreditation for Schools and Colleges (WASC) completed an accreditation visit for Pepperdine University. In February 2001, the final report gave Pepperdine University the highest level of accreditation, which is a ten-year accreditation.

Institution/Program: **Pepperdine University**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

In August 1999, Pepperdine received two grants from the federal government as part of the "Preparing Tomorrow's Teachers to Use Technology" program. As part of this these grant programs, Pepperdine received funds to create a model for infusing technology throughout the entire teacher preparation program. Beginning in Fall 2000, the courses included elements that require the personal use of technology by teacher credential candidates and help them learn about the possible uses of technology in teaching practice. A technology consultant oversees the creation and implementation of a technology rich classroom/multi-media resource center. The program emphasis is on preparing teachers to be content experts in knowledge and innovative pedagogical strategies.

The undergraduate integrated program has state approved subject-matter multiple-subject and single-subject programs. The new SB2042 "Standards of Program Quality for Subject Matter for the Multiple Subject Teaching Credential" and Pepperdine will submit an institutional response to these standards in February 2003.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://http://gsep.pepperdine.edu/PETPrep or

Institution/Program: Pepperdine University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	369	369	0
Single Subject Candidates	117	117	0
Education Specialist Candidates	0	0	0
Totals	486	486	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	251	251	0
Single Subject Candidates	71	71	0
Education Specialist Candidates	0	0	0
Totals	322	322	0

Institution/Program: **Pepperdine University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**48**	**0**	**0**

In Academic Positions with Rights and Responsibilities	7	0	0
In Non-Academic Positions without Rights and Responsibilities	41	0	0
Single Subject Programs	**22**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	17	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	36:1		
Single Subject Programs	36:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Pepperdine University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	23	800
Single Subject Programs	35	23	800
Education Specialist Programs	NA	NA	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	NA
Single Subject Programs	NA
Education Specialist Programs	NA

Institution/Program: Pepperdine University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**258**	**258**	**100%**	**97%**
Basic Skills				
CBEST	257	257	100%	100%
Aggregate	257	257	100%	100%
Professional Knowledge/Pedagogy				
RICA	182	182	100%	97%
Aggregate	182	182	100%	97%
Academic Content Areas				
Art SSAT (12)	3	–	–	100%
Art Praxis II (0131 + 0132)	3	–	–	100%
English SSAT (01)	5	–	–	98%
Praxis II English	6	–	–	99%
Spanish SSAT (10)	1	–	–	98%

Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	3	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Chemistry SSAT (04 + 06)	1	–	–	100%
Chemistry Praxis II (0242 + 0433)	1	–	–	100%
Social Science SSAT (03)	7	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	6	–	–	96%
Aggregate	21	21	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	125	125	100%	99%
Business SSAT (15)	2	–	–	100%
Health Science SSAT (16)	2	–	–	100%
Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	130	130	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Point Loma Nazarene University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher and Graduate Education Programs offer selected credential and degree programs of academic rigor in an environment of vital Christianity in the Wesleyan tradition. Our commitment is to prepare thoughtful, culturally sensitive, scholarly professional educators who utilize the latest research and exemplary methods that ensure learning and achievement. The faculty is committed to equipping students to become influential moral and ethical leaders in a highly competitive, diverse, and ever-changing society.

The San Diego campus primarily serves undergraduate students who complete their teaching credential at or near the same time as their BA. A majority of the students in Pasadena and Bakersfield are already under contract and are perfecting the art and craft of teaching while in the classroom.

We intend to educate each student who comes to us to view their career as a moral and ethical calling to become leaders of tomorrow. We want to sensitize our students to work effectively with students from diverse backgrounds. We believe that academic rigor for future educators is imperative. Our faculty recognizes the importance of staying current and in the forefront of educational practices that are based on sound research. We teach our students to view not just each child, but also each parent, staff, faculty member and community member as a special human being of great worth. We ask our students to look beyond their respective classrooms to their role as community members and work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Candidates in our program represent a variety of backgrounds and current experiences that call for individualized attention as well as flexible program design. We believe that our ability to structure our program for each location's particular candidates is a program strength, as is our attention to each candidate.

In San Diego, the Department of Teacher Education articulates with 14 other academic departments in the University regarding subject matter preparation of single subject and multiple subject teacher candidates. Teacher education courses are sequenced so that candidates are initially educated from a global perspective of education. Then, the focus shifts toward methodologies, and the application and practice of theory and research. All candidates are required to be in classrooms for approximately 85 hours of documented and evaluated observation and participation prior to student teaching.

In Pasadena and Bakersfield, all candidates for teaching credentials have already completed their BA. A majority of the candidates are under contract with public school districts. These candidates bring an urgent need for information and guidance in their practice. Alongside the coursework, supervisors help candidates transfer theory into reality in their K-12 classrooms.

We believe that relationships do precede learning and we encourage all professors to act, not only as instructors, but also as mentors to our students. All full time and adjunct faculty have had school site and/or district office experience. Positive feedback from students and site administrators confirm our belief that students feel they are known and well advised by faculty in their career development.

Institution/Program: Point Loma Nazarene University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

During 2000-2001 the Arcadia and Bakersfield locations undertook significant collaboration with surrounding districts in order to design pre-intern and intern programs. These partnerships have helped provide more in-class support for teachers who are not yet fully credentialed.

In order to help pre-intern candidates with the subject matter competency examinations, Arcadia and Bakersfield worked with subject matter professors to plan and carry out study sessions designed for one content area at a time. In addition, candidates are given guidance on test taking strategies and procedures. Pre-intern candidates who have completed these sessions have been very successful at passing the subject matter exams.

San Diego Teacher Education faculty undertook a BTSA partnership with a local school district. Full time faculty were assigned load credit to be support providers for first and second year teachers. This partnership enriched both the beginning teachers and the faculty. New teachers were offered graduate credit for their participation in the program. Faculty were rewarded with watching professional educators grow and had examples of current life as a public school teacher to share with candidates.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ptloma.edu

Institution/Program: **Point Loma Nazarene University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	134	128	6
Single Subject Candidates	117	113	4
Education Specialist Candidates	0	0	0
Totals	251	241	10

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	97	92	5
Single Subject Candidates	78	74	4
Education Specialist Candidates	0	0	0
Totals	175	166	9

Institution/Program: **Point Loma Nazarene University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1 2**	**2**	**0**

In Academic Positions with Rights and Responsibilities	5	1	0
In Non-Academic Positions without Rights and Responsibilities	7	1	0
Single Subject Programs	**1 1**	**2**	**0**
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	9	1	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	15 :1	
Single Subject Programs	15 :1	15 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Point Loma Nazarene University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	16	320
Single Subject Programs	20	16	320
Education Specialist Programs	NA	NA	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	NA

Institution/Program: **Point Loma Nazarene University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**107**	**105**	**98%**	**97%**
Basic Skills				
CBEST	107	107	100%	100%
Aggregate	107	107	100%	100%
Professional Knowledge/Pedagogy				
RICA	67	65	97%	97%
Aggregate	67	65	97%	97%
Academic Content Areas				
English SSAT (01)	8	–	–	98%
Praxis II English	8	–	–	99%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	3	–	–	99%

Biology Praxis II (0233 + 0433)	3	–	–	94%
Social Science SSAT (03)	3	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	3	–	–	96%
Aggregate	15	15	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	32	32	100%	99%
Business SSAT (15)	1	–	–	100%
Health Science SSAT (16)	1	–	–	100%
Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	35	35	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Saint Mary's College of California

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Our purpose is to prepare high performing professionals, who can act as agents for change in their communities. The programs of the School of Education at Saint Mary's College offer a blend of theory, research, and practice, presented in an environment that is inquiry-focused and humanistic. During their studies candidates examine their beliefs about learning in the context of educational research and theories about best practice.
To develop the field-based competencies necessary to support high quality teaching, candidates work with K - 12 students in both public and private schools, and in urban and suburban settings. All programs promote candidate's growth as spiritual beings, as independent thinkers and as active citizens.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

In recognition of the need to prepare teachers who can educate all students, credential programs are designed to address the ethnic, linguistic, and cultural diversity represented in California's student population. This focus is in keeping with the tradition of the College, which is based on a commitment to educate those who are disadvantaged and disenfranchised. Four principles organize our programs:

- Focused study of educational foundations, educational theory, and best practice as the foundation for sound pedagogy;
- Consideration of how to meet the needs of ALL learners infused throughout coursework;
- Integration of state approved K - 12 curriculum standards in all methods courses;
- Concurrent involvement in fieldwork, seminars, and academic coursework.

This integration of fieldwork and coursework provides developmentally appropriate support to candidates through on-site coaching, theoretical analysis of teaching experiences, and reflection on practice.

Institution/Program: Saint Mary's College of California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.stmarys-ca.edu

Institution/Program: **Saint Mary's College of California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	187	187	0
Single Subject Candidates	126	126	0
Education Specialist Candidates	64	64	0
Totals	377	377	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	85	85	0
Single Subject Candidates	35	35	0
Education Specialist Candidates	24	24	0
Totals	144	144	0

Institution/Program: **Saint Mary's College of California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2 1**	**0**	**0**

In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	21	0	0
Single Subject Programs	**17**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	17	0	0
Education Specialist Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26:1		
Single Subject Programs	24:1		
Education Specialist Programs	24:1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Saint Mary's College of California

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	26	14	364
Single Subject Programs	15	17	255
Education Specialist Programs	15	20	300

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Saint Mary's College of California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**117**	**117**	**100%**	**97%**
Basic Skills				
CBEST	117	117	100%	100%
Aggregate	117	117	100%	100%
Professional Knowledge/Pedagogy				
RICA	86	86	100%	97%
Aggregate	86	86	100%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	8	–	–	98%
Praxis II English	8	–	–	99%
Math SSAT (02)	2	–	–	99%

Math Praxis II (0063 + 0064)	2	–	–	93%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Social Science SSAT (03)	8	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	8	–	–	96%
Aggregate	20	20	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	53	53	100%	99%
Physical Education SSAT (09)	1	–	–	100%
Phys. Educ. Praxis Test II	1	–	–	98%
Aggregate	54	54	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Santa Clara University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Santa Clara University is a Catholic and Jesuit institution that makes student learning its central focus. Student learning takes place in an environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world. The Department of Education plays an important role in advancing the mission of the university and places a special emphasis on issues of diversity and social justice. Graduates of the teacher preparation program are sensitive to all forms of diversity and develop learning environments where students can grow in knowledge, imagination, compassion, competence, social responsibility and self esteem. The department seeks to attract students that represent a wide range of ethnic and social diversity. Because the program of preparation is primarly a fifth year, many second career individuals are attracted to the program. This older student population is enhanced by the presence of an intensive internship program that is the product of a collaborative effort between the department and several nearby school districts. Through this program, individuals are employed by school districts while they complete credential requirements. Scholarships are available for those who need financial assistance. The department places a special focus on teaching those K-12 students that are the most in need. Field placements are all in settings where there is a diverse student population.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Integration of theory and practice with a heavy emphasis on field applications contributes to program excellence. Students have field experience assignments during each phase of their preparation. Students in the regular preservice program are assigned to a school for the entire program. This allows for an immediate application of the concepts presented in classes. In addition, they are acquainted with issues and concerns related to teaching. These issues are brought back to enrich on-campus classes. Intern students have responsibility for a classroom and are, therefore, eager to learn those concepts and principles that will enhance their success. They are able to obtain this information through constant interaction with both university and district supervisors and in regular sessions that focus on the challenges of teaching in the contemporary world. Another excellence in teaching quality is a major focus on teaching a diverse student population. All students take courses focusing on cross-cultural communication, social and philosophical dimensions of working with diverse populations, teaching linguistically diverse students and first and second language acquisition. In addition, students are involved in a service learning project. This project requires implementation of a literacy project at sites such as community centers and juvenile facilities. The goal of this assignment is to provide an experience working with under-served populations. It has the additional benefit of helping students understand that everyone can learn. The major emphasis througout these courses is on professional inquiry and on the development of reflective teachers.

