

**Institutional Report of Teacher Preparation Programs in 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Alliant 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 to significantly impact student learning 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 is reflected in this program.

Small class size provides numerous opportunities for students to work together and form a cohort 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, effective 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 2005-2006

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. Our students tend to be serious individuals interested in becoming skilled practitioners who can make a positive difference in the lives of children.

The AIU Education Department maintains partnerships with schools in local districts 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 encourages teachers who positively impact the lives of their students, the culture of the school, and the reputation of the community. We encourage a career long relationship between the practicing teacher and Alliant in order to continually achieve these goals.

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 2005-2006

The AIU Graduate School of Education has begun the formal preparation process for seeking NCATE accreditation.

Additionally, the AIU Graduate School of Education Internship program has expanded to now include an Early Completion Option pathway for alternative certification, focusing on the practicing intern teacher. This program growth reflects the growing needs of local districts for support and training of employed Intern Teachers. The Program has expanded beyond our San Diego and San Francisco campuses to now also include our Los Angeles and Sacramento campuses.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

www.alliant.edu/wps/wcm/connect/website/Home/About+Alliant/Schools+&+Colleges/Graduate+School+of+Education/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	24	15	9
Single Subject Candidates	28	15	13
Education Specialist Candidates			
Totals	52	30	22

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	24	15	9
Single Subject Candidates	28	15	13
Education Specialist Candidates			
Totals	52	30	22

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6	11	0
In Academic Positions with Rights and Responsibilities	6	11	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	7	12	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	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 Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 : 1	4 : 1	0 : 1
Single Subject Programs	5 : 1	4 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	30	30	100%	100%	22	22	100%
Aggregate	30	30	100%	100%	22	22	100%
Professional Knowledge/Pedagogy							
RICA	15	15	100%	98%	9	--	--
Aggregate	15	15	100%	98%	9	--	--
Academic Content Areas							
CSET English I	5	--	--	100%	3	--	--
CSET English II	5	--	--	100%	3	--	--
CSET English III	5	--	--	100%	3	--	--
CSET English IV	5	--	--	100%	3	--	--
CSET Math I	4	--	--	100%	4	--	--
CSET Math II	4	--	--	99%	4	--	--
CSET Math III	2	--	--	95%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	2	--	--
CSET Science II	2	--	--	100%	2	--	--
CSET Social Sci I	3	--	--	99%	3	--	--
CSET Social Sci II	3	--	--	100%	3	--	--
CSET Social Sci III	3	--	--	99%	3	--	--
Aggregate	15	15	100%	99%	12	12	100%
Other Content Areas							
CSET MSE I	15	15	100%	100%	9	--	--
CSET MSE II	15	15	100%	100%	9	--	--
CSET MSE III	15	15	100%	100%	9	--	--
Aggregate	15	15	100%	100%	9	--	--
Summary Totals and Pass Rate	30	30	100%	98%	22	22	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
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Basic Skills							
CBEST	56	56	100%	100%	9	--	--
Aggregate	56	56	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	25	25	100%	99%	8	--	--
Aggregate	25	25	100%	99%	8	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
English Praxis II	4	--	--	99%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	97%	0	--	--
Aggregate	17	17	100%	98%	1	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	17	17	100%	100%	6	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Aggregate	23	23	100%	100%	6	--	--
Summary Totals and Pass Rate	56	56	100%	99%	9	--	--

Institution/Program: Alliant International University

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Antioch University**

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 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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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. 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 are closely supervised during daily student teaching by Program Faculty who are familiar with all aspects of the Program's curriculum.

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 2005-2006

The program began exploring the development of an Educational Specialist credential mild to moderate.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
<http://www.antiochsb.edu> and <http://www.antiochla.edu>

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	28	28	
Single Subject Candidates			
Education Specialist Candidates			
Totals	28	28	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	28	28	
Single Subject Candidates			
Education Specialist Candidates			
Totals	28	28	

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	5		
In Non-Academic Positions without Rights and Responsibilities	5		
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1	:1	:1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	20	600
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	23	23	100%	100%	0	--	--
Aggregate	23	23	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	23	23	100%	98%	0	--	--
Aggregate	23	23	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	24	24	100%	100%	0	--	--
CSET MSE II	24	24	100%	100%	0	--	--
CSET MSE III	24	24	100%	100%	0	--	--
Aggregate	24	24	100%	100%	0	--	--
Summary Totals and Pass Rate	24	24	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	31	31	100%	100%	0	--	--
Aggregate	31	31	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	31	31	100%	99%	0	--	--
Aggregate	31	31	100%	99%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	100%	0	--	--
Summary Totals and Pass Rate	31	31	100%	99%	0	--	--

Institution/Program: **Antioch University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Argosy University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the Argosy University teacher preparation program is to provide future teachers with cutting-edge classroom instructional and problem-solving skills leading to excellent learning opportunities for California's disparate students. Individuals in the program focus on the Teacher Performance Expectations addressed by the California Commission on Teacher Credentialing, and on the content standards prescribed for grades K-12. Firm foundations are established for lesson-planning, classroom management, and student assessment, with particular attention given to preparing for the ELL and other special needs students. The practicum places the "student teacher" in an environment wherein the lessons learned are applied directly to a classroom setting under the guidance of a "master teacher" and a university supervisor.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The Argosy University/Orange County Teacher Credential Preparation Program continues to achieve program excellence by offering professional coursework and field experience requirements that meet or exceed the standards established by the California Commission of Teaching Credentialing (CCTC) in effort to produce the highest quality candidates to be recommended for a California Teaching Credential.

In addition to course work requirements, students participate in a two-hour orientation on student teaching. The orientation is designed to re-emphasize the professional conduct expectations and CCTC requirements in order to teach in a diverse elementary, middle and secondary schools in California. Professional ethics form a significant part of the orientation, and students are clearly reminded of the California Standards for the Teaching Profession.

Program excellence has also been demonstrated as Argosy University/Orange County has developed meaningful working relationships with surrounding school districts. Additional school districts utilize our students for student teaching as a result of these solidified relationships. In addition, Single Subject Math Workshops were introduced and implemented and a broader base of adjunct professors with emphases on both single and multiple subjects joined our faculty.

The Argosy University/Orange County Teacher Credential Preparation program is pleased with the contributions it has made to the field of education. We will continue to strive to provide our students with the cutting-edge approaches to dynamic teaching and learning.

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 2005-2006

1. Further developing relationships with area school districts so that student teachers could be placed in meaningful and varied Field Experience situations.
2. Improved student tracking system so that program administration can more easily assist students in making important career decisions.
3. Significant improvement in library services through enhanced data base and print media opportunities.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.argosyu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	42	42	
Education Specialist Candidates	0		
Totals	76	76	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	21	21	
Single Subject Candidates	15	15	
Education Specialist Candidates	0		
Totals	36	36	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	2		
In Non-Academic Positions without Rights and Responsibilities	2		
Single Subject Programs	4	0	0
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	3		
Education Specialist Programs	0	0	0
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 : 1	n/a : 1	n/a : 1
Single Subject Programs	2 : 1	n/a : 1	n/a : 1
Education Specialist Programs	n/a : 1	n/a : 1	n/a : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	n/a	n/a	

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	n/a
Single Subject Programs	n/a
Education Specialist Programs	n/a

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	31	31	100%	100%	0	--	--
Aggregate	31	31	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	16	16	100%	98%	0	--	--
Aggregate	16	16	100%	98%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	2	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	99%	0	--	--
Aggregate	8	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	16	16	100%	100%	0	--	--
CSET MSE II	16	16	100%	100%	0	--	--
CSET MSE III	16	16	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	94%	0	--	--
Physical Education S* (09)	1	--	--	100%	0	--	--
Aggregate	18	18	100%	100%	0	--	--
Summary Totals and Pass Rate	31	31	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	11	11	100%	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	4	--	--	99%	0	--	--
Aggregate	4	--	--	99%	0	--	--
Summary Totals and Pass Rate	11	11	100%	99%	0	--	--

Institution/Program: Argosy University

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 2005-2006
(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 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, both of which prepare future elementary and special education teachers for CSET passage and all of the professional certification programs. The university also offers eight CCTC-approved single subject preparation programs for undergraduates. The teacher credentialing programs are offered successfully on the Azusa campus, as well as on the university's six Regional Centers. 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 and hiring school districts 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 2005-2006

As a CCTC and NCATE accredited institution, Azusa Pacific University continues to focus on recruiting both faculty and students who represent the diversity found in Southern California classrooms. In keeping with increased numbers of interns, APU offers courses with flexible schedules on a nine-week term with late afternoon start times. APU offers credential programs including intern tracks for multiple subject, single subject, and special education mild/moderate credentials. Given the qualifications 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. Additionally, the Teacher Education Department continues to improve its screening and rating of candidate disposition, ensuring that program completers are candidates with integrity, are responsive to all student needs, and are well-informed about content and professional practice.

APU is in the third year of operation of its Professional Development School (PDS) at Hodge Elementary in the Azusa Unified School District. Credit has been given to the PDS for their involvement in helping improve the school's test scores.

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 2005-2006

Having fully implemented the four Teaching Performance Assessment (TPA) tasks two years ago, the pilot is now complete and implementation at all Regional Centers is scheduled for Fall 2007. Summative assessment data from the TPAs and from the Taskstream eportfolio are used to drive program improvement through a cyclical evaluation process. Additionally, because of the joint NCATE/CCTC visit in March, 2007, the Teacher Education Program has undergone an extensive self-analysis process, resulting in program and process refinement.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
apu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	745	596	149
Single Subject Candidates	416	139	277
Education Specialist Candidates	496	94	402
Totals	1,657	829	828

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	345	277	68
Single Subject Candidates	184	61	123
Education Specialist Candidates	189	36	153
Totals	718	374	344

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	48	46	0
In Academic Positions with Rights and Responsibilities	10	5	0
In Non-Academic Positions without Rights and Responsibilities	38	41	0
Single Subject Programs	20	25	0
In Academic Positions with Rights and Responsibilities	5	4	0
In Non-Academic Positions without Rights and Responsibilities	15	21	0
Education Specialist Programs	21	21	0
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	17	17	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 : 1	1 : 1	0 : 1
Single Subject Programs	4 : 1	5 : 1	0 : 1
Education Specialist Programs	2 : 1	7 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	18	630
Single Subject Programs	35	18	630
Education Specialist Programs	35	18	630

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	1.5

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	324	324	100%	100%	277	277	100%
Aggregate	324	324	100%	100%	277	277	100%
Professional Knowledge/Pedagogy							
RICA	264	257	97%	98%	180	172	96%
Aggregate	264	257	97%	98%	180	172	96%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	2	--	--
CSET Art Subtest II	2	--	--	100%	2	--	--
CSET English I	6	--	--	100%	17	17	100%
CSET English II	6	--	--	100%	17	17	100%
CSET English III	6	--	--	100%	17	17	100%
CSET English IV	6	--	--	100%	17	17	100%
CSET Math I	4	--	--	100%	9	--	--
CSET Math II	4	--	--	99%	9	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Bio/Life	4	--	--	100%	13	13	100%
CSET Sci III Chemistry	2	--	--	100%	4	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	4	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	14	14	100%
CSET Science II	4	--	--	100%	14	14	100%
CSET Social Sci I	8	--	--	99%	3	--	--
CSET Social Sci II	8	--	--	100%	3	--	--
CSET Social Sci III	8	--	--	99%	3	--	--
CSET Spanish Subtest I	3	--	--	100%	5	--	--
CSET Spanish Subtest II	3	--	--	100%	5	--	--
CSET Spanish Subtest III	3	--	--	100%	5	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	29	29	100%	99%	55	55	100%
Other Content Areas							
Business S* (15)	0	--	--	94%	1	--	--
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	252	252	100%	100%	141	141	100%
CSET MSE II	252	252	100%	100%	141	141	100%
CSET MSE III	252	252	100%	100%	141	141	100%
CSET Physical Education Subtest I	4	--	--	98%	4	--	--
CSET Physical Education Subtest II	4	--	--	98%	4	--	--
CSET Physical Education Subtest III	4	--	--	98%	4	--	--
Health Science S* (16)	7	--	--	100%	16	16	100%
Industrial + Tech Ed. S* (18)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	2	--	--	99%	2	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	330	330	100%	100%	261	261	100%
Aggregate	330	330	100%	100%	261	261	100%
Professional Knowledge/Pedagogy							
RICA	198	197	99%	99%	261	260	100%
Aggregate	198	197	99%	99%	261	260	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	3	--	--	98%	0	--	--
Art S* (12)	3	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	8	--	--	98%	0	--	--
Biology S* (04 + 05)	9	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
English Praxis II	10	10	100%	99%	0	--	--
English S* (01)	10	10	100%	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	94%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	6	--	--	100%	0	--	--
Math S* (02)	6	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	2	--	--	100%	0	--	--
Music S* (13)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	9	--	--	100%	0	--	--
Social Science S* (03)	9	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	97%	0	--	--
Aggregate	46	45	98%	98%	0	--	--
Other Content Areas							
Business S* (15)	4	--	--	97%	0	--	--
CSET MSE I	4	--	--	98%	9	--	--
CSET MSE II	4	--	--	96%	9	--	--
CSET MSE III	4	--	--	98%	9	--	--
Health Science S* (16)	31	31	100%	100%	1	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	87	87	100%	100%	113	113	100%
Phys. Educ. Praxis Test II	10	10	100%	100%	0	--	--
Physical Education S* (09)	10	10	100%	99%	0	--	--
Aggregate	137	137	100%	100%	123	123	100%
Summary Totals and Pass Rate	331	329	99%	99%	261	260	100%

Institution/Program: **Azusa Pacific University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Bethany University - 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 University, 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 University 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 University equips individuals to be leaders wherever they choose to serve.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

During the 2005-2006 academic year the professional preparation program at Bethany University has continued to emphasize the importance of coaching and mentoring. Coaching includes review of material related to the teaching of the California content standards and association with standards in the respective field of study. This coaching, combined with supervision and coaching in pedagogy, provides candidates a strong foundation with which to begin a career as a professional educator.