Institution/Program: Santa Clara University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The program at Santa Clara University has undergone some profound changes since the 2001-2002 year. The most impotant change is the program has been completely redesigned to meet the new Standard for Quality and Effectiveness for Professional Preparation Programs adopted by the California Commission on Teacher Credentialing. This will result in an improved sequence of courses that follow a clear rationale. Several new classes will be implemented that address such topics as classroom management and discipline. In addition, two new faculty memembers were added to the department. One in the area of reading the other in technology. This has led to a revision of courses in both of these areas to better address the needs of students. In addition, a reading clinic is under development.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.scu.edu/cpe/

Institution/Program: **Santa Clara University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	50	34	16
Single Subject Candidates	33	20	13
Education Specialist Candidates	62	36	26
Totals	145	90	55

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	13	13
Single Subject Candidates	22	9	13
Education Specialist Candidates	21	3	18
Totals	69	25	44

Institution/Program: **Santa Clara University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**4**	**3**	**0**

In Academic Positions with Rights and Responsibilities	4	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**1**	**2**	**0**
In Academic Positions with Rights and Responsibilities	1	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**2**	**2**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	2	2	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :1	4 :1	
Single Subject Programs	12 :1	6 :1	
Education Specialist Programs	8 :1	8 :1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Santa Clara University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	17	36	600
Single Subject Programs	17	36	600
Education Specialist Programs	30	11	330

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

Institution/Program: **Santa Clara University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**41**	**41**	**100%**	**97%**
Basic Skills				
CBEST	41	41	100%	100%
Aggregate	41	41	100%	100%
Professional Knowledge/Pedagogy				
RICA	24	24	100%	97%
Aggregate	24	24	100%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	2	–	–	98%
Praxis II English	2	–	–	99%
Spanish SSAT (10)	1	–	–	98%

Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	1	–	–	99%
Math Praxis II (0063 + 0064)	1	–	–	93%
Social Science SSAT (03)	2	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	2	–	–	96%
Aggregate	7	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	13	13	100%	99%
Aggregate	13	13	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Simpson College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Mission and Context: The Education Division is committed to the mission of Simpson College and believes that the educational programs offered by the Division should equip men and women to extend the church's mission in elementary and secondary education both in the United States and worldwide. The Division provides preparation for multiple subject and single subject credentials. The programs are intended to provide the theoretical and practical bases, integrated with and founded upon biblical truth for effective teaching. Each aspect of this educational philosophy is interwoven into the curriculum for the credentials. Accordingly, the administration, faculty, and staff seek to reflect and model these foundational components of life and professional pursuit. The goal is to provide multiple and single subject credentialing programs designed to serve professional and personal needs of individuals who seek advanced academic preparation; prepare students for subsequent doctoral programs; provide credential preparation for multiple subject and secondary teaching in public, private, and/or international schools; produce individuals who can articulate a Christian worldview; respond to the educational needs of the north state by preparing qualified educators; and demonstrate and articulate character education. Teacher credentialing candidates typically complete their 5th yr. program within 12 months. Candidates can pursue a Master of Arts in Education in concert with the preliminary credential with 17 additional units. Undergraduate candidates can complete their preliminary credential in 4.5 years in subject matter competency programs in diversified liberal arts, music, math, English, and social sciences.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Program Qualities

It's personal, it's character education, and it's rich field experiences. Small class sizes and personal attention are a hallmark of the Simpson College experience. Candidates are well served by fulltime professors and exemplary practicing educator adjuncts. Simpson College credential graduates are well received by area administrators. The curriculum course is held in an area school where candidates observe, teach micro lessons, and apply coursework knowledge. Candidates are deeply prepared in curriculum, standards, classroom management, pedagogy, and use of technology. Woven throughout is character education.

The Parkview Project, an award winning partnership among the area schools, the Redding Police Department, and Simpson College Education Division, provides after school tutoring followed by recreation with the police department. Candidates serve at-risk and multicultural students.

Another unique feature is weekly visits by the student teaching supervisor during the fulltime semester-long student teaching. Candidates appreciate the ongoing support that connects their coursework knowledge to practice.

Master teachers participate in a cognitive coaching course to develop mentoring skills for guiding their student teachers.

Candidates are served by a full time credential analyst who guides them through their credentialing process.

The education faculty, adjunct faculty, and supervisors work as team to closely support developing new educators.

Institution/Program: Simpson College

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

New Initiatives
Simpson College education faculty has designed a new course in technology in the Classroom to extend candidates expertise in computer use. All campus classrooms are now wired with technology stations for PowerPoint, video, and Internet access.

The faculty has developed new course designs to embed knowledge and competencies for teaching English learners. Ongoing throughout the year the faculty have re-examined the program design to ensure candidates are receiving the best preparation needed to perform as a professional educator.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.simpsonca.edu/faculty/student_teaching

Institution/Program: Simpson College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	69	69	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	0	0	0
Totals	84	84	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	69	69	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	0	0	0
Totals	84	84	0

Institution/Program: Simpson College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**3 8**	**0**	**0**

In Academic Positions with Rights and Responsibilities	11	0	0
In Non-Academic Positions without Rights and Responsibilities	27	0	0
Single Subject Programs	**1 1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1		
Single Subject Programs	12:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Simpson College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	37.5	18	675
Single Subject Programs	37.5	18	675
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: Simpson College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**52**	**51**	**98%**	**97%**
Basic Skills				
CBEST	52	52	100%	100%
Aggregate	52	52	100%	100%
Professional Knowledge/Pedagogy				
RICA	40	40	100%	97%
Aggregate	40	40	100%	97%
Academic Content Areas				
English SSAT (01)	2	–	–	98%
Praxis II English	1	–	–	99%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Social Science SSAT (03)	1	–	–	99%

Soc. Studies Praxis II (0082 + 0083)	1	–	–	96%
Aggregate	4	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	29	29	100%	99%
Business SSAT (15)	2	–	–	100%
Industrial + Tech Ed. SSAT (18)	1	–	–	100%
Aggregate	32	32	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Stanford University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Stanford Teacher Education Program seeks to prepare and support teachers to teach diverse learners to high intellectual, academic and social standards by creating equitable classrooms and schools. This mission is increasingly important to the sustenance of a democratic society. Schools must become dramatically more successful with a wide range of learners if our citizens are to acquire the sophisticated skills they need to participate in a knowledge-based society. Teacher expertise and effectiveness are critical to the success of education. Growing evidence indicates that teacher quality is one of the most powerful influences on student achievement - more powerful than almost any other school resource and as influential as student background factors like poverty, language background, or family status. Higher expectations for student learning and greater diversity among students create a need for educators to be more knowledgeable than ever before. The kind of teaching needed to help students learn to think critically, create, solve complex problems, and master ambitious subject matter content is much more demanding than that needed to impart routine skills. In an era when the student population is more diverse than ever before, teachers are being asked to achieve these goals for all children, not just the 20% who have traditionally been selected into gifted and talented or honors programs. Only educators who are diagnostic about learning and extremely skillful in using a wide range of teaching methods can respond appropriately to diverse students' needs and enable them to succeed at challenging learning goals.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

STEP is a 12-month course of postbaccalaureate study for prospective secondary teachers. The program combines a year of student teaching with 45 credits of graduate coursework leading to an AM in Education and a Professional Clear Single Subject Teaching Credential with CLAD (Crosscultural, Language, and Academic Development) certification. STEP's small size (between 60 - 80 students), access to top faculty and cooperating teachers, and coherent design offer highly focused instruction interwoven with hands-on teaching experience, sustained mentoring, and personalized advisement.

STEP's program design takes into account the integration of the many areas of knowledge that underlie effective teaching and provides opportunities for observing, planning and practicing pedagogical approaches in specific clinical contexts. STEP students are placed in year-long clinical placements in the classrooms of cooperating teachers in local secondary schools. University supervisors are experienced teachers of the subject matters in which they supervise. Together, cooperating teachers and university supervisors provide structured and supportive coaching and mentoring to the STEP students who gradually move from observing classrooms and co-teaching to fully independent student teaching. Stanford faculty members and practicing teachers co-teach the courses of the university-based STEP curriculum, which is designed and sequenced to articulate with the clinical experience. This program of study is designed to help students gradually develop the many areas of knowledge that constitute the basis of professional teaching practices, and engage in various modes of inquiry and constant reflection.

Institution/Program: Stanford University

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.stanford.edu/dept/SUSE

Institution/Program: **Stanford University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	57	57	0
Education Specialist Candidates			
Totals	57	57	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	57	57	0
Education Specialist Candidates			
Totals	57	57	0

Institution/Program: **Stanford University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	
Single Subject Programs	**1 8**
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	18
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			
Single Subject Programs	4 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Stanford University

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Stanford University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**57**	**55**	**96%**	**97%**
Basic Skills				
CBEST	57	57	100%	100%
Aggregate	57	57	100%	100%
Academic Content Areas				
English SSAT (01)	15	15	100%	98%
Praxis II English	14	14	100%	99%
French SSAT (11)	2	–	–	93%
French: Skills Praxis II (0171)	2	–	–	93%
French: Analysis Praxis II (0172)	2	–	–	86%
Spanish SSAT (10)	2	–	–	98%
Spanish: Skills Praxis II (0192)	2	–	–	96%
Spanish: Analysis Praxis II (0193)	2	–	–	90%

Math SSAT (02)	7	–	–	99%
Math Praxis II (0063 + 0064)	7	–	–	93%
Biology SSAT (04 + 05)	5	–	–	99%
Biology Praxis II (0233 + 0433)	5	–	–	94%
Chemistry SSAT (04 + 06)	2	–	–	100%
Chemistry Praxis II (0242 + 0433)	2	–	–	100%
Social Science SSAT (03)	20	20	100%	99%
Soc. Studies Praxis II (0082 + 0083)	20	20	100%	96%
Aggregate	53	51	96%	96%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: The Master's College and Seminary

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master's College provides approved professional preparation programs for candidates desiring to teach in elementary or secondary schools. The mission of The Master's College is to "empower students for a life of enduring commitment to Christ, biblical fidelity, moral integrity, intellectual growth and lasting contribution to the Kingdom of God." The Teacher Preparation Program, within these guidelines, purposes to provide (1) a program founded on a biblical perspective and scriptural principles, (2) preparation oriented to the needs of elementary and secondary pupils, (3) periodic review of the program in light of changing (a) needs of credential candidates, (b) research on schools and learning, (c) demands of the education profession and (d) needs of the local school community. The goal of the Education Department is to prepare teachers who will be successful and effective in California's public or private school environments. Candidates are carefully selected and provided with an academically strong, nurturing atmosphere to foster development of their unique abilities as they move toward their professional goal. The Master's College has cultivated positive relationships with 5 local school districts for many years. Students from diverse backgrounds make up at least 25% of the student body in 23 of the 40 schools. There are 25 California Distinguished Schools and 5 Blue Ribbon Schools among the 40 schools. Four schools received a statewide rank of 6 on the 1999 Academic Performance Index. Fifteen ranked 10. The other 24 ranked 7 - 9.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Full-time faculty teaching professional courses have public school classroom experience. They also supervise student teachers weekly. Adjunct professors are currently teaching in public schools.

Faculty members advise candidates each semester regarding course registration. Candidates keep the same advisor through graduation and credentialing. Meetings are held each semester to alert candidates to requirements.

The college provides a number of opportunities to serve in the inner city of Los Angeles as well as in countries around the world. Candidates may study for a semester in Israel. This gives them first-hand experience with diverse backgrounds.

Courses are designed to require candidates to apply what they are learning to assignments that are similar to the tasks they will have as teachers. Candidates have fieldwork with every professional class, and are required to plan and teach units in a classroom.

Master teachers are carefully selected with the particular candidate in mind. College supervisors meet personally with teachers to orient them to college requirements. During student teaching, candidates are visited weekly by the college supervisor.

The administration and other departments in the college are supportive of the goals of the department and create and adapt courses as necessary. There is a strong commitment to incorporating technology into courses college-wide. This has included equipping classrooms with computer ports and PowerPoint projectors and supplying computers to all faculty.

Candidates are advised of financial aid that is available specifically for prospective teachers. Tuition is reduced for professional courses and student teaching once a candidate has graduated.

Institution/Program: The Master's College and Seminary

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Recognizing the increased use of technology, beginning Fall 2001 semester, all new freshmen are required to have a Windows-based desktop or notebook computer in their personal possession for use as a part of their academic program during their attendance at the College. Beginning Fall 2002, all new freshmen students will be required to have a Windows-based computer which must be a notebook type. In Fall 2003 all full-time TMC students will be required to have a Windows-based notebook computer as a requirement for attendance. Additionally, our department proposal to meet requirements of Technology Standard 20.5 was developed and approved by the Commission. Candidates are required to take two technology courses in order to meet the standards. ED300, Computer Basics for Educators is required for candidates as they enter the program and then continues during the educational sequence. Competencies are met in each class within the program, demonstrated in various areas of coursework, by participating in local school technology programs and observing school technology committees. ED500, Integration of Technology in the Classroom must prove their competency in all standards prior to completing their credential. In completion of the department's accreditation requirements, additional experience in Classroom Fieldwork was added to the Single Subject Credential. Prior to student teaching, candidates must serve a minimum of ten (10) hours practicing teaching methods in a secondary classroom. An emphasis on appropriateness of various approaches to differing subject matter is made in each of the program classes. Specific pedagogy are demonstrated to provide a meaningful classroom instructional experience for the candidate.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.masters.edu

Institution/Program: **The Master's College and Seminary**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	66	66	0
Single Subject Candidates	18	18	0
Education Specialist Candidates	0	0	0
Totals	84	84	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	14	14	0
Single Subject Candidates	9	9	0
Education Specialist Candidates	0	0	0
Totals	23	23	0

Institution/Program: **The Master's College and Seminary**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**	**0**	**0**

In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**2**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1		
Single Subject Programs	8 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: The Master's College and Seminary

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **The Master's College and Seminary**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**17**	**17**	**100%**	**97%**
Basic Skills				
CBEST	17	17	100%	100%
Aggregate	17	17	100%	100%
Professional Knowledge/Pedagogy				
RICA	10	10	100%	97%
Aggregate	10	10	100%	97%
Academic Content Areas				
English SSAT (01)	2	–	–	98%
Praxis II English	2	–	–	99%
Social Science SSAT (03)	3	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	3	–	–	96%
Aggregate	5	–	–	96%

Other Content Areas				
MSAT (0140 + 0151)	2	–	–	99%
Aggregate	2	–	–	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of La Verne

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher Education Program at the University of La Verne prepares students for CLAD/BCLAD Multiple Subjects and CLAD/BCLAD Single Subject Credentials for K-12 teaching. The program is designed to foster prospective teachers' ability to: (1) create an environment that incorporates communication with students, (2) develop an appreciation for differences, (3) understand the basis for a healthy self-concept, and (4) develop self-awareness, all within the context of appropriate pedagogical skills. A Mission Statement, developed by the Education Department, supports this rationale: The mission of the Education Department at the University of La Verne is to provide students with the knowledge, skills, and value orientation to become competent facilitators of human development. The education environment is characterized by small class size and access to professional staff. Leadership is provided by motivated faculty who possess appropriate academic preparation, extensive practical experience, and excellent teaching. Program emphases are the development of self-awareness, celebration of diversity, growth in personal meaning and values, through a theoretical and applied knowledge base and diverse instructional methodology. Prospective teachers trained at the University of La Verne are representative of the diversity found in the student population of California, and the program is founded on the belief that all teachers in California need a variety of skills to meet the diverse populations served. Students are trained on the main campus in the city of La Verne, and in locations off campus, including Bakersfield, Newhall, Ventura, and Cerritos.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Program excellence indicators are found in the following areas: (1)The quality of the reading preparation in the program: Candidates in the CLAD/BCLAD Multiple Subjects program have a rigorous program of preparation to teach reading. Each student in both Multiple and Single Subject programs is independently visited and assessed by a reading supervisor two times during the semester, in addition to the assessment of teaching of reading by the University supervisor assigned to the candidate for student teaching. This emphasis on the teaching of reading and its success is supported by the 98% passage rate for the RICA in the 2000-2001 year. (2)The diversity of the candidates in the program, and commitment to serving the needs of California's diverse populations: Candidates in the CLAD/BCLAD Multiple Subjects program and the CLAD/BCLAD Single Subject Program represent the diversity found in the classrooms of California. The candidate pool is 55% white, 29% Latino, 7% African American, 3% Asian and 6% other. The University believes that all teachers in California need a variety of skills to meet the needs of the K-12 students served. (3)Support for Emergency Permit and Intern Teachers: The University is committed to support for emergency permit and intern teachers. Weekly visits are part of the student teaching phase, and the small class environment provides opportunity for learning growth in teaching strategies.

Institution/Program: University of La Verne

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

As the Teacher Education Program continues to prepare teachers for the diverse populations of the California schools, continual reflection and assessment of the program needs to occur. New initiatives to improve program excellence beyond the year 2000-2001 include: (1) Increase the number of full-time faculty to coordinate and teach in off campus sites: to date two full time faculty coordinate the off campus sites. The goal is to add an additional full time faculty in this capacity. (2) Hire faculty to represent the diversity of the candidates in the program and in the schools in California. Currently the full time teacher education faculty is 70% white, 20% Latino, and 10% African-American. As the program grows, commitment to hiring diverse faculty is a priority. (3) Continue to keep the student foremost as the program grows: The University of La Verne prides itself on the student focus in the program. The small class, personalized nature of the program will be preserved as the program grows. (4) Development of a distance learning component to increase full-time faculty participation in quality control of the coursework being offered is proposed. A distance learning component for each course taught would insure continuity in coursework throughout the system.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ulv.edu/education/

Institution/Program: **University of La Verne**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	424	408	16
Single Subject Candidates	252	251	1
Education Specialist Candidates	12	12	0
Totals	688	671	17

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	129	113	16
Single Subject Candidates	59	58	1
Education Specialist Candidates	0	0	0
Totals	188	171	17

Institution/Program: **University of La Verne**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**3 1**	**1 0**	**0**

In Academic Positions with Rights and Responsibilities	5	3	0
In Non-Academic Positions without Rights and Responsibilities	26	7	0
Single Subject Programs	**1 8**	**1**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	13	1	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	18 :1	
Single Subject Programs	18 :1	18 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **University of La Verne**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs	40	14	560

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	

Institution/Program: **University of La Verne**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**183**	**179**	**98%**	**97%**
Basic Skills				
CBEST	183	183	100%	100%
Aggregate	183	183	100%	100%
Professional Knowledge/Pedagogy				
RICA	119	117	98%	97%
Aggregate	119	117	98%	97%
Academic Content Areas				
Art SSAT (12)	1	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	6	–	–	98%
Praxis II English	6	–	–	99%
Math SSAT (02)	1	–	–	99%

Math Praxis II (0063 + 0064)	1	–	–	93%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Science Praxis Test II	1	–	–	97%
Geoscience SSAT (04 + 07)	1	–	–	94%
Social Science SSAT (03)	6	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	6	–	–	96%
Aggregate	16	15	94%	96%
Other Content Areas				
MSAT (0140 + 0151)	70	69	99%	99%
Business SSAT (15)	3	–	–	100%
Health Science SSAT (16)	1	–	–	100%
Home Economics SSAT (17)	1	–	–	100%
Physical Education SSAT (09)	4	–	–	100%
Phys. Educ. Praxis Test II	4	–	–	98%
Aggregate	79	78	99%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of Phoenix

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

MISSION

The mission of the University of Phoenix is to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

The College of Education at the University of Phoenix is guided by its own vision and mission that informs our work with teacher candidates and professional educators; "Impacting Student Searning, One Educator at a Time". Our programs encompass the initial preparation of professional educators, graduate level degrees, and professional development courses and programs. The College of Education constantly works towards our vision. The College of Education is a leader in innovative educational solutions for developing educators, impacting P-12 students, and meeting school needs by:
-Offering a comprehensive set of programs that recognize and address the developmental process of teaching and learning in a diverse society.
-Employing a practitioner faculty who are recognized as experts in the educational community.
-Using integrated technologies to impact learning.
-Emphasizing assessment and self-assessment of teaching and learning on a continuing basis.
-Sharing our model and best practices with our colleagues.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

INSTITUTIONAL PHILOSOPHY/PROGRAM FRAMEWORK
Learning is the key to any educational program. The University of Phoenix offers a teacher education program that is focused on P-12 student learning by improving the educator responsible for that learning. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective educators.

OUTCOMES
The teacher preparation program has been designed to connect teacher learning directly to P-12 curriculum standards and, therefore, classroom learning. Assignments and experiences are grounded in the P-12 classroom so that the candidate can immediately understand how to impact their own students' learning. Teacher candidates who complete the program will understand and have experience in:
- Teaching in Diverse Environments
- Learning Theory
- School Law and Ethics
- Classroom Management
- Curriculum Design and Assessment
- Instructional Strategies
- State and National Standards
- Literacy
- Family and Community Collaboration
- Technology

COMPONENTS
The following key components provide the foundation for the teacher education program:
- Field Experiences and Student Teaching
- Integrated Technology
- Reflective Practice
- Critical Thinking
- Learning Teams
- Professional Teacher Portfolio
- Experienced Faculty

Institution/Program: University of Phoenix

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The University of Phoenix will be submitting for program approval under the new SB 2042 initiative in November 2002. The University initial proposal will be for program approval in Mulitple Subjects, including 2042 plus. We will also be applying to begin offering intern programs at our campuses throughout the state. Once the single subject standards are finalized, we will submit for program approval in the single subjects.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://phoenix.edu

Institution/Program: **University of Phoenix**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	189	189	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	189	189	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	8	8	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	8	8	0

Institution/Program: **University of Phoenix**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**	**0**	**0**

In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1		
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of Phoenix

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **University of Phoenix**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**5**	**--**	**--**	**97%**
Basic Skills				
CBEST	5	–	–	100%
Aggregate	5	–	–	100%
Professional Knowledge/Pedagogy				
RICA	5	–	–	97%
Aggregate	5	–	–	97%
Other Content Areas				
MSAT (0140 + 0151)	2	–	–	99%
Aggregate	2	–	–	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of Redlands

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of Redlands School of Education fosters a student-centered approach to learning in which candidates for teaching, counseling and administrative credentials and graduate degrees experience both rigorous academic preparation and professionally supervised field experiences that bridge theory and practice. All of our programs carry forth our mission to promote social justice and equity in education. We are keenly aware our students will serve a widely diverse student population and they must be well prepared to meet the challenges and needs represented in our surrounding school districts. Our Professional Teacher Preparation Program serves both undergraduate students and working adults who attend evening classes. Courses are offered on campus as well as at some area school and district sites.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

During this past year, the University of Redlands School of Education moved into a newly refurbished building. Our new facility includes resource centers and classrooms equipped for the training and practice of interactive technology, faculty and staff offices, a lounge, library, conference and seminar rooms and our Education Admissions area. The building is adjacent to ample parking and close to the University Library and our Student Center and Bookstore. With the new facility and equipment, the faculty infused technology throughout each course and across the curriculum, thus increasing students' proficiency levels to meet new State standards.