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 2005-2006

New initiatives in the Teacher Education Program are linked to meeting the new standards for professional preparation programs. Initiatives include infusing technology instruction throughout the program coursework, developing an enhanced professional portfolio to document candidates' learning throughout their coursework and supervised teaching experiences, and implementing the Teacher Performance Assessments as required by the California Commission on Teacher Credentialing. Beginning in the Summer 2007 session, all students in the credential program will become candidates for the MAT (Master of Arts in Teaching).

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.bethany.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	34	1
Single Subject Candidates	29	28	1
Education Specialist Candidates			
Totals	64	62	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	13	12	1
Single Subject Candidates	16	15	1
Education Specialist Candidates			
Totals	29	27	2

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7		1
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	6		1
Single Subject Programs	5		1
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	4		1
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	:1	12 :1
Single Subject Programs	12 :1	:1	12 :1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	20	16	320
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	14	14	100%	100%	0	--	--
Aggregate	14	14	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	98%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Music Subtest I	1	--	--	97%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	7	--	--	100%	0	--	--
CSET MSE II	7	--	--	100%	0	--	--
CSET MSE III	7	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	8	--	--	100%	0	--	--
Summary Totals and Pass Rate	14	14	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	14	14	100%	99%	0	--	--
Aggregate	14	14	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
English Praxis II	2	--	--	99%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	9	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Summary Totals and Pass Rate	22	22	100%	99%	0	--	--

Institution/Program: **Bethany University - Assemblies of God**

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 2005-2006
(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 setting. In compliance with 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 part of their coursework and field practicum requirements in a variety of overseas school settings. Through these varied and challenging assignments, students in Biola University's 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 diverse educational environments.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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. This allows faculty to mentor students and provide individual assistance and support throughout the program. Biola University's Department of Education has also continued to hold to academic standards and fieldwork requirements surpassing the standard requirements of the State of California in these respective areas. Prior to student teaching, our students will have completed over 120 fieldwork placement hours in public and private school classrooms. Biola has developed strong collaborative partnerships with the districts in the surrounding communities and thus, students are provided with quality fieldwork and student teaching placements in diverse communities. Biola has also continued to rely heavily on feedback from the surrounding educational community, implementing the suggestions and ideas of local educators and administrators to better serve our students while impacting local schools. These experiences have given our students an advantage with the local school districts in the form of preferential status with both placements and employment. Furthermore, throughout the years, many of our graduates have been honored with Teacher of the Year awards and leadership positions at the district, county, and state levels.

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 2005-2006

1. Established standards for minimum passing scores on all four TPA tasks within the sequence of Biola's teacher preparation coursework.
2. Implemented a remediation procedure for students whose score does not meet the minimum requirement on any TPA task.
3. Proposal stage 2 submitted to the Council of Instructional Deans of Biola University for the Department of Education to become a School of Education by Fall 2007.
4. Training sessions were held for faculty and staff who participate in student advising in order to keep them up to date on program, state and university requirements.
5. Biola's Education Department representatives continue to participate in regional BTSA/IHE collaboration team meetings. This is providing a more seamless transition and better preparation for our students entering induction programs.
6. Continued modifications to the Biola University Intern program to help better serve the needs of our students who have been hired under an Intern Credential.
7. Expanded the list of districts with which Biola partners to serve Intern credential candidates.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.biola.edu/education

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	238	238	0
Single Subject Candidates	133	132	1
Education Specialist Candidates	0	0	0
Totals	371	370	1

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	54	54	0
Single Subject Candidates	37	36	1
Education Specialist Candidates	0	0	0
Totals	91	90	1

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15	0	0
In Academic Positions with Rights and Responsibilities	15	0	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	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	0 :1	0 :1
Single Subject Programs	20 :1	18 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	89	89	100%	100%	1	--	--
Aggregate	89	89	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	53	53	100%	98%	0	--	--
Aggregate	53	53	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	100%	1	--	--
CSET English IV	6	--	--	100%	1	--	--
CSET Math I	4	--	--	100%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	2	--	--	95%	0	--	--
CSET Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	99%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	14	14	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	11	11	100%	100%	0	--	--
CSET MSE II	11	11	100%	100%	0	--	--
CSET MSE III	11	11	100%	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Summary Totals and Pass Rate	90	90	100%	98%	1	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	63	63	100%	100%	0	--	--
Aggregate	63	63	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	41	41	100%	99%	0	--	--
Aggregate	41	41	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Biology S* (04 + 05)	3	--	--	100%	0	--	--
English Praxis II	4	--	--	99%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	10	10	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	14	14	100%	100%	0	--	--
Aggregate	14	14	100%	100%	0	--	--
Summary Totals and Pass Rate	63	63	100%	99%	0	--	--

Institution/Program: **Biola University**

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 2005-2006
(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 as they offer instruction that is current, research-based, and planned to meet diverse pupil needs. Candidates will be skilled in collecting data through a variety of methods and using it in data-based decision-making to benefit pupils directly, as well as to influence service delivery and evaluation. Candidates are expected to develop an understanding of the diverse populations within schools in the region and the importance of collaboration and consultation with others. Students from all faith traditions are welcome.

The mission of the School of Education's Professional Teacher Preparation Program is to prepare professionals of high moral character and ethical behavior to serve in schools throughout the world.

The School of Education at CBU offers these basic credentials: Multiple Subject, Single Subject, Education Specialist: Mild/Moderate Level I with a dual credential option, Mild/Moderate Level I, Mild/Moderate Level II, and Moderate/Severe Level I. Credential candidates may choose an Internship route to each of these credentials. Also offered: Preliminary Administrative Services credential, Reading Certificate, Pupil Personnel Services credential in School Counseling, Pupil Personnel Services credential in School Psychology. Both Pupil Personnel Services credentials include an intern option

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

There are many program qualities that contribute to excellence.

- All faculty have had K-12 teaching experience, making them knowledgeable, empathetic role models. They stay up-to-date by being involved in local school district activities by volunteering time, attending and presenting at professional development conferences, and serving on advisory committees.
- Candidates complete extensive fieldwork in pre-requisite courses and professional methods courses to become familiar with the the role and responsibilities of a teacher as well as to learn how to integrate theory and practice. They complete the credential program by student teaching full-time for one semester or by teaching as an intern.
- Candidates can receive free counseling and free academic support through the university. Free review sessions for the Reading Instructional Competence Assessment (RICA) are provided for them.
- A dual credential option combines elementary and special education preparations for Mild/Moderate candidates.
- Admission into the Credential Program at CBU requires completion of pre-requisite courses which present an overview of American public schools, teaching exceptional pupils, human development, cultural and linguistic diversity, and educational computing. These prerequisite courses and their fieldwork requirements allow candidates to decide whether teaching is the right career choice.
- In addition to day classes for traditional students, evening classes are scheduled for the convenience of working adults preparing to teach. Pupil Personnel Services candidates also take evening classes.

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 2005-2006

During the summer semester of 2005, the Pupil Personnel Services Credential in School Psychology and the Pupil Personnel Services Credential in School Counselor Programs were approved by the Commission. These programs also reflect the philosophy and expectations of the National Association of School Psychologists and the American School Counseling Association. New advisory committees were established to assist with the design of PPS programs.

New additions to the overall offerings include an Education Specialist: Mild/Moderate Disabilities internship and approval of the updated Preliminary Administrative Services credential program.

New program documents for the English Learner (EL) authorization for the Education Specialist: Mild/Moderate and Moderate Severe were submitted to the Commission and are awaiting approval.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.calbaptist.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	159	152	7
Single Subject Candidates	91	70	21
Education Specialist Candidates	57	50	7
Totals	307	272	35

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	71	64	7
Single Subject Candidates	42	21	21
Education Specialist Candidates	22	15	7
Totals	135	100	35

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16	8	0
In Academic Positions with Rights and Responsibilities	16	8	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	13	6	0
In Academic Positions with Rights and Responsibilities	13	6	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	12	10	0
In Academic Positions with Rights and Responsibilities	12	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 : 1	5 : 1	0 : 1
Single Subject Programs	5 : 1	5 : 1	0 : 1
Education Specialist Programs	5 : 1	5 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	14	420
Single Subject Programs	30	14	420
Education Specialist Programs	30	14	420

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	86	86	100%	100%	17	17	100%
Aggregate	86	86	100%	100%	17	17	100%
Professional Knowledge/Pedagogy							
RICA	68	67	99%	98%	4	--	--
Aggregate	68	67	99%	98%	4	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	3	--	--
CSET English II	0	--	--	100%	3	--	--
CSET English III	0	--	--	100%	3	--	--
CSET English IV	0	--	--	100%	3	--	--
CSET Music Subtest I	1	--	--	97%	1	--	--
CSET Music Subtest II	1	--	--	100%	1	--	--
CSET Music Subtest III	1	--	--	100%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	4	--	--	99%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	99%	0	--	--
Aggregate	7	--	--	99%	5	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	65	65	100%	100%	5	--	--
CSET MSE II	65	65	100%	100%	5	--	--
CSET MSE III	65	65	100%	100%	5	--	--
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
Aggregate	67	67	100%	100%	6	--	--
Summary Totals and Pass Rate	87	86	99%	98%	17	15	88%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	168	168	100%	100%	0	--	--
Aggregate	168	168	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	119	119	100%	99%	0	--	--
Aggregate	119	119	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Biology S* (04 + 05)	3	--	--	100%	0	--	--
CSET Math I	1	--	--	88%	0	--	--
CSET Math II	1	--	--	88%	0	--	--
CSET Math III	1	--	--	44%	0	--	--
English Praxis II	6	--	--	99%	0	--	--
English S* (01)	7	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	94%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Aggregate	18	17	94%	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Health Science S* (16)	4	--	--	100%	0	--	--
MSAT (0140 + 0151)	54	54	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	61	61	100%	100%	0	--	--
Summary Totals and Pass Rate	170	169	99%	99%	0	--	--

Institution/Program: **California Baptist University**

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 2005-2006
(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 are prepared in the public schools of Ventura and Los Angeles Counties. Highly qualified (NCLB-compliant) 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. Cal Lutheran has several partnership agreements with the Ventura County Superintendent of Schools Office and the Los Angeles Unified School District.

Multiple Subject (elementary) and Single Subject (secondary) Teaching Credentials are recommended through the SB 2042 teacher preparation program. The University is committed to and continues to offer the Bilingual Cross-cultural Language and Academic Development (BCLAD) Emphasis (Spanish) option for teaching credentials. The Special Education program provides qualification for the Education Specialist Teaching Credential, with authorizations in Mild to Moderate, and Moderate to Severe Disabilities. The majority of special education candidates qualify for internship credentials, teaching full-time while working toward their Preliminary Level I Education Specialist Teaching Credential.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Accredited by the National Council for Accreditation of Teacher Education (NCATE) in the Spring of 2004, California Lutheran University's professional teacher preparation program is guided by a strong mission statement identified by STRIVE: Serve as mentors and models for moral and ethical leadership, Think critically to connect theory with practice, Respect all individuals, Include and respond to the needs of all learners, Value diversity, and Empower individuals to participate in educational growth and change. This statement serves as a guiding principle as Cal Lutheran continues to build programs, select initiatives, design courses, and work with teacher candidates. Cal Lutheran is dedicated to developing reflective, principled educators.

California Lutheran University's professional teacher preparation program continues to strengthen its Professional Development School (PDS) located in Simi Valley, California. This PDS format provides significant support to teacher candidates, where the faculty and administration of the school are committed to providing strong preparation as they act in partnership with the university faculty. This program greatly enhances the preparation experience. In addition, there are numerous opportunities for research and professional development for both faculties.

California Lutheran University's professional teacher preparation program also continues its development of the use of technology as tools for the students and teachers and as the basis for pedagogy in the new millennium. Advances in e-learning, e-portfolio, and technology literacy provide a strong focus for the Cal Lutheran Teacher Education 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 2005-2006

California Lutheran University's professional teacher preparation program continues to strengthen its Professional Development School (PDS) in Simi Valley, California. In addition, CLU is seeking to create a new PDS in Moorpark, California. These partnerships provide an excellent training ground for teacher candidates and a living laboratory for faculty to conduct research. They also provide professional development support for new and master teachers in the ongoing pursuit of success for all students.

California Lutheran University's professional teacher preparation program continues to strengthen its commitment to valuing diversity as stated in the STRIVE mission statement. This is accomplished through ongoing training in cultural proficiency, continued alignment with the CLU mission and goals for valuing diversity, and the State's mandate for teachers who can teach and support all students.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.callutheran.edu/soe/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	122	120	2
Single Subject Candidates	98	88	10
Education Specialist Candidates	53	19	34
Totals	273	227	46

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	53	51	2
Single Subject Candidates	40	30	10
Education Specialist Candidates	43	9	34
Totals	136	90	46

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	14	2	0
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	12	1	0
Single Subject Programs	8	8	0
In Academic Positions with Rights and Responsibilities	3	2	0
In Non-Academic Positions without Rights and Responsibilities	5	6	0
Education Specialist Programs	3	3	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	3	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 : 1	5 : 1	0 : 1
Single Subject Programs	5 : 1	5 : 1	0 : 1
Education Specialist Programs	5 : 1	5 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	87	87	100%	100%	23	23	100%
Aggregate	87	87	100%	100%	23	23	100%
Professional Knowledge/Pedagogy							
RICA	55	55	100%	98%	12	12	100%
Aggregate	55	55	100%	98%	12	12	100%
Academic Content Areas							
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	100%	0	--	--
CSET English IV	5	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	4	--	--
CSET Math II	1	--	--	99%	4	--	--
CSET Math III	0	--	--	95%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Social Sci I	6	--	--	99%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	13	12	92%	99%	6	--	--
Other Content Areas							
CSET MSE I	53	53	100%	100%	7	--	--
CSET MSE II	53	53	100%	100%	7	--	--
CSET MSE III	53	53	100%	100%	7	--	--
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
Health Science S* (16)	0	--	--	100%	2	--	--
MSAT (0140 + 0151)	2	--	--	98%	1	--	--
Aggregate	56	56	100%	100%	10	10	100%
Summary Totals and Pass Rate	87	86	99%	98%	24	24	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	98	98	100%	100%	0	--	--
Aggregate	98	98	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	68	68	100%	99%	0	--	--
Aggregate	68	68	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
English Praxis II	3	--	--	99%	0	--	--
English S* (01)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	3	--	--	98%	0	--	--
CSET MSE II	3	--	--	96%	0	--	--
CSET MSE III	3	--	--	98%	0	--	--
Health Science S* (16)	4	--	--	100%	0	--	--
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Aggregate	36	35	97%	100%	0	--	--
Summary Totals and Pass Rate	98	96	98%	99%	0	--	--

Institution/Program: **California Lutheran University**

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 2005-2006
(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 18,400 students in bachelor's and master's degree programs in the Colleges of Agriculture, Food, and Environmental Sciences; Architecture and Environmental Design; Business; Engineering; Liberal Arts; and Science and Mathematics. In addition, the College of Education offers post-baccalaureate credentials, master's degrees, and a joint education doctoral program with the University of California, Santa Barbara. The College of Education, together with campus and K-12 partners, develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society. The College of Education translates Cal Poly's "learn by doing" philosophy as 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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Cal Poly's teaching credential programs continue to attract top students from throughout the state and western 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. while enrolled. 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 by passing the appropriate state exam or completing a CCTC approved course sequence as part of an undergraduate degree. Multiple subject candidates must complete extensive methods instruction in reading, social studies, math, and science. All 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 computers-in-education focus acquaints candidates with cutting edge strategies for using technology to boost student achievement. Dedicated teacher education faculty are an interdisciplinary team at Cal Poly, located in the College of Education and in the Colleges of Agriculture, Food, and Environmental Sciences; 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.

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 2005-2006

A number of innovative initiatives are moving forward in Cal Poly's College of Education. The College co-chairs the University Center for Excellence in Science and Mathematics Education, which focuses on recruiting and preparing math and science teachers, offering up-to-date professional development for experienced teachers, studying best practices in content pedagogical knowledge, and motivating K-12 students for STEAM (science, technology, engineering, agriculture, and mathematics) careers. In the multiple subjects program, a science education professor provides leadership in the Center linking partners across K-20. In the single subject program, teacher educators and content educators are working together to develop integrated programs that more closely align subject matter knowledge and pedagogical content knowledge. In Special Education, faculty are engaged in a national project with general education colleagues that streams information on learners with special needs through all curricula. Across programs, the College has developed a web-based student advising system that will help faculty and students monitor progress toward credential completion. Finally, all of Cal Poly's teaching credential curricula have met rigorous new California Commission on Teacher Credentialing standards and are now fully implemented. 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:
www.coe.calpoly.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	191	191	0
Single Subject Candidates	144	144	0
Education Specialist Candidates	66	66	0
Totals	401	401	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	116	116	0
Single Subject Candidates	93	93	0
Education Specialist Candidates	27	27	0
Totals	236	236	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20	0	0
In Academic Positions with Rights and Responsibilities	20	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	22	0	0
In Academic Positions with Rights and Responsibilities	22	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	0 :1	0 :1
Single Subject Programs	15 :1	0 :1	0 :1
Education Specialist Programs	15 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	202	202	100%	100%	0	--	--
Aggregate	202	202	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	119	118	99%	98%	0	--	--
Aggregate	119	118	99%	98%	0	--	--
Academic Content Areas							
CSET English I	10	10	100%	100%	0	--	--
CSET English II	10	10	100%	100%	0	--	--
CSET English III	10	10	100%	100%	0	--	--
CSET English IV	10	10	100%	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	3	--	--	100%	0	--	--
CSET Science I	6	--	--	100%	0	--	--
CSET Science II	6	--	--	100%	0	--	--
CSET Social Sci I	9	--	--	99%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	99%	0	--	--
Aggregate	25	25	100%	99%	0	--	--
Other Content Areas							
Agriculture S* (14)	1	--	--	67%	0	--	--
CSET MSE I	110	110	100%	100%	0	--	--
CSET MSE II	110	110	100%	100%	0	--	--
CSET MSE III	110	110	100%	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	98%	0	--	--
Aggregate	113	113	100%	100%	0	--	--
Summary Totals and Pass Rate	202	201	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	186	186	100%	100%	0	--	--
Aggregate	186	186	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	105	105	100%	99%	0	--	--
Aggregate	105	105	100%	99%	0	--	--
Academic Content Areas							
Biology S* (04 + 05)	1	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
English Praxis II	1	--	--	99%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	100%	0	--	--
Social Science S* (03)	6	--	--	100%	0	--	--
Aggregate	13	13	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
Home Economics S* (17)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	20	20	100%	100%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Summary Totals and Pass Rate	186	186	100%	99%	0	--	--

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 2005-2006
(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 and Asian Languages) 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 2005-2006

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 in the four areas of program prerequisites, foundations, methods and directed teaching. 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 directed teaching in assigned classrooms for regular student teachers. The directed 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 six 10-week quarters of supervised directed teaching.

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 2005-2006

California State Polytechnic University, Pomona undertook or expanded new initiatives that further institutionalized its distinctive approach to teacher education as a university-wide commitment. The All-University Committee on Teacher Education (AUCTE) is an entity established by the Provost that routinely brings together faculty from several academic disciplines to ensure a campus-wide approach to teacher preparation and professional development.

Several new or expanded initiatives in 2005-06 include the following:

- Implementation of activities that relate to the four primary focus areas of the comprehensive Teacher Quality Enhancement (TQE) grant of \$6.26 million with four partner school districts. Coordinators for each of these four areas were appointed to oversee and carry out the work for each focus element.
- Initiated and continued development of new Professional Development Schools as part of the Teacher Quality Enhancement effort, featuring innovative partnerships with K-12 schools serving as field sites for the preparation of new teachers.
- Further refined recruitment work (identifying resources and needs), preparation and retention initiatives having a particular focus on the shortage fields of math, science, special education, and bilingual teachers.
- Development of course Anchor Assignments measuring Teacher Performance Expectancies (TPEs) to prepare candidates for success with the TPA (Teacher Performance Assessment). Task Stream is the digital portfolio that was

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

www.csupomona.edu/%7Eceis/doe/index.html

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	197	179	18
Single Subject Candidates	194	118	76
Education Specialist Candidates	160	96	64
Totals	551	393	158

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	166	153	13
Single Subject Candidates	136	60	76
Education Specialist Candidates	69	5	64
Totals	371	218	153

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	27	9	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	26	9	0
Single Subject Programs	25	27	0
In Academic Positions with Rights and Responsibilities	14	9	0
In Non-Academic Positions without Rights and Responsibilities	11	18	0
Education Specialist Programs	4	17	0
In Academic Positions with Rights and Responsibilities	2	3	0
In Non-Academic Positions without Rights and Responsibilities	2	14	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 : 1	1 : 1	0 : 1
Single Subject Programs	2 : 1	3 : 1	0 : 1
Education Specialist Programs	1 : 1	4 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	20	800
Single Subject Programs	40	20	800
Education Specialist Programs	40	20	800

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	389	389	100%	100%	146	146	100%
Aggregate	389	389	100%	100%	146	146	100%
Professional Knowledge/Pedagogy							
RICA	226	226	100%	98%	66	63	95%
Aggregate	226	226	100%	98%	66	63	95%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	100%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	0	--	--	100%	7	--	--
CSET English II	0	--	--	100%	7	--	--
CSET English III	0	--	--	100%	7	--	--
CSET English IV	0	--	--	100%	7	--	--
CSET Math I	11	11	100%	100%	14	14	100%
CSET Math II	11	11	100%	99%	14	14	100%
CSET Math III	7	--	--	95%	7	--	--
CSET Sci III Bio/Life	4	--	--	100%	6	--	--
CSET Sci III Chemistry	1	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	3	--	--
CSET Sci III Physics	1	--	--	100%	3	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Sci IV Physics	0	--	--	100%	1	--	--
CSET Science I	6	--	--	100%	13	13	100%
CSET Science II	6	--	--	100%	13	13	100%
CSET Social Sci I	5	--	--	99%	3	--	--
CSET Social Sci II	5	--	--	100%	3	--	--
CSET Social Sci III	5	--	--	99%	3	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	2	--	--
Music S* (13)	1	--	--	100%	2	--	--
Aggregate	30	29	97%	99%	41	40	98%
Other Content Areas							
Agriculture S* (14)	1	--	--	67%	0	--	--
Business S* (15)	0	--	--	94%	1	--	--
CSET MSE I	169	168	99%	100%	46	46	100%
CSET MSE II	170	169	99%	100%	46	46	100%
CSET MSE III	169	168	99%	100%	46	46	100%
CSET Physical Education Subtest I	1	--	--	98%	2	--	--
CSET Physical Education Subtest II	1	--	--	98%	2	--	--
CSET Physical Education Subtest III	1	--	--	98%	2	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	22	--	--	92%	6	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	351	351	100%	100%	157	157	100%
Aggregate	351	351	100%	100%	157	157	100%
Professional Knowledge/Pedagogy							
RICA	248	245	99%	99%	118	118	100%
Aggregate	248	245	99%	99%	118	118	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	1	--	--
Biology S* (04 + 05)	3	--	--	100%	1	--	--
English Praxis II	4	--	--	99%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	1	--	--
Math S* (02)	5	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	2	--	--	100%	0	--	--
Music S* (13)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	1	--	--
Social Science S* (03)	2	--	--	100%	1	--	--
Aggregate	16	15	94%	98%	3	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	1	--	--	98%	1	--	--
CSET MSE II	1	--	--	96%	1	--	--
CSET MSE III	1	--	--	98%	1	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	98	97	99%	100%	71	70	99%
Aggregate	100	99	99%	100%	73	72	99%
Summary Totals and Pass Rate	351	346	99%	99%	157	156	99%

Institution/Program: **California State Polytechnic University - Pomona**

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 2005-2006
(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 pathway to the multiple subject (elementary) teaching credential. Available to individuals residing and teaching in any geographic location in California, CalStateTEACH is designed to serve intern teachers hired in elementary school settings, or traditional student teachers working within a credentialed teacher's classroom.