Institution/Program: University of Redlands

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The School of Education faculty is writing curriculum as an "early adopter" of the new State standards for the Professional Teacher Preparation Program. Woven throughout each specific course, the new curriculum includes skill and knowledge development in the areas of literacy, cross cultural language development, technology, diversity and field experiences. Also, the School has formed a partnership with the Lewis Center and the Academy for Academic Excellence located in Apple Valley.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.redlands.edu

Institution/Program: **University of Redlands**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	156	135	21
Single Subject Candidates	79	57	22
Education Specialist Candidates			
Totals	235	192	43

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	73	52	21
Single Subject Candidates	30	8	22
Education Specialist Candidates			
Totals	103	60	43

Institution/Program: **University of Redlands**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**20**	**9**	

In Academic Positions with Rights and Responsibilities	3	2
In Non-Academic Positions without Rights and Responsibilities	17	7
Single Subject Programs	**1 0**	**8**
In Academic Positions with Rights and Responsibilities	3	2
In Non-Academic Positions without Rights and Responsibilities	7	6
Education Specialist Programs		
In Academic Positions with Rights and Responsibilities		
In Non-Academic Positions without Rights and Responsibilities		

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2.6 :1	.86 :1	
Single Subject Programs	.4 :1	.9 :1	
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of Redlands

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	

Institution/Program: **University of Redlands**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**104**	**104**	**100%**	**97%**
Basic Skills				
CBEST	104	104	100%	100%
Aggregate	104	104	100%	100%
Professional Knowledge/Pedagogy				
RICA	73	73	100%	97%
Aggregate	73	73	100%	97%
Academic Content Areas				
Art SSAT (12)	2	–	–	100%
Art Praxis II (0131 + 0132)	1	–	–	100%
English SSAT (01)	1	–	–	98%
Praxis II English	1	–	–	99%
Japanese SSAT (21)	1	–	–	100%

Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	5	–	–	99%
Math Praxis II (0063 + 0064)	5	–	–	93%
Music SSAT (13)	1	–	–	100%
Music Praxis II (0111 + 0112)	1	–	–	100%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Social Science SSAT (03)	2	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	2	–	–	96%
Aggregate	14	14	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	32	32	100%	99%
Aggregate	32	32	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of San Diego

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Learning and Teaching program serves a diverse student population from the greater San Diego area, the state, region and from abroad. The faculty in the program are dedicated to a standards-based approach in the preparation of candidates to teach and network in the culturally diverse K-12 environment that is emerging in southern California and across America. As such, course objectives are closely aligned with California Standards for the Teaching Profession (CSTP) and California State credentialing standards. In addition, students are thoughtfully placed in the local urban school district for observations, practicum and student teaching experiences. Building upon the principles of pedagogy, ethical and moral philosophy of service and relevance to the school-districts we serve, faculty are committed to pedagogical practices that model inclusiveness, democracy and social justice. The guiding principles that inform our work with teacher candidates include reflection, human dignity, character development, democracy and service. Candidates are required to reflect about aims, curriculum and pedagogy. This reflective quality is critical to teacher candidates as they work to develop skills, improve knowledge and augment thoughtful democratic practices that support inclusiveness. The support for inclusiveness is based upon the idea of human dignity. In our view, all human beings have the right to learn and grow together in shared environments that offer individuals the opportunity to live culturally valued lives. We seek to support education for all students as we believe no student should be denied access to the range of social and learning experiences available to advantaged children.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Teacher candidates receive individual attention during advising from faculty members. Faculty are student oriented and they value their contacts with pre-service teachers in the field and in the classroom. Committed to bridging theory and practice, the Learning and Teaching faculty have played a leading role in the institutionalization of service learning at USD. This powerful pedagogical tool provides students the opportunity to learn course material more thoroughly and to deepen commitment to social responsibility and justice. Examples of service learning opportunities that teacher candidates engage in include working with developmentally delayed adults in a group living facility, serving the needs of low income children at a local Head Start program, and serving as literacy tutors in local elementary and middle schools, at a local Sudanese immigration center, and in the area settlement house where children who are recent immigrants to San Diego (at least five languages are spoken: Vietnamese, Laotian, Chinese, Spanish, and Filipino) are provided with support and language instruction. The service learning experiences are integrated with course objectives and involve critical reflection before and after experiences to process and deepen understanding. Combined with methodological instruction, service learning also enables teacher candidates to structure age appropriate service learning for their own students.

Institution/Program: University of San Diego

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The Learning & Teaching Program has initiated a new collaborative partnership in teacher training with the Chula Vista Elementary School District, and has invited the Sweetwater High School District to enter into a collaborative partnership as well. In addition, in the fall of 2001, we began the process of articulation with local community colleges as an outreach initiative. We have completed articulation agreements with five local community colleges for the Diversified Liberal Arts major, USD's approved subject matter program for the Multiple Subject Credential. Articulation efforts continue with the remaining regional community colleges. We have redesigned our teacher preparation program to conform to new state standards (SB 2042) and state Teacher Performance Expectations (TPE). This includes the development of a new assessment system focusing on teaching for understanding, which includes the addition of "centerpiece" performances of understanding. These performances are assessments that teacher candidates would negotiate collaboratively with the course instructors in each of their credential classes. These negotiated artifacts of understanding, along with the state's Teacher Performance Assessment and the program's evaluative assessments will be organized in the form of a portfolio for presentation at the completion of the program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.sandiego.edu/soe/programs/teacher.shtml

Institution/Program: **University of San Diego**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	336	336	0
Single Subject Candidates	153	153	0
Education Specialist Candidates	15	10	5
Totals	504	499	5

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	107	107	0
Single Subject Candidates	39	39	0
Education Specialist Candidates	0	0	0
Totals	146	146	0

Institution/Program: **University of San Diego**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2 2**	**0**	**0**

In Academic Positions with Rights and Responsibilities	9	0	0
In Non-Academic Positions without Rights and Responsibilities	13	0	0
Single Subject Programs	**9**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1		
Single Subject Programs	5 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **University of San Diego**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	20	800
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **University of San Diego**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**97**	**94**	**97%**	**97%**
Basic Skills				
CBEST	97	97	100%	100%
Aggregate	97	97	100%	100%
Professional Knowledge/Pedagogy				
RICA	65	62	95%	97%
Aggregate	65	62	95%	97%
Academic Content Areas				
English SSAT (01)	5	–	–	98%
Praxis II English	5	–	–	99%
Biology SSAT (04 + 05)	2	–	–	99%
Biology Praxis II (0233 + 0433)	2	–	–	94%
Science Praxis Test II	1	–	–	97%

Chemistry SSAT (04 + 06)	2	–	–	100%
Chemistry Praxis II (0242 + 0433)	2	–	–	100%
Geoscience SSAT (04 + 07)	1	–	–	94%
Social Science SSAT (03)	4	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	4	–	–	96%
Aggregate	14	14	100%	96%
Other Content Areas				
MSAT (0140 + 0151)	7	–	–	99%
Aggregate	7	–	–	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of San Francisco

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the mild/moderate handicapped specialist and the multiple and single subject CLAD/BCLAD emphasis credentials. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools. Consistent with the mission of the University, our programs aim to develop educational leaders who will work for justice for all people and who will shape a multicultural world with creativity, generosity and compassion.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The Mild/Moderate Education Specialist Credential Program, a two-year internship program, is housed in the Learning and Instruction Department. The curriculum is taught by faculty, doctoral students in Special Education and experts in modules aligned with school-year job demands. Upon completion of the 36-unit credential program, candidates are eligible to earn a Masters degree in Learning and Instruction by completing 6 additional units. As interns, candidates earn a full teacher's salary. Scholarship funds are available (Department of Education Training grant, AmeriCorps Education Awards program).

The Multiple and Single Subject CLAD/BCLAD (Spanish and Filipino) Credential Program is housed in the Teacher Education Department. These combined credential/masters programs vary in units depending on the options selected, but typically take two years. Masters options include the Master of Arts in Teaching, the Masters in Educational Technology, the Master of Arts in Teaching English as a Second Language and the Master of Arts in Catholic School Teaching. The curriculum focuses on foundational studies and emphasizes three core themes: philosophical inquiry into educational problems and practices, education as an instrument for promoting a more just society, and concern for the individual developmental needs of children and adolescents. Scholarship funds are available (Title VII grant and Teacher Education for the Advancement of a Multicultural Society program).

Institution/Program: University of San Francisco

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The Center for Teaching Excellence and Social Justice, headed by educator and author Herbert Kohl and staffed by USF faculty and eminent visiting scholars, continues to expand as it enters its second year. The Center provides support for the social justice initiatives of the Teacher Education Department, and recruits and supports credential candidates who show special interest and promise in becoming exemplary teachers in the progressive tradition. Beginning in 2000-2001, the Teacher Education Department began offering new masters options: Masters in Education Technology and Masters in Teaching English as a Second Language in collaboration with the International and Multicultural Education Department. In addition, a Reading Certificate program is planned that will be offered in 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.soe.usfca.edu/soe/TED/ted.html

Institution/Program: **University of San Francisco**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	248	248	0
Single Subject Candidates	62	62	0
Education Specialist Candidates	49	0	49
Totals	359	310	49

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	109	109	0
Single Subject Candidates	45	45	0
Education Specialist Candidates	49	0	49
Totals	203	154	49

Institution/Program: **University of San Francisco**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1 1**	**0**	**0**

In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Single Subject Programs	**11**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Education Specialist Programs	**0**	**40**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	40	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	32:1		
Single Subject Programs	32:1		
Education Specialist Programs		32:1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **University of San Francisco**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	720
Single Subject Programs	40	18	720
Education Specialist Programs	40	72	2,880

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	2

Institution/Program: **University of San Francisco**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**107**	**107**	**100%**	**97%**
Basic Skills				
CBEST	107	107	100%	100%
Aggregate	107	107	100%	100%
Professional Knowledge/Pedagogy				
RICA	99	99	100%	97%
Aggregate	99	99	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	65	65	100%	99%
Aggregate	65	65	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of Southern California

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the Rossier School of Education is to prepare educational leaders to use knowledge about diversity, learning and accountability to guide educational practices, so that all students in all educational settings attain their academic, societal and personal goals.

To fulfill its mission, the Rossier School of Education concentrates on four themes:

Learning represents the RSOE's core technical skill. The school's graduates have a deep understanding of the basic principles of how individuals learn and how what they learn is incorporated into their daily lives.

Diversity is the context within which educators operate, particularly in urban areas. The RSOE seeks to understand the specific strengths and needs of learners who differ in income, ethnicity, gender, language proficiency or disability and to insure that graduates incorporate such knowledge and skills into their practice.

Accountability comes from determining what should be learned and how well it has been learned. The RSOE addresses indicators of success such as systems coherence and support, evidence-based best practices, processes of continual improvement and organizational learning. The school's courses and faculty research help leaders understand who is accountable for what at each level of the system. Accountability also means professionals who are held accountable receive the resources necessary to be successful.

Leadership is 'how' the Rossier School of Education focuses on enhancing the skills and knowledge of people in the organization, creating a common culture of expectations, fostering productive relationships within the organization, and holding individuals accountable.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Program qualities, which contribute to program excellence of the RSOE, can be viewed in the school's fidelity to the following principles – extensions of its conceptual framework:

1. All children have the potential to learn rigorous content and achieve high standards.
2. Our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence and which nurtures their unique talents and creativity, and incorporates the diversity of their experiences into the learning process.
3. We will graduate teachers who can support the intellectual, social, emotional, moral and physical development of students, respond with flexibility and professional judgment; and actively engage them in their own learning so they can use and generate knowledge in effective and powerful ways.
4. We believe teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn.
5. We believe professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.
6. We believe teachers' professional development occurs during the course of an entire career.