The CalStateTEACH program is designed to serve those who want to earn a multiple subject credential but are unable to access campus programs due to personal circumstances or because they live beyond commuting distance to a university. The program integrates the theory and practice of teaching with daily teaching experiences. There is one curriculum that is implemented statewide. The program is delivered through regional centers located at four California State University (CSU) campuses, in Fresno, Fullerton, Los Angeles, and Monterey Bay.

CalStateTEACH is a program of supported, independent learning in which teacher candidates work in small groups, guided by both CSU faculty and 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, five all-day Saturday seminars are required during the program. After successfully completing the program and passing State-required exams, candidates earn a California Preliminary Multiple Subject Teaching Credential and up to 40 semester units of post-baccalaureate credit.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

CalStateTEACH is a unique 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 program has a strong application-based foundation, candidates are either teaching full-time in their own classrooms or completing field experiences and student teaching. Through field experiences, student teaching, or through teaching in their own classrooms, candidates are quickly immersed in lesson planning, classroom management, assessment of students, and developing effective relationships with staff and parents. Thus the candidates are introduced to critical knowledge and skills at the beginning of the program, and those initial understandings are built on and extended until the entire program is completed.

The faculty, both through on-site visits and extensive web-based discussion groups, foster a sense of group belonging, opportunities for substantive discussions and personal support. On-site teachers also mentor candidates providing another means of assistance and support.

Assessment in the program is outcome-based. Candidates are evaluated according to the thirteen domains of the California Teaching Performance Expectations and the six domains of the California Standards for the Teaching

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 2005-2006

This past year CalStateTEACH continued its full implementation of all four tasks of the California Teaching Performance Assessment (CA TPA). These four performance tasks continue to provide formative assessment data to candidates for improving the quality of their teaching, as well as summative assessment data upon completion of the program. The tasks are scored "blindly" by faculty who have been certified and calibrated for the scoring protocol.

Task 1 assesses candidates' knowledge of content-specific and developmentally appropriate pedagogy. Task 2 asks candidates to connect learning about student characteristics to instructional planning. Task 3 has candidates designing standards-based, developmentally appropriate student assessment activities. Task 4 asks the candidates to design a standards-based lesson, and video tape the implementation of 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.

CalStateTEACH continues to make changes to allow easier access to the program website, storing all program study guides and handbooks online. The program curriculum is stored in a database and the study guides are not merely a collection of PDF files. On-screen text is interactive with hyperlinks and adjustable-size fonts. Moreover, candidates and faculty have the ability to highlight or "mark up" text. Additionally, CalStateTEACH candidates use the TaskStream system to assess and store their academic work, including an electronic portfolio.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.calstateteach.net

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	950	536	414
Single Subject Candidates			
Education Specialist Candidates			
Totals	950	536	414

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	950	536	414
Single Subject Candidates			
Education Specialist Candidates			
Totals	950	536	414

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	58	58	
In Academic Positions with Rights and Responsibilities	58	58	
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	20 :1	:1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	15	60	960
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1.3
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	123	123	100%	100%	205	205	100%
Aggregate	123	123	100%	100%	205	205	100%
Professional Knowledge/Pedagogy							
RICA	121	116	96%	98%	198	194	98%
Aggregate	121	116	96%	98%	198	194	98%
Other Content Areas							
CSET MSE I	120	120	100%	100%	191	191	100%
CSET MSE II	120	120	100%	100%	191	191	100%
CSET MSE III	120	120	100%	100%	191	191	100%
MSAT (0140 + 0151)	4	--	--	98%	14	14	100%
Aggregate	124	124	100%	100%	205	205	100%
Summary Totals and Pass Rate	125	120	96%	98%	207	203	98%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	385	385	100%
Aggregate	0	--	--	100%	385	385	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	385	381	99%
Aggregate	0	--	--	99%	385	381	99%
Other Content Areas							
CSET MSE I	0	--	--	98%	1	--	--
CSET MSE II	0	--	--	96%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	298	298	100%
Aggregate	0	--	--	100%	299	299	100%
Summary Totals and Pass Rate	0	--	--	99%	385	381	99%

Institution/Program: CalStateTEACH

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 2005-2006
(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:

Chapman University’s programs in Education provide accessible, selected education credential and graduate degree programs of high quality to a variety of student populations through two distinctive academic units: the School of Education on the Orange campus and the Education Division within University College, which includes its network of regional academic campuses. Utilizing two distinct delivery models, traditional and alternative enables Chapman University to serve a great geographical portion of California and its diverse population. Operating under a common mission and philosophy, but defined differently according to the specific students and educational outcomes the unit serves, the Chapman University-School of Education and the Chapman University College-Education Division, prepare inquiring, reflective, ethical and productive educators who will work in public educational settings. We believe in progressive ideals and their importance in preparing students to be responsible members of a democracy. We encourage our students to examine not only reflect upon, but examine their roles as future educators through questioning, as well as by requiring them to make commitments and 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 it is most important to prepare educators to work with children and youth of diverse cultural backgrounds, economic levels, and value orientations, which are commonplace in contemporary America.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

There are a variety of factors that have contributed to the current level of success for our two Education academic units. One factor is smaller class size that promotes personalized learning. Another factor is the curricular emphasis on reading and language acquisition for all learners throughout the programs, which have been designed to reflect the California Academic Content Standards and contemporary research regarding a balanced approach to literacy. The two academic unit programs provide options for entry into Chapman education programs. The matriculation options consist of a traditional entry through the School of Education on the Orange campus and alternative entries and deliveries afforded by the academic campuses of Chapman University College-Education division. At the same time, both units maintain high standards of quality for the delivery of instruction, assessment, and learning outcomes. The talents, commitment, strong teaching background as well as the research productivity of the education faculty constitute other important factors. The School of Education on the Orange campus draws a significant number of students directly from its undergraduate programs. Chapman University College- Education Division is able to attract talented candidates who often are mature adult learners who are connected to their communities. In sum, the two distinct academic education units are well designed, faculty members are knowledgeable and effective, and credential candidates are capable and well prepared for classroom responsibilities.

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 2005-2006

The School of Education (SOE) on the Orange campus and the University College (CUC) Education Division have several shared and independent initiatives that seek to ensure the quality and integrity of our programs. First, the university has designed and implemented a plan for the state- required testing of all teachers using the California Teacher Performance Assessment (CTPA). The university has updated and extended its internship agreements with several school districts and county offices across the state to provide candidates to districts in areas of teacher shortage. Finally, the university completed its third year of participation in the CSU-Institute for Educational Reform's Teacher Education Survey. Chapman was one of ten private and independent colleges/universities that completed the survey whose purpose is to ascertain teacher preparation effectiveness in comparison to other private universities in California. The results of this survey have been invaluable in making changes to our teacher credential programs.

Chapman University CCTC liaison:

Dr. Ellen Curtis-Pierce

Assistant Provost for Teacher Education

ecpierce@chapman.edu

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

www.chapman.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,439	1,264	175
Single Subject Candidates	1,218	956	262
Education Specialist Candidates	644	547	97
Totals	3,301	2,767	534

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	587	534	53
Single Subject Candidates	500	435	65
Education Specialist Candidates	262	221	41
Totals	1,349	1,190	159

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	114	114	
In Academic Positions with Rights and Responsibilities	114	114	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	94	94	
In Academic Positions with Rights and Responsibilities	94	94	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	51	51	
In Academic Positions with Rights and Responsibilities	51	51	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	21 :1	21 :1	:1
Single Subject Programs	21 :1	21 :1	:1
Education Specialist Programs	21 :1	21 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	16	240
Single Subject Programs	20	16	240
Education Specialist Programs	20	16	240

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	Regular Program Completers			Alternate Route Program Completers			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	847	847	100%	100%	252	252	100%
Aggregate	847	847	100%	100%	252	252	100%
Professional Knowledge/Pedagogy							
RICA	548	531	97%	98%	138	131	95%
Aggregate	548	531	97%	98%	138	131	95%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET Art Subtest I	6	--	--	100%	1	--	--
CSET Art Subtest II	6	--	--	100%	1	--	--
CSET English I	58	58	100%	100%	19	19	100%
CSET English II	58	58	100%	100%	19	19	100%
CSET English III	58	57	98%	100%	19	19	100%
CSET English IV	58	58	100%	100%	19	19	100%
CSET French Subtest I	1	--	--	100%	1	--	--
CSET French Subtest II	1	--	--	100%	1	--	--
CSET French Subtest III	1	--	--	100%	1	--	--
CSET German Subtest I	1	--	--	100%	0	--	--
CSET German Subtest II	1	--	--	100%	0	--	--
CSET German Subtest III	1	--	--	100%	0	--	--
CSET Math I	38	38	100%	100%	20	20	100%
CSET Math II	38	37	97%	99%	20	20	100%
CSET Math III	7	--	--	95%	2	--	--
CSET Music Subtest I	5	--	--	97%	1	--	--
CSET Music Subtest II	5	--	--	100%	1	--	--
CSET Music Subtest III	5	--	--	100%	1	--	--
CSET Sci III Bio/Life	21	21	100%	100%	16	16	100%
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	5	--	--	100%	3	--	--
CSET Sci IV Bio/Life	2	--	--	100%	5	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	24	24	100%	100%	15	15	100%
CSET Science II	24	24	100%	100%	15	15	100%
CSET Social Sci I	57	56	98%	99%	18	18	100%
CSET Social Sci II	57	57	100%	100%	18	18	100%
CSET Social Sci III	57	55	96%	99%	18	18	100%
CSET Spanish Subtest I	13	13	100%	100%	2	--	--
CSET Spanish Subtest II	13	13	100%	100%	1	--	--
CSET Spanish Subtest III	13	13	100%	100%	1	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	100%	1	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (12)	1	--	--	100%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	1427	1427	100%	100%	186	186	100%
Aggregate	1427	1427	100%	100%	186	186	100%
Professional Knowledge/Pedagogy							
RICA	877	875	100%	99%	136	136	100%
Aggregate	877	875	100%	99%	136	136	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	8	--	--	98%	0	--	--
Art S* (12)	8	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	36	36	100%	98%	3	--	--
Biology S* (04 + 05)	38	38	100%	100%	3	--	--
Chemistry Praxis II (0242 + 0433)	6	--	--	100%	1	--	--
Chemistry S* (04 + 06)	6	--	--	98%	1	--	--
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	97%	0	--	--
CSET English III	7	--	--	97%	0	--	--
CSET English IV	7	--	--	91%	0	--	--
CSET Math I	4	--	--	88%	0	--	--
CSET Math II	4	--	--	88%	0	--	--
CSET Math III	3	--	--	44%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	1	--	--
CSET Science II	4	--	--	100%	1	--	--
CSET Social Sci I	6	--	--	90%	0	--	--
CSET Social Sci II	6	--	--	94%	0	--	--
CSET Social Sci III	6	--	--	96%	0	--	--
English Praxis II	79	78	99%	99%	10	10	100%
English S* (01)	80	80	100%	100%	10	10	100%
French S* (11)	4	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	4	--	--	100%	0	--	--
French: Skills Praxis II (0171)	4	--	--	100%	0	--	--
Geoscience Praxis II (0433)	10	9	90%	94%	0	--	--
Geoscience S* (04 + 07)	11	10	91%	96%	0	--	--
Japanese S* (21)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	27	27	100%	100%	5	--	--
Math S* (02)	27	27	100%	100%	5	--	--
Music Praxis II (0111 + 0112)	10	10	100%	100%	0	--	--
Music S* (13)	10	10	100%	100%	0	--	--
Physics Praxis II (0262 + 0433)	6	--	--	96%	0	--	--
Physics S* (04 + 08)	6	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	41	41	100%	100%	3	--	--
Social Science S* (03)	41	41	100%	100%	3	--	--
Spanish S* (10)	10	10	100%	100%	0	--	--
Spanish: Analysis Praxis II (0193)	10	8	80%	92%	0	--	--
Spanish: Skills Praxis II (0192)	10	9	90%	97%	0	--	--
Aggregate	265	254	96%	98%	23	23	100%
Other Content Areas							
Agriculture S* (14)	1	--	--	100%	0	--	--

Institution/Program: **Chapman University**

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 2005-2006
(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 Claremont Graduate University (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 asserts 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 fulfill 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 integrity; who work diligently to develop the skills and attitudes necessary to teach every child as though they were teaching their own; who collaborate with the parents of their students, other educators and policy makers; 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, in either general or special education settings, to culturally and linguistically diverse students. Over 50% of CGU intern teachers each year are from underrepresented groups and are multilingual. 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 2005-2006

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 and its three major themes of excellence, equity and integrity. CGU has continued to focus on excellent preparation in subject matter content knowledge, which is necessary for accountability. This has significantly increased pass rates for required subject matter exams. Additionally, a focus on collaborative skills for all candidates increases teacher effectiveness in all areas.