Institution/Program: University of Southern California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

In an effort toward excellence and effectiveness, RSOE participated in a Futures Conference. Faculty, staff and community members convened for a three-day retreat to discuss present efforts and to propose goals for program and school renewal. Implementation of the ideas generated from the multiple perspectives represented at the conference has begun, and will continue to guide accomplishment of goals in the context of the presented mission statement.

Rossier School of Education's efforts toward excellence can also be observed in the vigorous implementation of Senate Bill 2042. Not only has the school adapted its program requirements to this new legislation, but has done so as an Early Adopter. As an Early Adopter Rossier School of Education has been chosen to provide a model of implementation of SB2042 Teacher Preparation Standards. Initiating and fulfilling this committed role has helped provide an opportunity for professional development for faculty and staff, a stronger foundation of teacher preparation for teacher candidates and ultimately greater learning outcomes for classroom students in partnering professional development schools.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.usc.edu/dept/publications/cat2000/education

Institution/Program: **University of Southern California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	182	182	
Single Subject Candidates	49	49	
Education Specialist Candidates	8	8	
Totals	239	239	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	53	53	
Single Subject Candidates	21	21	
Education Specialist Candidates	8	8	
Totals	82	82	

Institution/Program: **University of Southern California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**111**		

In Academic Positions with Rights and Responsibilities	3
In Non-Academic Positions without Rights and Responsibilities	108
Single Subject Programs	**5 4**
In Academic Positions with Rights and Responsibilities	0
In Non-Academic Positions without Rights and Responsibilities	54
Education Specialist Programs	**1 0**
In Academic Positions with Rights and Responsibilities	2
In Non-Academic Positions without Rights and Responsibilities	8

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 :1		
Single Subject Programs	2 :1		
Education Specialist Programs	1 :1		

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of Southern California

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	22	14	308
Single Subject Programs	27	14	385
Education Specialist Programs	35	7	245

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **University of Southern California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**83**	**78**	**94%**	**97%**
Basic Skills				
CBEST	83	83	100%	100%
Aggregate	83	83	100%	100%
Professional Knowledge/Pedagogy				
RICA	59	57	97%	97%
Aggregate	59	57	97%	97%
Academic Content Areas				
English SSAT (01)	4	–	–	98%
Praxis II English	4	–	–	99%
Korean SSAT (25)	1	–	–	100%
Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%

Spanish: Analysis Praxis II (0193)	1	–	–	90%
Math SSAT (02)	3	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Physics SSAT (04 + 08)	1	–	–	100%
Physics Praxis II (0262 + 0433)	1	–	–	100%
Aggregate	11	9	82%	96%
Other Content Areas				
MSAT (0140 + 0151)	12	11	92%	99%
Aggregate	12	11	92%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of the Pacific

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Gladys L. Benerd School of Education at the University of the Pacific prepares thoughtful, reflective practitioners at undergraduate, Master's, and doctoral degree levels for service to diverse school populations. School of Education faculty strive to research the needs of schools and communities and foster the intellectual and ethical development of professional education candidates through personalized learning experiences.

Our degree and credential programs in Multiple Subject, Single Subject, Mild/Moderate and Moderate/Severe Disabilities, and B/CLAD prepare candidates to teach all students in California schools. Single Subject content areas include English, Social Sciences, Mathematics, Sciences, Physical Education, Spanish, and Music. Undergraduate candidates complete a Liberal Studies major or a Single Subject content major, along with professional education coursework during a four-year bachelor's degree program. Graduate candidates can pursue an M.Ed. to complete a preliminary credential. All teacher education programs emphasize content expertise, pedagogical skills, especially with culturally diverse and special needs children and youth, instructional assessment skills, classroom technology skills, and commitment to teaching in public schools. Candidates benefit from field experiences and student teaching assignments in K-12 classrooms, primarily in ten school districts in the Stockton area of San Joaquin county. These schools reflect the richness and growth of ethnic, linguistic, and economic diversity in California's Central Valley. All programs in the School of Education, baccalaureate through doctorate, are accredited by the CCTC and NCATE.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

For Multiple Subject candidates, courses in Reading and Language Arts were held off -campus at a professional development school sponsored by the Comprehensive Teacher Education Institute (CTEI), a collaborative project with Lodi Unified School District. A University professor collaborated with K-6 teachers in Lodi in delivering lessons for candidates in Reading/Language Arts pedagogy, knowledge, and applied skills. Students were immediately able to observe and teach in classrooms at the school site prior to student teaching.

The CTEI Project also involved K-6 teachers and school administrators in Lodi with School of Education faculty members in developing rubrics for assessing the knowledge, skills, and dispositions of beginning teachers in the Project's professional development schools. NCATE standards for professional development schools were used to frame this work.

Liberal Arts faculty in the College of the Pacific and School of Education faculty collaborated to design courses in physics, geosciences, and mathematics that strengthened the knowledge base of undergraduate teacher education candidates in mathematics and in physical, environmental, and earth sciences. Newly designed courses provided lecture and laboratory exercises for applying the kinds of knowledge and skills defined in the California K-12 Content Standards.

Special Education faculty completed their design and documentation of courses and programs that met the required Level II standards for both the Mild/Moderate Disabilities Credential and the Moderate/Severe Disabilities Credential and that guided the School's professional development programs for special education teachers.

Institution/Program: University of the Pacific

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Liberal Arts and School of Education faculty continued collaboration to redesign teacher education programs in light of new state (SB2042) and NCATE 2000 standards. Faculty engaged in organizing knowledge, skills, and dispositions important to subject matter preparation and teacher education and redesigned the Liberal Studies major and teacher education courses.

The Multiple and Single Subject and Education Specialist Programs implemented technology projects supported by a Preparing Teachers for Tomorrow's Technology grant with ThinkQuest and other universities throughout the United States. Faculty integrated a "Guiding Partner Approach" and multi-media software and web-based assignments into selected courses in the Multiple Subject Liberal Studies major and teacher education programs.

Candidates and their supervisors implemented reflective lesson plans during directed teaching, using a CFASST designed protocol to aid formative assessment. Staff from Comprehensive Teacher Education Institute schools in the Lodi USD assisted in reviewing and implementing this protocol, which has been adopted for use with student teachers and interns in placements in area districts.

An early field experience course was held at selected K-12 school sites. Teachers and administrators presented to students, and students observed and assisted in their classrooms. Professional pedagogy courses in the Single Subject program met at a local high school, and teachers and administrators participated in course instruction.

The Level II program for the Education Specialist credentials was implemented to provide professional induction plans for advanced coursework and instruction in a professional portfolio.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.uop.edu/education

Institution/Program: **University of the Pacific**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	55	51	4
Single Subject Candidates	44	32	12
Education Specialist Candidates	11	9	2
Totals	110	92	18

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	22	4
Single Subject Candidates	18	6	12
Education Specialist Candidates	2	1	1
Totals	46	29	17

Institution/Program: **University of the Pacific**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**	**6**	

In Academic Positions with Rights and Responsibilities	5	5
In Non-Academic Positions without Rights and Responsibilities	1	1
Single Subject Programs	**8**	**7**
In Academic Positions with Rights and Responsibilities	7	6
In Non-Academic Positions without Rights and Responsibilities	1	1
Education Specialist Programs	**3**	**3**
In Academic Positions with Rights and Responsibilities	2	2
In Non-Academic Positions without Rights and Responsibilities	1	1

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	27 :1	
Single Subject Programs	15 :1	27 :1	
Education Specialist Programs	15 :1	27 :1	

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: University of the Pacific

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	32	10	320

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: **University of the Pacific**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**46**	**46**	**100%**	**97%**
Basic Skills				
CBEST	46	46	100%	100%
Aggregate	46	46	100%	100%
Professional Knowledge/Pedagogy				
RICA	24	24	100%	97%
Aggregate	24	24	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	5	--	--	99%
Aggregate	5	--	--	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Vanguard University of Southern California

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Vanguard University's Graduate Program in Education is authorized by the California Commission on Teacher Credentialing to offer a Multiple Subject CLAD Emphasis Credential, Single Subject CLAD Emphasis Credentials and a CLAD Certificate. Eligible students may apply their Vanguard University (VU)credential course work, or the CLAD Certificate course, toward the Master of Arts in Education. The program is dedicated to a highly personalized approach to teacher education and graduate training.

The mission of the Graduate Program in Education at Vanguard University is to provide a supportive and reflective community in which teachers develop the skills, techniques and professional knowledge base necesssary to empower ALL students to reach their highest spiritual, intellectual, and physical potential.

The Superintendent of Schools of a large urban district in Orange County recently commented, "What I love about teachers from Vanguard University is that they see teaching as a calling, and not just a job." This sense of calling permeates all aspects of teacher preparation at VU. Our institution is committed to preparing candidates to teach in schools with highly diverse student populations, such as those in our partner school districts.

In his inaugural address to the Vanguard community in September 2000, Vanguard University President, Dr. Murray Dempster, demonstrated his, and the institution's profound commitment to teacher preparation. He highlighted the work of VU's graduate Bonnie Brigman, Teacher of the Year for the Newport-Mesa Unified School District, and with her the hundreds of VU teachers throughout the State, all who believe that "to teach a child is to touch a life forever".

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Vanguard University offers students a community of support, personal attention, and challenging preparation for their calling to teach. Our belief is that every child is precious, full of potential, worthy of our best efforts, and capable of becoming thriving, contributing members of a colorful, culturally-diverse world. These core attributes and beliefs create the environment in which candidates can blossom and grow as they recognize their own worth and promise.

Candidates also find strong mutual support, since they travel as a cohort, developing strong collaborative relationships with their peers throughout their professional training. This strong mutual support is fostered and encouraged by Vanguard University faculty. The faculty includes outstanding scholar practitioners with doctoral degrees and excellent records of accomplishment.

Vanguard University's Teacher Education Advisory Council (TEAC), made up of teachers and administrators in local partner school districts, offers outstanding guidance to the program on issues of program quality and candidate preparation. Our University Supervisors and adjunct faculty members are of the highest quality. Our partnerships with local school districts are strong and continually growing.

Institution/Program: Vanguard University of Southern California

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Over the past year, Vanguard University's Education faculty and staff, in collaboration with partner district personnel and TEAC members, have undertaken a continuous improvement process meant to reassess the content of the teacher preparation curriculum and the process of candidate assessment. The Vanguard University team has taken important steps to align program content with the California Standards for the Teaching Profession(CSTP), such that all courses and all assessments are now rooted in the CSTP. This process enabled the Graduate Program in Education to respond effectively to the SB2042 CCTC Accreditation Standards which are likewise rooted in the CSTP and which will include a required Teaching Performance Assessment.

Vanguard University is committed to a continuous improvement process wherin all aspects of the program are examined on an on-going basis in dialogue with school and district partners to assure that candidates are receiving the strongest possible preparation for their calling to teach.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.graded.vanguard.edu

Institution/Program: **Vanguard University of Southern California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	41	41	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	0	0	0
Totals	56	56	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	26	0
Single Subject Candidates	9	9	0
Education Specialist Candidates	0	0	0
Totals	35	35	0

Institution/Program: **Vanguard University of Southern California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**0**	**0**

In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Single Subject Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18:1		
Single Subject Programs	18:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Vanguard University of Southern California

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	25	16	400
Single Subject Programs	25	16	400
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **Vanguard University of Southern California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**34**	**31**	**91%**	**97%**
Basic Skills				
CBEST	34	34	100%	100%
Aggregate	34	34	100%	100%
Professional Knowledge/Pedagogy				
RICA	24	21	88%	97%
Aggregate	24	21	88%	97%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Westmont College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Within the Christian liberal arts context, the Westmont teacher education program strives to develop reflective teachers who meet the needs of all learners through integrated and balanced instruction, who embrace the moral dimensions of teaching, and who desire to grow professionally.