For the first time, CGU participated in the California Intern Grant program to support the professional development of our students here at the university and in their districts. We utilized some of the funds to provide free subject matter enhancement and the districts utilized the funds to either pay for a mentor teacher or provide release time for other professional development activities.

Our new special education program has grown and experienced great success. CGU is deeply committed to increasing the numbers of highly qualified special education teachers as well as contributing to the pool of special education leadership in the country, both at University and District levels. This new program is unique in that it is highly integrated into the general education program and thereby simultaneously increases the abilities and cooperative attitudes of both general and special education teachers.

Finally, a strong focus in excellent mathematics and science preparation along with critical federal grants and scholarships has increased the numbers of highly qualified candidates in these hard to staff areas.

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 2005-2006

Several exciting initiatives will be launched in the coming year. First, the addition of the moderate/severe classification for Special Education is under review for approval. This program will build upon the excellent characteristics of social justice and accountability that undergird the existing mild/moderate program. It is scheduled to begin in Fall 2007.

Second, a National Science Foundation funded partnership between CGU and the five undergraduate Claremont Colleges (Pomona, Harvey Mudd, Scripps, Claremont McKenna and Pitzer) has begun to recruit outstanding and diverse math and science graduates into the teaching profession. Undergraduate faculty at the Claremont Colleges have been working together with CGU to guide interested and promising, high-quality math and science majors into teaching. The focus here is to increase the numbers of highly qualified and diverse math and science teachers who have been specifically prepared to be effective in diverse environments.

Finally, a variety of alternative models to enhance the pre-teaching experiences of CGU pre-interns are being examined to increase candidates exposure to excellent teaching prior to the internship placement. Along with this, increased school/university partnerships are being forged. A greater emphasis on collaboration throughout the program will benefit all involved parties.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.cgu.edu/pages/1642.asp

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	46		46
Single Subject Candidates	47		47
Education Specialist Candidates	14		14
Totals	107		107

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46		46
Single Subject Candidates	47		47
Education Specialist Candidates	14		14
Totals	107		107

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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		6	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs		6	
In Academic Positions with Rights and Responsibilities		6	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs		2	
In Academic Positions with Rights and Responsibilities		2	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	8 :1	:1
Single Subject Programs	:1	8 :1	:1
Education Specialist Programs	:1	8 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	26	910
Single Subject Programs	35	26	910
Education Specialist Programs	35	26	910

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	79	79	100%
Aggregate	0	--	--	100%	79	79	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	41	40	98%
Aggregate	0	--	--	98%	41	40	98%
Academic Content Areas							
CSET English I	0	--	--	100%	10	10	100%
CSET English II	0	--	--	100%	10	10	100%
CSET English III	0	--	--	100%	10	10	100%
CSET English IV	0	--	--	100%	10	10	100%
CSET Math I	0	--	--	100%	3	--	--
CSET Math II	0	--	--	99%	3	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	6	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	100%	3	--	--
CSET Science I	0	--	--	100%	5	--	--
CSET Science II	0	--	--	100%	5	--	--
CSET Social Sci I	0	--	--	99%	10	10	100%
CSET Social Sci II	0	--	--	100%	10	9	90%
CSET Social Sci III	0	--	--	99%	10	10	100%
CSET Spanish Subtest I	0	--	--	100%	4	--	--
CSET Spanish Subtest II	0	--	--	100%	4	--	--
CSET Spanish Subtest III	0	--	--	100%	4	--	--
Aggregate	0	--	--	99%	35	34	97%
Other Content Areas							
CSET MSE I	0	--	--	100%	39	39	100%
CSET MSE II	0	--	--	100%	39	39	100%
CSET MSE III	0	--	--	100%	39	39	100%
MSAT (0140 + 0151)	0	--	--	98%	1	--	--
Aggregate	0	--	--	100%	40	40	100%
Summary Totals and Pass Rate	0	--	--	98%	79	77	97%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	113	113	100%
Aggregate	0	--	--	100%	113	113	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	69	69	100%
Aggregate	0	--	--	99%	69	69	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	98%	4	--	--
Biology S* (04 + 05)	0	--	--	100%	4	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	98%	2	--	--
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	97%	1	--	--
CSET English III	0	--	--	97%	1	--	--
CSET English IV	0	--	--	91%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Science I	0	--	--	100%	3	--	--
CSET Science II	0	--	--	100%	3	--	--
English Praxis II	0	--	--	99%	12	12	100%
English S* (01)	0	--	--	100%	13	13	100%
Math Praxis II (0063 + 0064)	0	--	--	100%	5	--	--
Math S* (02)	0	--	--	100%	6	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	100%	5	--	--
Social Science S* (03)	0	--	--	100%	5	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	97%	1	--	--
Aggregate	0	--	--	98%	35	35	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	42	42	100%
Aggregate	0	--	--	100%	42	42	100%
Summary Totals and Pass Rate	0	--	--	99%	113	113	100%

Institution/Program: **Claremont Graduate University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Compton USD**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The DACP is a district sponsored Multiple Subject teacher-credentialing program, accredited by the California Commission on Teacher Credentialing. The program provides a high quality, two-year professional development sequence that meets the requirements for an SB 2042 Preliminary California Multiple Subject credential. Classes meet in the district twice a week during the first year of the program and once a week during the second year. Also, interns are required to meet once a month for Seminar. Unlike traditional programs, this alternative waives student teaching for full-time paid service in the district. Participants receive salary credits and placement on the salary scale for coursework completed in the program. Interns are also assigned a peer coach to assist them as they begin their teaching career. Also, district interns may be eligible to apply for the Assumption Program of Loans for Education (APLE).

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

During the 2005-2006 school year, the program was able to successfully prepare candidates to be effective teachers.

As part of the program, all interns attended a monthly professional performance seminar. This seminar is intended to guide them in their creation of a professional portfolio. During these seminars, interns engaged in reflective conversations about the CSTPs that resulted in the creation of more meaningful portfolio artifacts. In addition, the portfolio process was redesigned to ensure that the artifacts demonstrated each candidate's competency in the California Standards for the Teaching Profession.

The program also made a large effort to assign interns peer coaches who were serving on the same grade level and at the same school site to provide the best possible support. Peer coaches were also paid per meeting with their assigned intern rather than a lump sum to encourage weekly meetings.

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 2005-2006

There have been many changes in the program as a result of SB 2042. The major changes are in the areas of coursework, fieldwork, and assessment.

Candidates now take an increased amount of coursework. Under the Ryan program, candidates spent approximately 220 hours in class over two years. Interns are now in class for over 300 hours during the two year program. This change reflects an increased amount of time spent learning about educational psychology, instruction of culturally and linguistically diverse students, and working with special students.

The fieldwork component of the program changed significantly from the Ryan program to the new Senate Bill 2042 program. Under the original Ryan program, school site administrators served as fieldwork supervisors. As administrators have numerous responsibilities, district interns were often observed as little as twice a year. Therefore, each intern is now assigned a fieldwork supervisor. Fieldwork supervisors evaluate interns a minimum of five times per semester or twenty times throughout the program. For each evaluative classroom visit, Fieldwork Supervisors conduct a pre-observation conference and a post-observation conference. This design gives the Fieldwork Supervisors numerous opportunities to provide feedback to interns.

Under the SB 2042 program, interns must successfully complete the California Commission on Teacher Credentialing Teaching Performance Assessment (CA-TPA). The TPA is used to summatively assess the interns' performance in relation to the TPEs. The TPA consists of four tasks, each worth four points. Interns must receive an overall score of at least 12. The CCTC-established rubrics which are used to assess the TPA.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	33		33
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	33		33

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	33		33
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	33		33

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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			
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	20 :1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	16	16	100%
Aggregate	0	--	--	100%	16	16	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	16	16	100%
Aggregate	0	--	--	98%	16	16	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	13	13	100%
CSET MSE II	0	--	--	100%	13	13	100%
CSET MSE III	0	--	--	100%	13	13	100%
MSAT (0140 + 0151)	0	--	--	98%	3	--	--
Aggregate	0	--	--	100%	16	16	100%
Summary Totals and Pass Rate	0	--	--	98%	16	16	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	20	20	100%
Aggregate	0	--	--	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	20	20	100%
Aggregate	0	--	--	99%	20	20	100%
Other Content Areas							
CSET MSE II	0	--	--	96%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	12	12	100%
Aggregate	0	--	--	100%	13	13	100%
Summary Totals and Pass Rate	0	--	--	99%	20	20	100%

Institution/Program: Compton USD

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 2005-2006
(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 2005-2006

The admission process from first contact through enrollment is a very effective aspect of Concordia's teacher preparation programs. Students begin with a sense of nurture and respect. The admission and advising staff exemplify the School of Education's personal attention philosophy. All credential candidates submit passing subject matter scores prior to admission if their major and teaching fields are not congruent.

The Credential Program Director assures quality and propriety of the course content, quality of instruction, and continuity of the admission and advising process. This has led to a program that supports students who need additional attention throughout credential courses and student teaching. All students successfully complete the TPAS before finishing the program. The Director provides remediation and coaching for those needing assistance with the TPAS. The Director also represents the School of Education faculty in matters of concern with particular students.

All credential faculty and student teaching supervisors have significant experience teaching in K-12 settings. Experience includes teaching and administration in 100% minority schools, urban and small town settings and 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 presentations which provide students with current links to school improvement and curriculum development.

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 2005-2006

1. A new faculty member increased the ethnic and economic diversity of the experience of the faculty.
2. A credential program has been established in the Temecula area. This program has the Associate Dean as its director and is offering the credential program for both single subject and multiple subject students.
3. The Director of the Teacher Credential Program is conducting training for all credential faculty members in the TPA's to assure quality of instruction and content.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.cui.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	158	158	0
Single Subject Candidates	75	73	2
Education Specialist Candidates	0	0	0
Totals	233	231	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	80	80	0
Single Subject Candidates	28	26	2
Education Specialist Candidates	0	0	0
Totals	108	106	2

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	22	0	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	18	0	0
Single Subject Programs	11	3	0
In Academic Positions with Rights and Responsibilities	4	2	0
In Non-Academic Positions without Rights and Responsibilities	7	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	0 :1	0 :1
Single Subject Programs	18 :1	18 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	50	16	800
Single Subject Programs	50	18	900
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	102	102	100%	100%	1	--	--
Aggregate	102	102	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	73	72	99%	98%	0	--	--
Aggregate	73	72	99%	98%	0	--	--
Academic Content Areas							
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	100%	0	--	--
CSET English IV	6	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Music Subtest I	2	--	--	97%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Social Sci I	10	10	100%	99%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	99%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	22	22	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	71	71	100%	100%	0	--	--
CSET MSE II	71	71	100%	100%	0	--	--
CSET MSE III	71	71	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
Aggregate	72	72	100%	100%	0	--	--
Summary Totals and Pass Rate	102	101	99%	98%	1	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	114	114	100%	100%	0	--	--
Aggregate	114	114	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	83	83	100%	99%	0	--	--
Aggregate	83	83	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
English Praxis II	3	--	--	99%	0	--	--
English S* (01)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Aggregate	16	16	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	2	--	--	97%	0	--	--
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Health Science S* (16)	4	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	49	49	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	58	58	100%	100%	0	--	--
Summary Totals and Pass Rate	115	115	100%	99%	0	--	--

Institution/Program: **Concordia University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU Bakersfield**

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 be a professional learning institution that prepares highly capable professionals to serve our culturally and linguistically diverse community with integrity." This mission was formally adopted during the 06/07 Academic Year in response to the desire of faculty to provide the highest quality education in the preparation of professional educators for our community. The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). Faculty and candidates prescribe to a high level of professional leadership which involves collaboration, reflection, student centeredness, professional competence, and a high level of ethics. Our goal is to meet the needs of our students and be a leader in the preparation of teachers, counselors, and administrators in the greater Kern County Region.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

One of the strongest qualities of the School of Education is our value for high level faculty involvement in the teaching and learning process and the commitment to partnerships for excellence. Access to highly experienced staff in the area of credentialing, evaluating, and career placement is one of the program qualities that increases student success. Collaboration with our K-12 and business partners is a highlight in the School of Education with several new partnerships introduced during the 05/06 Academic Year. Some of these partnerships include additional scholarships by friends of the School of Education, Foster Youth Tutoring Program for county youth, Teacher Recruitment partnerships, involvement in school improvement projects with local school districts, and the implementation of new math and science initiatives to increase the number of math and science teachers that serve our state. All programs within the School of Education participate in quarterly and annual assessments to utilize a cycle of inquiry to continually strive to improve our service and quality of instruction provided to our candidates.

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 2005-2006

New initiatives which enhance partnerships with stakeholders, as well as improve program excellence, include:

Project CALLI, a partnership with Delano Joint Union High School District, with a primary focus to promote academic and language development in linguistically diverse settings. CALLI stands for Content Academic Language Literacy Instruction.

Art Institute, a partnership with the School of Arts and Sciences was developed to provide opportunities for Kern County children to capitalize on their artistic intelligence to participate in a summer Art Institute.

Unitrak is a teacher recruitment initiative with Kern High School District to allow students participating in future teacher courses and programs within the district to receive university credit for early field experience activities.

Math Blended Program. A program blending the Bachelor of Arts degree in mathematics with the teacher credentialing program allows students a shorter time to degree and increases the number of math majors eligible to become teachers.

Foster Youth Tutoring Program. This initiative provides opportunities for teacher candidates to tutor local foster youth to provide early teaching experience and make our students eligible to receive scholarships toward their teaching credential.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.csub.edu/soe.

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	455	91
Single Subject Candidates	422	290	132
Education Specialist Candidates	272	162	110
Totals	1,240	907	333

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	299	262	37
Single Subject Candidates	150	101	49
Education Specialist Candidates	114	23	91
Totals	563	386	177

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	14	6	0
In Academic Positions with Rights and Responsibilities	12	6	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Single Subject Programs	6	1	0
In Academic Positions with Rights and Responsibilities	6	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	2	4	0
In Academic Positions with Rights and Responsibilities	2	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10 :1	15 :1	0 :1
Single Subject Programs	10 :1	15 :1	0 :1
Education Specialist Programs	6 :1	12 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	15 and 30	10 and 10	450
Single Subject Programs	30	10	300
Education Specialist Programs	30 or 45	10 or 10/10	300,450

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1-2
Single Subject Programs	1-2
Education Specialist Programs	1-2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	206	205	100%	100%	101	101	100%
Aggregate	206	205	100%	100%	101	101	100%
Professional Knowledge/Pedagogy							
RICA	171	166	97%	98%	53	52	98%
Aggregate	171	166	97%	98%	53	52	98%
Academic Content Areas							
CSET English I	3	--	--	100%	8	--	--
CSET English II	3	--	--	100%	8	--	--
CSET English III	3	--	--	100%	8	--	--
CSET English IV	3	--	--	100%	8	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	3	--	--	100%	3	--	--
CSET Math II	3	--	--	99%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	2	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	6	--	--
CSET Science II	0	--	--	100%	6	--	--
CSET Social Sci I	6	--	--	99%	3	--	--
CSET Social Sci II	6	--	--	100%	3	--	--
CSET Social Sci III	6	--	--	99%	3	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	15	15	100%	99%	21	21	100%
Other Content Areas							
Business S* (15)	1	--	--	94%	1	--	--
CSET MSE I	148	148	100%	100%	38	38	100%
CSET MSE II	148	148	100%	100%	38	37	97%
CSET MSE III	148	148	100%	100%	38	38	100%
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
Health Science S* (16)	2	--	--	100%	5	--	--
MSAT (0140 + 0151)	5	--	--	98%	0	--	--
Phys. Educ. Praxis Test II	0	--	--	94%	1	--	--
Physical Education S* (09)	0	--	--	100%	1	--	--
Aggregate	157	156	99%	100%	45	44	98%
Summary Totals and Pass Rate	206	199	97%	98%	102	100	98%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	317	317	100%	100%	87	87	100%
Aggregate	317	317	100%	100%	87	87	100%
Professional Knowledge/Pedagogy							
RICA	232	231	100%	99%	44	44	100%
Aggregate	232	231	100%	99%	44	44	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	2	--	--
Biology S* (04 + 05)	3	--	--	100%	2	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	6	--	--	99%	6	--	--
English S* (01)	6	--	--	100%	6	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	2	--	--
Math S* (02)	1	--	--	100%	2	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	2	--	--
Physics S* (04 + 08)	0	--	--	96%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	100%	0	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	1	--	--
Aggregate	16	16	100%	98%	13	13	100%
Other Content Areas							
Agriculture S* (14)	1	--	--	100%	0	--	--
Business S* (15)	6	--	--	97%	0	--	--
CSET MSE I	3	--	--	98%	1	--	--
CSET MSE II	3	--	--	96%	1	--	--
CSET MSE III	3	--	--	98%	1	--	--
Health Science S* (16)	3	--	--	100%	2	--	--
MSAT (0140 + 0151)	58	58	100%	100%	16	16	100%
Phys. Educ. Praxis Test II	2	--	--	100%	1	--	--
Physical Education S* (09)	2	--	--	99%	1	--	--
Aggregate	73	73	100%	100%	20	20	100%
Summary Totals and Pass Rate	317	316	100%	99%	87	87	100%

Institution/Program: **CSU Bakersfield**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU Channel Islands**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University Channel Islands, the newest CSU campus prepares educators for careers in teaching elementary, secondary and special education students. All areas of study within the Education Program at California State University Channel Islands are united in a single goal: to prepare future educators and educational leaders to be facilitators of learning. Our shared purpose is to ensure that all of our graduates are well-prepared to succeed by helping them to establish strong foundational knowledge, skills, and dispositional beliefs. To achieve this goal, Education faculty share the privileges and responsibilities of cultivating the attributes of an educator within each learner in our care. It is in each graduate's knowledge, ability to make connections, and professional beliefs and performance that our success will be measured.

Knowing: content; theory and practice of the instructional process; learners; how to create an inclusive learning environment; communities and schools in which we practice.

Connecting: theory and practice; schools and families; with colleagues; learners with content; learners with the classroom, school, and broader community.

Believing: in the ideals of social justice and democracy; that all students are capable of learning; in the value of reflective and deliberate practice.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The Education Programs build from the foundation of undergraduate majors (Liberal Studies, Mathematics, English, and Sciences). Our Education Programs contribute to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes and their ability to work in collaborative analytical teams. All of the programs emphasize the preparation of teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language. Emphasis is placed on the K-12 student as actively engaged in his/her learning.

All credential programs that we offer have been approved by the California Commission on Teacher Credentialing. The university offers intern programs that are collaborative efforts among the local school districts, Ventura County Beginning Teacher Support and the university. All programs emphasize strong connections between theory and practice. Students teach during each semester of the credential 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 2005-2006

CSU Channel Islands expanded its portfolio assessment processes for candidate documentation of effectiveness. Single Subject (secondary education) candidates completed electronic portfolios and microteaching lessons. Multiple Subject (elementary education) candidates completed California Teacher Performance Assessment tasks in a pilot study. Education specialist (special education) candidates documented their performance through a poster session highlighting research to practice efforts in local schools. CSU Channel Islands identified technology as an area for improvement and is developing plans to further infuse technology into the credential program.

CSU Channel Islands offered Multiple Subjects teaching methods courses on the campus of University Preparation School, a k-7 professional development school. Faculty from CSU Channel Islands and teaching faculty at UPS collaborated by having teaching candidates teach writing to upper grade students and reflect on their practice with teachers and faculty.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
<http://education.csuci.edu/>

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	126	125	1
Single Subject Candidates	48	37	11
Education Specialist Candidates	31	26	5
Totals	205	188	17

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	126	125	1
Single Subject Candidates	48	37	11
Education Specialist Candidates	31	26	5
Totals	205	188	17

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12	1	0
In Academic Positions with Rights and Responsibilities	6	1	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Single Subject Programs	12	6	0
In Academic Positions with Rights and Responsibilities	7	4	0
In Non-Academic Positions without Rights and Responsibilities	5	2	0
Education Specialist Programs	7	3	0
In Academic Positions with Rights and Responsibilities	4	1	0
In Non-Academic Positions without Rights and Responsibilities	3	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	20 :1	0 :1
Single Subject Programs	20 :1	20 :1	0 :1
Education Specialist Programs	20 :1	20 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	77	77	100%	100%	19	19	100%
Aggregate	77	77	100%	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	63	63	100%	98%	10	10	100%
Aggregate	63	63	100%	98%	10	10	100%
Academic Content Areas							
CSET English I	5	--	--	100%	1	--	--
CSET English II	5	--	--	100%	1	--	--
CSET English III	5	--	--	100%	1	--	--
CSET English IV	5	--	--	100%	1	--	--
CSET Math I	3	--	--	100%	5	--	--
CSET Math II	3	--	--	99%	5	--	--
CSET Math III	0	--	--	95%	4	--	--
CSET Sci III Bio/Life	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	2	--	--
CSET Science II	3	--	--	100%	2	--	--
Aggregate	11	11	100%	99%	8	--	--
Other Content Areas							
Business S* (15)	0	--	--	94%	1	--	--
CSET MSE I	60	60	100%	100%	4	--	--
CSET MSE II	60	60	100%	100%	4	--	--
CSET MSE III	60	60	100%	100%	4	--	--
Health Science S* (16)	1	--	--	100%	4	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	62	62	100%	100%	9	--	--
Summary Totals and Pass Rate	77	77	100%	98%	19	19	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	15	15	100%	100%	0	--	--
Aggregate	15	15	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	15	15	100%	99%	0	--	--
Aggregate	15	15	100%	99%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	12	12	100%	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Summary Totals and Pass Rate	15	15	100%	99%	0	--	--

Institution/Program: **CSU Channel Islands**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU 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. School of Education

Programs of the School of Education represent the evolution of over 100 years of educator preparation at California State University, Chico. Our School of Education mission is drawn from the university vision and mission. These statements, foundational to the university and supported over time, sharpen the focus of the School of Education on the preparation of educators who have the knowledge, skills and dispositions to function as initially well-prepared educators and to continue to advance their professional capabilities in order to most effectively serve learners and to become leaders in their schools and communities.

Today, teacher preparation at both the basic and advanced levels is an all-university responsibility, inviting and requiring the participation of faculty and staff from across the university. Intra-university collaboration is joined by strong links to schools and communities throughout northern California. The CSU, Chico School of Education is a partner with the three area-wide beginning teacher support and assessment (induction) programs in order to form a seamless link between initial teacher preparation and at least the first two years of teaching. Due to the nature of the region, a high percentage of those who receive their initial preparation at our institution remain in the geographic area and are directly served by the partner induction programs.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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, special preparation to work with all children including those who are linguistically and culturally diverse (Bilingual emphasis program), concurrent special education, and post baccalaureate and blended undergraduate programs.

Course content is designed to meet all of the appropriate California program standards and within the elementary and secondary programs, the California Teaching Performance Expectations (TPEs) and prepares candidates to know and be able to teach in relation to Profession and state and local student academic content 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.

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 2005-2006

1. The CSU Chico Teacher Recruitment Program (TRP) offers academic assistance to students interested in the teaching profession with a focus on Math and Science. Services provided by the program include, but are not limited to:

- CBEST workshops
- scholarships

TDP also provides information and assistance to high school students and transfer students from the local community colleges, ensuring a smooth transition to the university.

For More Information Call:

Teacher Recruitment Office

Phone: 530-898-4081

2. The Math and Science Secondary Teaching Initiative is a response to an expected crisis in education:

Approximately 200,000 of secondary science and math teachers will retire or leave the profession in the next 10 years.