DEFINING PRESUPPOSITIONS OF TEACHER EDUCATION AT WESTMONT COLLEGE

Teacher Education is a developmental process. Both learning and teaching are developmental in nature. Therefore, learning experiences must be meaningful and must intentionally contribute to the learner's lifelong cognitive, moral and personal development.

Teacher Education should be reflective, integrational and balanced in nature. The best teachers are the best learners. They are able to make their own and their students' intellectual scaffolding. They do not throw aside time tested strategies as new approaches appear on the horizon, but rather evaluate and integrate to achieve an effective balance.

Teacher Education must embrace all learners. Effective teachers recognize that they are called to meet the needs of all the students in their classroom regardless of ethnic, linguistic, racial, socioeconomic diversity and special needs.

Teacher Education must embrace the moral dimensions of teaching. Teaching is essentially a moral endeavor. An effective teacher needs a personal sense of vocational calling. She/He must be motivated by a sense of passion for teaching/learning and be concerned with shaping an ethical community within the classroom and the school environment.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

PROGRAM DISTINCTIVES OF TEACHER EDUCATION AT WESTMONT COLLEGE
Small is good:

Teacher Education at Westmont is characterized by a small full time faculty who share responsibility for advising, teaching core curriculum and supervising student teachers. Cohorts of candidates are small as well, never more than 30 to 35 in the one year program.

Connectedness is essential:

Because the department is small, the faculty can provide connectedness in the following ways:
--The Education Department is coherently connected to the College as a whole and finds the context of the Christian liberal arts an effective, supportive growing ground for teacher education.
--Faculty in teacher preparation have chosen to work as a team. We see ourselves, not as researchers and specialists, but as practitioners, generalists and team players modeling the kind of collaboration and support needed in public school faculty. We also work as a team in reviewing and evaluating work of candidates and can intervene quickly with assistance and personalized help and direction.
--We intentionally provide a common central focus for teacher education based upon our shared presuppositions. We integrate our coursework emphasizing meaningful connections to presuppositions and across the curricular components. Our purpose is to provide candidates with tools needed to survive their first years of teaching and begin their growth toward becoming expert professional teachers.
--We strive to develop a sense of supportive community among cohorts of students who come to know one another well. This helps to engender a secure environment in which risk taking is less threatening.

Institution/Program: **Westmont College**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **Westmont College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	16	16	0
Single Subject Candidates	2	2	0
Education Specialist Candidates	0	0	0
Totals	18	18	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	14	14	0
Single Subject Candidates	2	2	0
Education Specialist Candidates	0	0	0
Totals	16	16	0

Institution/Program: **Westmont College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**	**0**	**0**

In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1		
Single Subject Programs	15:1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Westmont College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	16	560
Single Subject Programs	35	19	665
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: Westmont College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**15**	**15**	**100%**	**97%**
Basic Skills				
CBEST	15	15	100%	100%
Aggregate	15	15	100%	100%
Professional Knowledge/Pedagogy				
RICA	12	12	100%	97%
Aggregate	12	12	100%	97%
Academic Content Areas				
Biology SSAT (04 + 05)	1	–	–	99%
Biology Praxis II (0233 + 0433)	1	–	–	94%
Aggregate	1	–	–	96%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Whittier College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Whittier College, nationally recognized for its outstanding liberal arts curriculum, has a tradition of excellence in the preparation of teachers and school administrators. Undergraduates seeking to prepare for teaching careers develop subject matter expertise by completing a high quality academic major and an interdisciplinary liberal education curriculum. At both the undergraduate and graduate levels, an in-depth study of various pedagogical issues as well as theoretical and philosophical perspectives occurs within the context of the liberal arts.
Whittier College's education programs include an undergraduate minor in education, graduate credential, and Master of Arts in Education degree programs. Currently, the college offers the following Preliminary and Professional Clear teacher credential preparation programs: (1) Multiple Subject CLAD emphasis and (2) Single Subject CLAD certificate.
Teacher education programs at Whittier College are grounded in a set of guiding principles. Among others, these include commitments to: (1) developing a constructivist approach to learning and teaching; (2) valuing cultural and linguistic diversity and supporting all students' learning; (3) establishing a climate which promotes fairness and respect, along with both independent and group learning; and (4) growing professionally by continually reflecting on oneís practice and pursuing other opportunities for learning.
Teacher preparation programs at Whittier College are strongly supported by fieldwork experiences in local schools. Many of the program graduates choose to remain in the greater Los Angeles area serving children and youth in socio-economically, ethnically, and linguistically diverse communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Intensive and varied fieldwork experiences are embedded in all Whittier College teacher preparation coursework. Typical experiences include tutoring individual children in literacy skills; working with individuals and small groups of children in an after-school computer-based program; conducting interviews with students and families with respect to language and cultural issues; and observing and working in elementary and secondary classrooms. Broadoaks, a campus demonstration school renowned for its developmental program, provides additional opportunities for observation and supervised practice to both undergraduate and graduate students. Given the small size of teacher preparation classes and the commitment of full-time faculty to teach and supervise pre-professional fieldwork, Whittier College teacher candidates have high quality professional preparation experiences that closely connect theory and practice.

Cross-cultural perspectives are central to Whittier College's mission. A hallmark of the institution's programs is the diversity represented in our student body. Among teacher candidates, there are numerous ethnically and linguistically diverse, first-generation college students who are readily able to serve as role models to K-12 students with respect to emphasizing the value of education. A respect for diversity is also highlighted in departmental standards, which complement the current California Standards for the Teaching Profession. Throughout course work, field experiences, and student teaching, candidates are expected to demonstrate (1) respect for diverse perspectives;(2) commitment to fostering learning; and (3) equitable behavior toward all of the school community.

Institution/Program: **Whittier College**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Integration of technology as a tool for learning and teaching has been integrated into all professional teacher preparation courses.

We have established closer relationships with our intern program partners in the East Los Angeles Region to expand professional development programs for interns and their site supervisors.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.whittier.edu

Institution/Program: Whittier College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	107	74	33
Single Subject Candidates	40	40	0
Education Specialist Candidates	0	0	0
Totals	147	114	33

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	64	31	33
Single Subject Candidates	14	14	0
Education Specialist Candidates	0	0	0
Totals	78	45	33

Institution/Program: **Whittier College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**9**	**0**

In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	8	8	0
Single Subject Programs	**2**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :1	4 :1	
Single Subject Programs	7 :1		
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Whittier College

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	35	18	630
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: Whittier College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**70**	**67**	**96%**	**97%**
Basic Skills				
CBEST	70	70	100%	100%
Aggregate	70	70	100%	100%
Professional Knowledge/Pedagogy				
RICA	56	53	95%	97%
Aggregate	56	53	95%	97%
Academic Content Areas				
English SSAT (01)	1	–	–	98%
Praxis II English	1	–	–	99%
Aggregate	1	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	24	24	100%	99%

Aggregate	24	24	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Compton Unified School District

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Compton Unified School District Alternative Certification Program prepares educators to successfully teach culturally and linguistically diverse students in urban school settings. As part of this mission, the program has adopted the statement below:
With the guidance and support of their instructors and supervisors, all interns will work towards achieving these goals:

- -Skill in providing equal opportunities for all children
- -Sensitivity toward and effectiveness with learners from diverse cultural and linguistic backgrounds
- -Appropriate and creative use of collaboration among learners
- -Emphasis on an integrated curriculum that taps into higher order cognitive skills
- -Meaningful, authentic curriculum and assessment for all students
- -Engagement in reflective practices
- -Knowledge of theory and research that informs good teaching

The overarching goal of the Compton Unified School District Alternative Certification Program is to enable teachers to facilitate the learning and development of all learners with emphasis on strategies that are effective in urban, multicultural, and multilingual settings.
The CUSD District Alternative Certification Program is designed to provide an alternate route to certification for the District's teachers. It is an accelerated program offering a blend of theory and practice and support. The District currently employees 1353 teachers in K-12 classrooms; of this number, 851 teachers do not have a credential. The constant attrition rate has created a serious need for alternatvies to credentialing. The District currently sponsors the entire program for the interns to facilitate the process of providing credentialed teachers for our students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

In the 2000-2001 school year, all interns in the District Alternative Certification Program received excellent training in literacy. In addition to the two courses in the Professional Development Plan designed to teach interns how to design and implement a balanced literacy program in a linguistically and culturally diverse classroom, interns in their second year of the program received two weeks of intensive preparation for the RICA examination. The results of this training include successful passage rates of the RICA exam and quality instruction in the interns' classrooms as demonstrated by principal evaluations and coordinator observations.

The small size of each intern cohort group provided for support and instruction on an individual basis. Additionally, the program coordinator was available to each intern to provide individualized assistance in planning and instruction. The District’s forcus is on literacy; therefore the coordinator worked closely with the Office of Curriculum and Instruction to ensure that interns were able to attend as many in-service and staff development sessions as possible regarding content area instruction.

Institution/Program: Compton Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

The District Alternative Certification Program plans to implement the new state standards for Technology and English Language Learners in the coming year. Candidates can expect to participate in intensive technology training sessions taught by District employees. Additionally, all interns will receive district e-mail accounts and technological equipment for use during their two-year professional development plan.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **Compton Unified School District**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	34		34
Single Subject Candidates			
Education Specialist Candidates			
Totals	34		34

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	34		34
Single Subject Candidates			
Education Specialist Candidates			
Totals	34		34

Institution/Program: **Compton Unified School District**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**1 6**

In Academic Positions with Rights and Responsibilities	16
In Non-Academic Positions without Rights and Responsibilities	
Single Subject Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			2 :1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Compton Unified School District

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	3	60
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Compton Unified School District**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**11**	**11**	**100%**	**97%**
Basic Skills				
CBEST	11	11	100%	100%
Aggregate	11	11	100%	100%
Professional Knowledge/Pedagogy				
RICA	11	11	100%	97%
Aggregate	11	11	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	8	--	--	99%
Aggregate	8	--	--	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Long Beach Unified School District

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The District Bilingual Intern/District Intern Program has a significant role in the Long Beach Unified School District. As an alternative certification program, our primary mission is to prepare interns to become competent teachers who can ensure the educational success of all students by having high expectations, a commitment to student achievement, and the knowledge and skills to promote each child's positive self-esteem in a culturally and linguistically diverse society. The program trains teachers to effectively educate students in urban, culturally and lingusitically diverse classrooms. Second language learning methodologies and strategies are essential elements in the overall design of the program. Through a two year Professional Development Program, participants acquire the knowledge and skills required for teaching in an elementary or middle school core classroom. The two year program begins with an intensive 120 hour practicum and orientation. The selected candidates must meet all of the requirements established by the Commission, as well as district standards. Site administrators serve as Supervisors for all District Interns. As one of their duties, they supervise and evaluate each intern assigned to his/her school. Candidates selected for this program pursue a Multiple Subject Professional Clear Credential with the BCLAD emphasis or a basic Multiple Subject Professional Clear with the CLAD added at a later date. The Long Beach DBI/DI Program was developed in consultation with Institutions of Higher Education, the Office of Curriculum, and Human Resource Services.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The quality of instruction and content matter continues to be a critical element for the success of the interns and the program. The DBI/DI Program has consistently responded to critical feedback in order to improve both of these areas. As a result, changes were made in order to improve the quality of the Pre-Service training. Reclassified Pre-Intern participants receive differentiated instruction during their Pre-Service. This allows for more in-depth training for the interns and less duplication of content. In addition, in keeping with the district's overall plan to have all teachers trained in the Essential Elements of Effective Instruction, the District Bilingual Intern/District Intern Pre-Service instructional program embedded elements of EEEI. The rationale for starting at the Pre-Service level was to better prepare interns, from the beginning, to understand and utilize appropriate strategies that are essential for effective instruction.