CSU, Chico is joining other CSUs and UCs to alleviate this crisis by doubling the number of math and science teachers in the state by 2010. Chico was one of nine CSU campuses to be awarded a Math Science Teacher Initiative grant. The \$70,000 grant is directed by Deborah Summers, Education, and William Fisher of the Center for Mathematics and Science Education.

3. North State Initiative

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

www.csuchico.edu/edsc/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	239	233	6
Single Subject Candidates	150	137	13
Education Specialist Candidates	56	4	52
Totals	445	374	71

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	213	210	3
Single Subject Candidates	129	122	7
Education Specialist Candidates	56	4	52
Totals	398	336	62

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20	3	
In Academic Positions with Rights and Responsibilities	19	3	
In Non-Academic Positions without Rights and Responsibilities	1		
Single Subject Programs	13	7	
In Academic Positions with Rights and Responsibilities	13	7	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	5	8	
In Academic Positions with Rights and Responsibilities	4	4	
In Non-Academic Positions without Rights and Responsibilities	1	4	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	24 :1	:1
Single Subject Programs	24 :1	24 :1	:1
Education Specialist Programs	25 :1	25 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	30	745
Single Subject Programs	22	30	520
Education Specialist Programs	30	32	736

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	278	276	99%	100%	27	27	100%
Aggregate	278	276	99%	100%	27	27	100%
Professional Knowledge/Pedagogy							
RICA	178	177	99%	98%	11	11	100%
Aggregate	178	177	99%	98%	11	11	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	100%	0	--	--
CSET English IV	6	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	1	--	--
CSET Science II	2	--	--	100%	1	--	--
CSET Social Sci I	9	--	--	99%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	99%	0	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	19	19	100%	99%	2	--	--
Other Content Areas							
CSET MSE I	177	176	99%	100%	8	--	--
CSET MSE II	177	175	99%	100%	8	--	--
CSET MSE III	177	177	100%	100%	8	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	1	--	--
Aggregate	179	177	99%	100%	9	--	--
Summary Totals and Pass Rate	285	281	99%	98%	28	28	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	461	459	100%	100%	72	72	100%
Aggregate	461	459	100%	100%	72	72	100%
Professional Knowledge/Pedagogy							
RICA	291	290	100%	99%	45	45	100%
Aggregate	291	290	100%	99%	45	45	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	98%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	1	--	--
CSET Science II	2	--	--	100%	1	--	--
English Praxis II	6	--	--	99%	2	--	--
English S* (01)	7	--	--	100%	2	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	13	12	92%	98%	4	--	--
Other Content Areas							
Agriculture S* (14)	1	--	--	100%	0	--	--
Business S* (15)	3	--	--	97%	0	--	--
CSET MSE I	5	--	--	98%	0	--	--
CSET MSE II	5	--	--	96%	0	--	--
CSET MSE III	5	--	--	98%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	61	60	98%	100%	13	13	100%
Aggregate	73	71	97%	100%	13	13	100%
Summary Totals and Pass Rate	461	455	99%	99%	72	72	100%

Institution/Program: CSU Chico

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU Dominguez 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 linguistically 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.

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 2005-2006

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 partnership between LAUSD Local District G and the College of Education was a finalist for the Nancy Zimpher Award from the Holmes Partnership.

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 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 infuse technology and differentiation of instruction in all teacher preparation coursework; and, 4) has developed a blended (teacher preparation/liberal studies) 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 2005-2006

During the current year, all newly admitted basic credential students are enrolled in the new, SB 2042 program that was piloted in the PDS cohort during the 2002-2003 academic year. Faculty have been trained in the TPA system developed on campus and we are currently testing the new assessment system and conducting validation studies.

The university underwent a major reorganization that will become effective at the start of the 2004-05 academic year. The School of Education will become the College of Education and will be organized into two divisions of Teacher Education and Graduate Education. The Physical Education and Recreation Department will move to the College of Health and Human Services and the Special Education program will move from the Division of Graduate Education to the Division of Teacher Education. The College of Arts and Sciences will be reorganized in to several smaller colleges and undergraduate programs will be distributed across the new colleges. The change will allow for more efficient alignment of programs within the College but is likely to create new challenges with regard to undergraduate teacher preparation programs since they will be dispersed into several undergraduate colleges.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.csudh.edu/coe/main_index.htm

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	720	578	142
Single Subject Candidates	533	280	253
Education Specialist Candidates	649	398	251
Totals	1,902	1,256	646

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	316	264	52
Single Subject Candidates	235	112	123
Education Specialist Candidates	178	1	177
Totals	729	377	352

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	71	6	0
In Academic Positions with Rights and Responsibilities	68	6	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Single Subject Programs	40	40	0
In Academic Positions with Rights and Responsibilities	36	32	0
In Non-Academic Positions without Rights and Responsibilities	4	8	0
Education Specialist Programs	4	59	0
In Academic Positions with Rights and Responsibilities	4	50	0
In Non-Academic Positions without Rights and Responsibilities	0	9	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	36 :1	0:0 :1
Single Subject Programs	24 :1	36 :1	0:0 :1
Education Specialist Programs	24 :1	36 :1	0:0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	19	450
Single Subject Programs	15	30	450
Education Specialist Programs	30	15	450

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	298	298	100%	100%	332	332	100%
Aggregate	298	298	100%	100%	332	332	100%
Professional Knowledge/Pedagogy							
RICA	191	191	100%	98%	230	230	100%
Aggregate	191	191	100%	98%	230	230	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	16	16	100%	100%	7	--	--
CSET English II	16	16	100%	100%	7	--	--
CSET English III	16	16	100%	100%	7	--	--
CSET English IV	16	16	100%	100%	7	--	--
CSET Math I	18	18	100%	100%	18	18	100%
CSET Math II	18	18	100%	99%	18	18	100%
CSET Math III	10	8	80%	95%	12	8	67%
CSET Sci III Bio/Life	4	--	--	100%	5	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	6	--	--	100%	7	--	--
CSET Science II	6	--	--	100%	7	--	--
CSET Social Sci I	6	--	--	99%	7	--	--
CSET Social Sci II	6	--	--	100%	7	--	--
CSET Social Sci III	6	--	--	99%	7	--	--
English Praxis II	1	--	--	100%	3	--	--
English S* (01)	1	--	--	100%	4	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	2	--	--
Math S* (02)	3	--	--	100%	2	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	0	--	--	100%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	2	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	2	--	--
Aggregate	52	50	96%	99%	48	44	92%
Other Content Areas							
CSET MSE I	140	140	100%	100%	101	98	97%
CSET MSE II	140	140	100%	100%	101	98	97%
CSET MSE III	140	140	100%	100%	101	100	99%
Health Science S* (16)	6	--	--	100%	34	34	100%
MSAT (0140 + 0151)	7	--	--	98%	33	33	100%
Phys. Educ. Praxis Test II	0	--	--	94%	1	--	--
Physical Education S* (09)	0	--	--	100%	1	--	--
Aggregate	153	153	100%	100%	169	166	98%
Summary Totals and Pass Rate	200	200	100%	99%	224	227	98%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	740	739	100%	100%	503	503	100%
Aggregate	740	739	100%	100%	503	503	100%
Professional Knowledge/Pedagogy							
RICA	540	539	100%	99%	421	421	100%
Aggregate	540	539	100%	99%	421	421	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	8	--	--	98%	2	--	--
Biology S* (04 + 05)	8	--	--	100%	2	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
CSET Math I	1	--	--	88%	0	--	--
CSET Math II	1	--	--	88%	0	--	--
CSET Math III	1	--	--	44%	0	--	--
English Praxis II	20	20	100%	99%	7	--	--
English S* (01)	21	21	100%	100%	7	--	--
French S* (11)	0	--	--	100%	1	--	--
Geoscience Praxis II (0433)	4	--	--	94%	3	--	--
Geoscience S* (04 + 07)	2	--	--	96%	3	--	--
Math Praxis II (0063 + 0064)	11	11	100%	100%	11	11	100%
Math S* (02)	10	10	100%	100%	12	12	100%
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	1	--	--
Physics S* (04 + 08)	0	--	--	96%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	100%	2	--	--
Social Science S* (03)	5	--	--	100%	2	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	54	52	96%	98%	28	28	100%
Other Content Areas							
Business S* (15)	9	--	--	97%	2	--	--
CSET MSE I	4	--	--	98%	2	--	--
CSET MSE II	4	--	--	96%	2	--	--
CSET MSE III	3	--	--	98%	2	--	--
Health Science S* (16)	8	--	--	100%	3	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	257	256	100%	100%	219	218	100%
Phys. Educ. Praxis Test II	3	--	--	100%	3	--	--
Physical Education S* (09)	3	--	--	99%	3	--	--
Aggregate	283	280	99%	100%	229	228	100%
Summary Totals and Pass Rate	740	733	99%	99%	503	502	100%

Institution/Program: **CSU Dominguez Hills**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU East Bay**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The College of Education and Allied Studies' 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 of life-long, professional growth and school leadership." These two mission statements, in turn, are closely aligned with the university's mission: "Provide an academically-rich, multicultural learning experience that prepares all of its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally."

The teacher preparation programs at CSU East Bay 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 East Bay 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 East Bay has established partnership programs with the two school districts in our service area with the highest number of non-credentialed teachers, Oakland Unified and West Contra Costa Unified.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The Multiple Subject, Single Subject and Education Specialist programs were accredited by both NCATE and CCTC following a Spring, 2002 joint visit. Program qualities that contribute to the effectiveness of the Multiple Subject and Single Subject Credential programs include: (1) a cohort system, with ongoing 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 urban school districts, and (4) entire programs offered at four remote sites.

New Initiatives: The Single Subject Credential program has added the Languages Other Than English - Mandarin credential. CSU East Bay is one of the three IHEs in California to offer this credential. In addition, one cohort of Single Subject Program is taking the classes in an innovative online/Saturday format.

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 of federal grants for student recruitment, support, and mentoring.

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 2005-2006

For the Multiple Subject and Single Subject Credential Programs, a new field experience summarive evaluation form, based on the California's Teacher Performance Expectations (TPEs) was developed. Student Teaching supervisors were trained to use the instrument. For both programs, criteria and expectations for required field experience with English Learners were developed.

The Education Specialist internship program continues its partnership with 11 school districts in our service area and is trying to expand to more districts. For more information on our Special Education programs go to:
<http://edschool.csueastbay.edu/departments/epsy/index.html>

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
edschool.csueastbay.edu/departments/tes/index.html

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	363	269	94
Single Subject Candidates	179	60	119
Education Specialist Candidates	54	28	26
Totals	596	357	239

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	329	235	94
Single Subject Candidates	168	53	115
Education Specialist Candidates	52	26	26
Totals	549	314	235

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	29	8	0
In Academic Positions with Rights and Responsibilities	3	1	
In Non-Academic Positions without Rights and Responsibilities	26	7	
Single Subject Programs	17	10	0
In Academic Positions with Rights and Responsibilities	1	1	
In Non-Academic Positions without Rights and Responsibilities	16	9	
Education Specialist Programs	7	7	11
In Academic Positions with Rights and Responsibilities	3	3	0
In Non-Academic Positions without Rights and Responsibilities	4	4	11

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	.18 :1	.18 :1	n/a :1
Single Subject Programs	.18 :1	.18 :1	n/a :1
Education Specialist Programs	.31 :1	.31 :1	.01 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	24	576
Single Subject Programs	24	24	576
Education Specialist Programs	40	40	400