Institution/Program: Long Beach Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

A new initiative that contributed to the success of the program was the implementation of the differentiated Pre-Service for reclassified Pre-Interns. This new program design offered an opportunity to provide more in-depth course work for those participants that were entering with prior teaching experience. The instructor's main objectives were to incorporate more long range planning opportunities, and to introduce the critical components of the Essential Elements of Effective Instruction. As a result, the reclassified interns, as well as the new interns, received a more comprehensive Pre-Service instructional program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://lbusd.k12.ca.us

Institution/Program: **Long Beach Unified School District**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	16		16
Single Subject Candidates			
Education Specialist Candidates			
Totals	16		16

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	16		16
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	16		16

Institution/Program: **Long Beach Unified School District**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**1 6**

In Academic Positions with Rights and Responsibilities	16
In Non-Academic Positions without Rights and Responsibilities	

Single Subject Programs

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Education Specialist Programs

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			1 :1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Long Beach Unified School District

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Long Beach Unified School District**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**16**	**15**	**94%**	**97%**
Basic Skills				
CBEST	16	16	100%	100%
Aggregate	16	16	100%	100%
Professional Knowledge/Pedagogy				
RICA	15	14	93%	97%
Aggregate	15	14	93%	97%
Other Content Areas				
MSAT (0140 + 0151)	9	--	--	99%
Aggregate	9	--	--	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Los Angeles Unified School District

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Los Angeles Unified School District elected to participate in the District Intern Program as an alternate form of teacher preparation because of the continuing shortage of fully qualified teachers in certain subject areas and with recognition that colleges and universities are currently unable, for several reasons, to produce the numbers of teachers needed to meet our staffing needs. This program addresses the declining pool of fully trained teachers and increasing student populations while providing new and innovative recruitment and training techniques.

The mission of the District Intern Program is to prepare urban public school teachers to effectively educate all students so that each contributes to and benefits from our diverse society. To that end the teachers completing the program will be:

**Committed to their diverse student population
**Effective instructional decision makers
**Cognizant of each individual student's strengths, abilities, and needs
**Dedicated to the concept that the human system is open to change throughout all developmental stages
**Reflective about their practice

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

It has been the aim of the Los Angeles Unified School District to implement an alternative approach to training teachers that would provide relevant and focused course work, guidance and support that prepares the new teacher adequately for the classroom realities of teaching. The District has continued to review the program in an effort to improve and address District staffing needs. The program has been updated each year to include the newest strategies, teaching techniques and research on Cognitive Learning Theory. These modifications are made to ensure that the teachers participating in this program receive cutting-edge training that is aligned with the most current research and legislative mandates.

Interns participate in a two or three year training program that is delivered through a professional development model and includes classroom lectures, observations, development of lessons, development and maintenance of portfolios and journals, projects, discussions and discussion groups, and development of thematic units. The participants are grouped in grade-level or task-specific groups/cohorts and are supported by their class instructors, mentors, site administrators, buddy teachers, start-up coaches and their peers, in collegian groups.

Institution/Program: Los Angeles Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.lausd.k12.ca.us/

Institution/Program: **Los Angeles Unified School District**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	817	0	817
Single Subject Candidates	196	0	196
Education Specialist Candidates	52	0	52
Totals	1,065	0	1,065

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	817	0	817
Single Subject Candidates	196	0	196
Education Specialist Candidates	52	0	52
Totals	1,065	0	1,065

Institution/Program: **Los Angeles Unified School District**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**0**	**0**	**817**

In Academic Positions with Rights and Responsibilities	0	0	817
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**0**	**196**
In Academic Positions with Rights and Responsibilities	0	0	196
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**52**
In Academic Positions with Rights and Responsibilities	0	0	52
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			1 :1
Single Subject Programs			1 :1
Education Specialist Programs			1 :1

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Los Angeles Unified School District

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	N/A	N/A	N/A
Single Subject Programs	N/A	N/A	0
Education Specialist Programs	N/A	N/A	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

Institution/Program: **Los Angeles Unified School District**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**388**	**387**	**100%**	**97%**
Basic Skills				
CBEST	388	388	100%	100%
Aggregate	388	388	100%	100%
Professional Knowledge/Pedagogy				
RICA	386	385	100%	97%
Aggregate	386	385	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	385	385	100%	99%
Aggregate	385	385	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Ontario-Montclair Unified School District**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Ontario-Montclair School District (OMSD) Intern Academy is an alternative way to earn a California teaching credential. At the end of the two-year program, candidates who have successfully completed all requirements, exams and course work are recommended to the California Commission on Teacher Credentialing for a Professional Clear Multiple Subjects Credential by the Board of Trustees.

The mission of OMSD is to guarantee all students a quality education through a commitment to excellence. The OMSD Intern Program strives to recruit, educate, and certify teachers who can effectively meet the needs of ever-changing culturally and linguistically diverse populations. Participants acquire the knowledge, skills and professional attributes, to satisfy credentialing requirements, through an integrated collegial support system, which reflects a balance between theoretical and practical aspects of teaching.

The district is the second largest elementary district in California with 26,400+ students. Each year the enrollment increases approximately 500 hundred students. Ethnicity includes: American Indian, Asian, Pacific Islander, Filipino, Hispanic, Black and White with 53% classified as limited English proficient.

The OMSD Intern academy was fully accredited by CCTC in January, 2001. This affordable alternative credentialing route is for teachers who desire a different way to become an effective teacher. Interns have the opportunity to apply what they learn as they learn instead of waiting until the completion of their program.

Interns are hired and responsible for multiple subjects, self contained teaching assignments. Interns who are selected for OMSD Intern Academy earn full salaries and benefits.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

"Pre-Service: Intro to the Teaching and Learning Process" consists of 60 hrs coursework and 60 hrs of supervised fieldwork with a goal to provide interns with pedagogical knowledge and skills needed to beginn teaching. Coursework is a balance of theory and application. Field experiences is done with effective master teachers, observing and becoming familiar with curriculum, participating in assessing student work and assuming responsibility for as much of the teaching as possible. Master teachers provide feedback and coaching. Upon successful completion of Pre-Service, interns begin the fully accredited two-year teacher credentialing program.

The program consists of 32 semester units of coursework composed of pedagogical knowledge, skills, and strategies necessary to meet the needs of all students. The program is aligned with the California Standards for the Teaching Profession. Interns earn 10 semester units, "Practice in Teaching" activities, applying concepts and skills addressed in the courswork. All instructors possess appropriate qualifications for the courses they teach.

A system of support is provided: master teachers, support providers, assessment coaches and instructors.

Interns create a porfolio, integrating theoretical and pedagogical concepts introduced in courses. The interns portfolio serves as record of progress in Academy courswork, in meeting the CCTC Credential Standards and Teacher Peformance Expectations. It also provides the structure for the "Practice in Teaching" course requirements.

Institution/Program: **Ontario-Montclair Unified School District**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **Ontario-Montclair Unified School District**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	66		66
Single Subject Candidates			
Education Specialist Candidates			
Totals	66		66

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	66		66
Single Subject Candidates			
Education Specialist Candidates			
Totals	66		66

Institution/Program: **Ontario-Montclair Unified School District**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**2**

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	2
Single Subject Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			33 :1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **Ontario-Montclair Unified School District**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Ontario-Montclair Unified School District**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**20**	**20**	**100%**	**97%**
Basic Skills				
CBEST	20	20	100%	100%
Aggregate	20	20	100%	100%
Professional Knowledge/Pedagogy				
RICA	20	20	100%	97%
Aggregate	20	20	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	13	13	100%	99%
Aggregate	13	13	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Orange County Consortium District Intern Program

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Orange County Department of Education District Intern Program serves a consortium of school districts by offering a two-year alternative Multiple Subject Credential program. The program's mission is to educate novice teachers to become reflective practitioners committed to continual professional growth and the integration of current theory and best practices to foster the academic, social, and emotional development of all their students. Intern teachers are supported and instructed by a community of professional educators including course instructors, practicum supervisors, an academic advisor, a school-based peer coach, a principal, and a district human resource administrator. The program 's clientele is mainly from traditionally underrepresented groups in the teaching profession such as Latinos and males.

The intern teachers join a cohort taking coursework together over four semesters and one summer session. The intern's teaching practice is supervised for three semesters. Weekly consultation occurs with the intern's peer coach at the school site. A professional portfolio addressing the California Standards for the Teaching Profession is required and interns present their portfolio to an exit panel of educators. The program offers preparation for taking the RICA (Reading Instruction Competence Assessment) and three CLAD (Crosscultural, Language, and Academic Development) exams to qualify for CLAD certification.

Consortium school districts accept course credit toward salary increments and invests in the intern teacher by providing a financial contribution for the peer coach compensation and six release days over the two-year period to observe exemplary teaching and to prepare their professional portfolio.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The Orange County Department of Education District Intern Program strives to be a client-centered credential program. The coursework and supervision are specifically designed to blend theory and practice for the novice teacher while maintaining a professional standards-based curriculum. The program is small and can customize the support to meet the individual needs of our teacher clients. This includes adjusting the schedule to meet the demands of working teachers and flexing with deadlines that conflict with teaching duties such as parent conferences and year-round school cycles. Beyond the coursework offered, intern teachers attend intensive test preparation classes and tutorial reviews for the state-required examinations.

The faculty and staff provide a team approach for the support and education of each intern teacher. This support network, coordinated by the advisor, monitors the intern's academic and professional growth. The advisor works with the practicum supervisor, peer coach, school principal, and human resource administrator as a team. When needed, the team assembles to discuss the progress and challenges facing the intern teacher and facilitates any interventions and individualized response to the situation.

The program's faculty,which are all part-time employees, consists of a blend of practitioners, including National Board Certified Teachers, and university adjunct faculty. Current teachers and administrators provide the rich experiences of the current realities of the classroom and school with the professional practitioner perspective. The university adjunct faculty contributes the depth and breadth of the theoretical knowledge base and a research-oriented perspective.

Institution/Program: Orange County Consortium District Intern Program

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Since last year, a university-based external evaluator conducted a program evaluation study of the District Intern Program's first graduates, their principals, peer coaches, and practicum supervisors. Using confidential surveys, interviews, and focus groups, the study addressed this question: How well did the program support its first cohort of intern teachers in meeting program goals and aspirations?

Seventy-five percent of the interns rated the overall program "excellent" or "good". Ninety percent of interns responded "very prepared" or "prepared" in five of the six domains of the California Standards of the Teaching Profession. Seventy-five percent of intern teachers responded "very prepared" or "prepared" in the assessment of student learning domain. Eighty-six percent of principals rated their interns as "very prepared". Intern teachers identified these program strengths: personal support, reasonable tuition, convenience of class locations, quality instructors, and weekly class meetings.

The study revealed that the District Intern Program contains all five elements of an effective alternative certification program: strong academic coursework, field-based, cohort model, support and mentoring, and collaboration (Feistreitzer, 1999).

Currently, faculty teams are collaborating to realign all coursework and practicum to address the new state teacher preparation program standards. Four key strands of learning will be woven throughout the curriculum: literacy, English language learning, assessment, and technology.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ocde.k12.ca.us/opportunityknocks/institute4.html

Institution/Program: **Orange County Consortium District Intern Program**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	31		31
Single Subject Candidates			
Education Specialist Candidates			
Totals	31		31

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	31		31
Single Subject Candidates			
Education Specialist Candidates			
Totals	31		31

Institution/Program: **Orange County Consortium District Intern Program**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**1 1**

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	11
Single Subject Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			10 :1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **Orange County Consortium District Intern Program**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Orange County Consortium District Intern Program**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**16**	**16**	**100%**	**97%**
Basic Skills				
CBEST	16	16	100%	100%
Aggregate	16	16	100%	100%
Professional Knowledge/Pedagogy				
RICA	16	16	100%	97%
Aggregate	16	16	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	15	15	100%	99%
Aggregate	15	15	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Project IMPACT - San Joaquin County Office of Education**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Project IMPACT is a district intern program sponsored by San Joaquin County Office of Education in partnership with 31 school districts in and around San Joaquin County. School districts vary from single school rural districts to large unified urban districts. Participation ranges from one intern or pre-intern to more than 100 within a district. IMPACT provides training for both multiple and single subject teacher candidates.

The majority of teacher candidates within this program are recruited from the communities they serve and are often more mature than the typical college student. Many are changing careers to pursue teaching. IMPACT has also attracted a large population of under-represented minority candidates, as well as a higher proportion of men interested in teaching elementary school. All candidates within the IMPACT program are interested in teaching in hard-to-staff schools including underperforming urban schools.

The goal of Project IMPACT is to support and train the best teachers for San Joaquin's classrooms. This is accomplished by attracting highly motivated, qualified candidates and providing them with intensive support, individualized coaching, and extensive coursework. They participate in 120 hours of preservice training prior to their internship. Concurrent with their teaching assignment, candidates attend 2 years of coursework (approx. 350 hours); they are observed and coached by a supervisor a minimum of twenty times within their first year, ten times within their second year. Additionally, they are supported by an on-site peer, and placed in cohort groups with other interns.

Interns within the Project IMPACT program become excellent teachers for the diverse students living in our area.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

1. Support: Candidates are provided with multiple layers of support. These include the assignment of an on-site peer coach, a practicum supervisor from the program, and currently practicing faculty members. Candidates are also placed in cohort groups providing an additional support structure.

Cohort groups provide the final structure for support and potentially the most important. Students attend all courses together and provide the support to each other needed to succeed in such an intensive program. There is a strong link between teaching efficacy and cohort support. We feel that the cohort structure in place in Project IMPACT is a key ingredient to candidate success. Intern survey data aligns with this.

2. There is a committment on the part of all partners to assist in the growth and development of interns. All parties work together to provide candidates with opportunities to learn.

3. Instruction. Courses are predominately taught by K-12 teachers. This provides candidates with access to expert teachers who apply theory everyday. Five faculty members are current or former Teachers of the Year and all have at least Masters degrees. The faculty is representative of the diverse ethnicities and cultures found in our community. IMPACT interns also receive more coursework than in traditional programs. The attend approximately 350 hours of coursework concurrent with their classroom assignment.

Institution/Program: **Project IMPACT - San Joaquin County Office of Education**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://

Institution/Program: **Project IMPACT - San Joaquin County Office of Education**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	168		168
Single Subject Candidates			
Education Specialist Candidates			
Totals	168		168

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	168		168
Single Subject Candidates			
Education Specialist Candidates			
Totals	168		168

Institution/Program: **Project IMPACT - San Joaquin County Office of Education**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**4 0**

In Academic Positions with Rights and Responsibilities	40
In Non-Academic Positions without Rights and Responsibilities	

Single Subject Programs

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Education Specialist Programs

In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			12 :1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **Project IMPACT - San Joaquin County Office of Education**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Project IMPACT - San Joaquin County Office of Education**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**59**	**59**	**100%**	**97%**
Basic Skills				
CBEST	59	59	100%	100%
Aggregate	59	59	100%	100%
Professional Knowledge/Pedagogy				
RICA	59	59	100%	97%
Aggregate	59	59	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	47	47	100%	99%
Aggregate	47	47	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Project Pipeline**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Project Pipeline's mission is to provide eligible individuals an affordable and convenient way to earn a California teaching credential.

Project Pipeline serves as a means for school districts to develop their teacher pool by allowing eligible individuals to become teacher interns, and earn at least a first year teacher salary, as they learn required credentialing coursework and gain on-the-job experience through T.E.A.C.H. (Teacher Education Alternative Certification and Hiring) the collaborative district intern program.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

Project Pipeline is a two-year teacher credentialing program that allows the participant to teach full-time at one of twenty-four participating school districts in either Sacramento, Alameda or Contra Costa counties. The program has a focused recruitment campaign that aggressively recruits candidates who are proficient in mathematics, science and English as well as candidates from under-represented ethnic minority groups. A cohort of interns take their courses in the evening and weekends and are taught by well-regarded professors and practitioners active in the field of education. Interns teach with the assistance and guidance of qualified mentor teachers and supervisors who are veterans in the teaching field. Upon completion of the credentialing requirements of the program, an intern earns a California Professional Clear single or multiple subject teaching credential (awarded by the California Commission on Teacher Credentialing). The program qualities are: 1) Ninety-five percent of the participants remain in the classroom after five years, mostly in the urban city school to which they were originally assigned; 2) There is a strong advocacy from the staff, instructors and supervisors for the new teachers to succeed; 3) Structured teaching practices are deemed essential in Project Pipeline for preparation of new teachers; 4) The students are cohorted together for the entire two year program. They work together in teams and gain guidance from each other; 5) Mentoring is actively practiced through all the levels of Project Pipeline. The staff have strong people skills and are encouraged to bring out the best attitudes from the intern teachers.

Institution/Program: **Project Pipeline**

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Plans for the future include revising all syllabi and courses needed by teacher candidates to meet the new credentialing requirements established with the passage of SB 2042.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.projectpipeline.org

Institution/Program: **Project Pipeline**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	70	0	70
Single Subject Candidates	49	0	49
Education Specialist Candidates	0	0	0
Totals	119	0	119

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	70	0	70
Single Subject Candidates	49	0	49
Education Specialist Candidates	0	0	0
Totals	119	0	119

Institution/Program: **Project Pipeline**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**8**

In Academic Positions with Rights and Responsibilities	3
In Non-Academic Positions without Rights and Responsibilities	5
Single Subject Programs	**8**
In Academic Positions with Rights and Responsibilities	2
In Non-Academic Positions without Rights and Responsibilities	6
Education Specialist Programs	
In Academic Positions with Rights and Responsibilities	
In Non-Academic Positions without Rights and Responsibilities	

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			16 :1
Single Subject Programs			16 :1
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: Project Pipeline

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	

Institution/Program: Project Pipeline

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**52**	**52**	**100%**	**97%**
Basic Skills				
CBEST	52	52	100%	100%
Aggregate	52	52	100%	100%
Professional Knowledge/Pedagogy				
RICA	33	33	100%	97%
Aggregate	33	33	100%	97%
Academic Content Areas				
English SSAT (01)	4	–	–	98%
Praxis II English	4	–	–	99%
Spanish SSAT (10)	1	–	–	98%
Spanish: Skills Praxis II (0192)	1	–	–	96%
Spanish: Analysis Praxis II (0193)	1	–	–	90%

Math SSAT (02)	3	–	–	99%
Math Praxis II (0063 + 0064)	3	–	–	93%
Social Science SSAT (03)	1	–	–	99%
Soc. Studies Praxis II (0082 + 0083)	1	–	–	96%
Aggregate	9	–	–	96%
Other Content Areas				
MSAT (0140 + 0151)	22	22	100%	99%
Business SSAT (15)	1	–	–	100%
Aggregate	23	23	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2000-2001 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Diego City Unified School District

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

San Diego City Schools Elementary Bilingual District Intern Program is an alternative certification program for the training of elementary bilingual English-Spanish speaking teachers.

Bilingual candidates, who are selected for the Elementary Bilingual District Intern Program, have an opportunity to earn full-time salaries and benefits as elementary teachers in bilingual classrooms while pursuing a district sponsored, two-year professional development plan.

Upon completion of the two-year professional development plan, the district recommends the intern graduate for a California Multiple Subjects Credential with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2000-2001

The Bilingual District Intern Program provides support for the intern teachers in the following ways:

1. The intern candidates participate in 212-hour Preservice during the months of June and August, prior to their classroom assignment. This intensive training includes 112 hours of training and a three-week, 100-hour bilingual classroom practicum with a permanent, exprienced bilingual teacher. The cooperating teacher observes lessons and provides immediate feedback for the intern.

2. The interns enter the intern program as a cohort, and remain as a cohort in the program for the duration of five semesters. The cohort meets weekly during the coursework. Weekly seminar time is used for problem-solving, portfolio assignments and program updates.

3. Interns attend classes weekly for five semesters in order to earn district credit.

4. San Diego City Schools releases full-time classroom teachers to assist and coach the interns. The ratio of support provider to intern is 1:5 in the first year of the program, and 1:8 in the second year. Support providers observe instruction and give immediate feedback to the interns in order to improve their practice. Student work is analyzed with the support provider and instruction is modified to meet the learners' needs. This relationship changes in the second year of the internship as the support provider serves as an advisor during the professional portfolio development process. As a teacher peer, the support provider discusses and reflects with the intern, their professional goals, strengths and areas for improvement.

Institution/Program: San Diego City Unified School District

Part A (continued):

Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2000-2001

Teacher quality is the most crucial standard for hiring teachers to work for the San Diego Unified School District. Interns are expected to excel as bilingual classroom teachers as well as in their teacher preparation courses. It is a demanding program that requires maturity and dedication from its participants. The Bilingual Intern Program has recently implemented a rigorous selection and evaluation process for its interns in order to insure that only the best teachers are credentialed to teach bilingual students.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.sandi.net/beca

Institution/Program: **San Diego City Unified School District**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2000-2001 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	70		70
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	70		70

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2000-2001

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	70	0	70
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	70	0	70

Institution/Program: **San Diego City Unified School District**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2000-2001
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**1 2**

In Academic Positions with Rights and Responsibilities	12
In Non-Academic Positions without Rights and Responsibilities	0
Single Subject Programs	**0**
In Academic Positions with Rights and Responsibilities	0
In Non-Academic Positions without Rights and Responsibilities	0
Education Specialist Programs	**0**
In Academic Positions with Rights and Responsibilities	0
In Non-Academic Positions without Rights and Responsibilities	0

Ratios Between Student/Intern Teachers and Full-time Supervising Teachers During 2000-2001*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			6 :1
Single Subject Programs			
Education Specialist Programs			

* California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.

Institution/Program: **San Diego City Unified School District**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2000-2001

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	4	25	100
Single Subject Programs	n/a	n/a	0
Education Specialist Programs	n/a	n/a	0

Duration of Required Candidate Participation in Intern Programs in 2000-2001

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	n/a
Education Specialist Programs	n/a

Institution/Program: **San Diego City Unified School District**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001

	Number Tested	Number Passed[1]	Percent Passed[1]	Statewide Percent
Summary Totals and Pass Rate	**36**	**36**	**100%**	**97%**
Basic Skills				
CBEST	36	36	100%	100%
Aggregate	36	36	100%	100%
Professional Knowledge/Pedagogy				
RICA	36	36	100%	97%
Aggregate	36	36	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	24	24	100%	99%
Aggregate	24	24	100%	99%

[1] Pass rates are not calculated for programs with less than ten candidates.
Caution should be exercised when analyzing pass rates.
The effect of one candidate's performance can have a larger impact on smaller programs.

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a “low performing” program as defined by the State.