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1.0
Single Subject Programs	1.0
Education Specialist Programs	2.0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	233	233	100%	100%	162	162	100%
Aggregate	233	233	100%	100%	162	162	100%
Professional Knowledge/Pedagogy							
RICA	189	188	99%	98%	75	75	100%
Aggregate	189	188	99%	98%	75	75	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	3	--	--
CSET Art Subtest II	1	--	--	100%	3	--	--
CSET English I	8	--	--	100%	18	18	100%
CSET English II	8	--	--	100%	18	18	100%
CSET English III	8	--	--	100%	18	18	100%
CSET English IV	8	--	--	100%	18	18	100%
CSET Japanese Subtest I	0	--	--	100%	1	--	--
CSET Japanese Subtest II	0	--	--	100%	1	--	--
CSET Japanese Subtest III	0	--	--	100%	1	--	--
CSET Math I	5	--	--	100%	14	14	100%
CSET Math II	5	--	--	99%	14	14	100%
CSET Math III	3	--	--	95%	6	--	--
CSET Sci III Bio/Life	1	--	--	100%	9	--	--
CSET Sci III Chemistry	2	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci III Physics	3	--	--	100%	3	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	7	--	--	100%	15	15	100%
CSET Science II	7	--	--	100%	15	15	100%
CSET Social Sci I	9	--	--	99%	7	--	--
CSET Social Sci II	9	--	--	100%	7	--	--
CSET Social Sci III	9	--	--	99%	7	--	--
CSET Spanish Subtest I	0	--	--	100%	4	--	--
CSET Spanish Subtest II	0	--	--	100%	4	--	--
CSET Spanish Subtest III	0	--	--	100%	4	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	100%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Aggregate	31	31	100%	99%	65	65	100%
Other Content Areas							
CSET MSE I	186	186	100%	100%	73	73	100%
CSET MSE II	186	186	100%	100%	73	73	100%
CSET MSE III	186	186	100%	100%	73	73	100%
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	98%	2	--	--
Aggregate	180	180	100%	100%	75	75	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	232	232	100%	100%	161	161	100%
Aggregate	232	232	100%	100%	161	161	100%
Professional Knowledge/Pedagogy							
RICA	196	196	100%	99%	92	91	99%
Aggregate	196	196	100%	99%	92	91	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	7	--	--
Biology S* (04 + 05)	3	--	--	100%	7	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	1	--	--
CSET Science II	2	--	--	100%	1	--	--
English Praxis II	4	--	--	99%	8	--	--
English S* (01)	4	--	--	100%	8	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	6	--	--
Math S* (02)	2	--	--	100%	6	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	100%	2	--	--
Social Science S* (03)	6	--	--	100%	2	--	--
Aggregate	20	20	100%	98%	25	25	100%
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	106	106	100%	100%	54	54	100%
Phys. Educ. Praxis Test II	2	--	--	100%	2	--	--
Physical Education S* (09)	2	--	--	99%	2	--	--
Aggregate	109	109	100%	100%	56	56	100%
Summary Totals and Pass Rate	232	232	100%	99%	161	160	99%

Institution/Program: **CSU East Bay**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU Fresno**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Kremen School of Education and Human Development (KSOEHD) at California State University, Fresno is the primary unit responsible for all teacher preparation programs.

Vision: The KSOEHD is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will be community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission: The KSOEHD's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

Student Populations: The University has primary responsibility for serving: Fresno, Kings, Tulare, Madera, and Mariposa Counties. Within this region is a K-12 population of 343,928 that includes: American Indian-1%, Asian-7%, Pacific Islander-.2%, Filipino-.8%, Hispanic-58%, African-American-5%, and White Not Hispanic- 26% and other 2%.

Teaching Population: Credentialed teachers for the four county region totaled 17,140. Teacher ethnicity is as follows: American Indian- .9%, Asian- 3%, Pacific Islander- .1%, Filipino- .5%, Hispanic- 19%, African-American- 2%, White Not-Hispanic- 74% and other-.5%.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The KSOEHD 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.

Alternative program delivery includes field-based cohorts in: Reading, Educational Administration, CLAD Certificate; CPET-Central Valley Partnerships for Exemplary 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, the Central Valley Educational Leadership Institute Conferences, and Geography in Elementary School Curricula are a few examples of special conferences that enrich a students'professional preparation.

Faculty promote professional development for the region's teachers through coordination of state curriculum projects such as: the San Joaquin Mathematics, Reading and Literacy, and Writing Projects; and the Central Valley Science Project.

The KSOEHD has established the Central Valley Educational Leadership Institute as an Ancillary Unit of the university and a part of the Academic Comprehensive Campaign. It provides leadership programs and initiatives to meet the needs of state-wide educational leaders. Superintendent academies, school site leadership team training,

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 2005-2006

The Renaissance Partnership for Improving Teacher Quality Program continues to assess teacher performance by measuring learning outcomes through Teacher Work Samples. Since 2006 the national program is housed in the KSOEHD.

The Multiple Subject teacher education faculty continued implementation of a revised basic teacher credential program aligned with SB2042 standards. The 34-unit program is sequenced, based on a cohort delivery model. Embedded within the course clusters are the California Standards for the Teaching Profession, the California Commission on Teacher Credentialing Teacher Performance Expectations and Assessments, as well as components that meet the requirements of NCATE. Partnership Schools began Spring 2005, and have continued in four different districts.

The Education Specialist Credential Program has revised its program to place more instruction and practice on assessment as well as curriculum and instructional support, included CLAD standards and rewrote their fieldwork experience for Dual students (Multiple Subject and Special Education) to incorporate the revised Multiple Subject courses.

Seminars for faculty related to English Learners began in Fall 2006 and continue.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
education.csufresno.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	776	764	12
Single Subject Candidates	308	266	42
Education Specialist Candidates	165	131	34
Totals	1,249	1,161	88

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	555	543	12
Single Subject Candidates	221	179	42
Education Specialist Candidates	94	60	34
Totals	870	782	88

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	27	9	0
In Academic Positions with Rights and Responsibilities	12	2	0
In Non-Academic Positions without Rights and Responsibilities	15	7	0
Single Subject Programs	32	19	0
In Academic Positions with Rights and Responsibilities	18	10	0
In Non-Academic Positions without Rights and Responsibilities	14	9	0
Education Specialist Programs	5	5	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	3	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25 :1	25 :1	0 :1
Single Subject Programs	25 :1	25 :1	0 :1
Education Specialist Programs	25 :1	25 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	410	408	100%	100%	75	75	100%
Aggregate	410	408	100%	100%	75	75	100%
Professional Knowledge/Pedagogy							
RICA	291	273	94%	98%	29	26	90%
Aggregate	291	273	94%	98%	29	26	90%
Academic Content Areas							
CSET English I	3	--	--	100%	1	--	--
CSET English II	3	--	--	100%	1	--	--
CSET English III	3	--	--	100%	1	--	--
CSET English IV	3	--	--	100%	1	--	--
CSET Math I	4	--	--	100%	1	--	--
CSET Math II	4	--	--	99%	1	--	--
CSET Math III	4	--	--	95%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Science I	0	--	--	100%	2	--	--
CSET Science II	0	--	--	100%	2	--	--
CSET Social Sci I	10	10	100%	99%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	99%	0	--	--
Aggregate	17	17	100%	99%	4	--	--
Other Content Areas							
CSET MSE I	269	261	97%	100%	30	30	100%
CSET MSE II	269	258	96%	100%	31	30	97%
CSET MSE III	270	266	99%	100%	31	31	100%
CSET Physical Education Subtest I	0	--	--	98%	1	--	--
CSET Physical Education Subtest II	0	--	--	98%	1	--	--
CSET Physical Education Subtest III	0	--	--	98%	1	--	--
Industrial + Tech Ed. S* (18)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	98%	1	--	--
Aggregate	272	258	95%	100%	34	33	97%
Summary Totals and Pass Rate	410	383	93%	98%	75	71	95%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	682	680	100%	100%	79	79	100%
Aggregate	682	680	100%	100%	79	79	100%
Professional Knowledge/Pedagogy							
RICA	551	535	97%	99%	40	40	100%
Aggregate	551	535	97%	99%	40	40	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	98%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	1	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	0	--	--	98%	1	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	5	--	--	99%	0	--	--
English S* (01)	5	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	1	--	--
Social Science S* (03)	1	--	--	100%	1	--	--
Aggregate	11	11	100%	98%	4	--	--
Other Content Areas							
CSET MSE I	8	--	--	98%	1	--	--
CSET MSE II	8	--	--	96%	1	--	--
CSET MSE III	8	--	--	98%	1	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	72	71	99%	100%	6	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	1	--	--
Physical Education S* (09)	2	--	--	99%	1	--	--
Aggregate	84	83	99%	100%	8	--	--
Summary Totals and Pass Rate	682	663	97%	99%	79	79	100%

Institution/Program: CSU Fresno

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU Fullerton**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The key phrase in our institution's mission statement is "learning is preeminent." This fits well with the education unit's vision statement: "learning is a life-long journey that transforms us." Further supporting the institution's phrase "preeminence of learning" are phrases from the education unit's mission statement: "teaching students to think critically and to make informed decisions." Candidates are assessed on three key outcomes that are hallmarks of a Fullerton-prepared teacher. Our graduates are:

- knowledgeable and competent
- reflective and responsive, and
- committed and caring.

Results from the Chancellor's Office Teacher Accountability study on a variety of measures continue to show that our candidates have strong knowledge of subject matter and strong pedagogical skills. Other strengths are teaching the reading/language arts and mathematics.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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 2005-2006

The Mathematics and Science Teachers (MAST) Project is an innovative partnership of the Colleges of Education and Natural Sciences and Mathematics at CSU Fullerton to provide strong, collaborative, and comprehensive efforts to improve practices in the areas of mathematics and science teacher candidate recruitment, pre-service preparation, induction, beginning teacher professional development and retention. The MAST Project goal is to develop highly-qualified secondary mathematics and science teachers whose training enables them to enter the classroom with the skills and knowledge to effectively serve students and enhance student achievement.

We: enhance current Science, Mathematics, and Foundational Level Math (FLM) programs; augment Multiple Subject, Single Subject, and Education Specialist candidates and teachers who add authorizations in FLM or ISMA in Math or Science; assist math and science majors into the teaching credential pathways; emphasize math and science teaching in our current high school Future Teachers Program; improve coordination/articulation of MAST Continuum of programs that recruit, train, and support mathematics and science teachers by identification/closure of gaps; and ensure Credential Program growth.

Both mission statements recognize the role of diversity. The institution mission holds to a global outlook and addresses preparing students for challenging professions and for contributing productively to society. The education unit mission expressly describes the expectation that our students will promote diversity in their professional work, and it outlines the expectations we hold for ourselves as faculty in preparing professionals who will become change agents in their workplaces.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
ed.fullerton.edu/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	697	690	7
Single Subject Candidates	481	414	67
Education Specialist Candidates	392	263	129
Totals	1,570	1,367	203

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	583	577	6
Single Subject Candidates	204	146	58
Education Specialist Candidates	204	124	80
Totals	991	847	144

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	78	4	0
In Academic Positions with Rights and Responsibilities	78	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	41	30	0
In Academic Positions with Rights and Responsibilities	41	30	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	29	25	0
In Academic Positions with Rights and Responsibilities	29	25	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7.4 :1	1.5 :1	:1
Single Subject Programs	4.5 :1	2.4 :1	:1
Education Specialist Programs	5.4 :1	4.0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	13	455
Single Subject Programs	15	18	270
Education Specialist Programs	14	22	308

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	2.0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	667	667	100%	100%	113	113	100%
Aggregate	667	667	100%	100%	113	113	100%
Professional Knowledge/Pedagogy							
RICA	506	500	99%	98%	48	47	98%
Aggregate	506	500	99%	98%	48	47	98%
Academic Content Areas							
CSET English I	9	--	--	100%	4	--	--
CSET English II	9	--	--	100%	4	--	--
CSET English III	9	--	--	100%	4	--	--
CSET English IV	9	--	--	100%	4	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	8	--	--	100%	16	16	100%
CSET Math II	8	--	--	99%	16	16	100%
CSET Math III	4	--	--	95%	8	--	--
CSET Sci III Bio/Life	6	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	5	--	--	100%	3	--	--
CSET Science II	5	--	--	100%	3	--	--
CSET Social Sci I	11	11	100%	99%	1	--	--
CSET Social Sci II	11	11	100%	100%	1	--	--
CSET Social Sci III	11	11	100%	99%	1	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Aggregate	37	37	100%	99%	24	20	83%
Other Content Areas							
Business S* (15)	0	--	--	94%	1	--	--
CSET MSE I	415	415	100%	100%	10	10	100%
CSET MSE II	415	415	100%	100%	10	10	100%
CSET MSE III	415	415	100%	100%	10	10	100%
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	5	--	--	98%	0	--	--
Aggregate	421	421	100%	100%	11	11	100%
Summary Totals and Pass Rate	669	663	99%	98%	113	108	96%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	667	667	100%	100%	164	164	100%
Aggregate	667	667	100%	100%	164	164	100%
Professional Knowledge/Pedagogy							
RICA	518	518	100%	99%	81	81	100%
Aggregate	518	518	100%	99%	81	81	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	2	--	--
Biology S* (04 + 05)	2	--	--	100%	2	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	2	--	--
Chemistry S* (04 + 06)	1	--	--	98%	2	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	2	--	--
CSET Science II	1	--	--	100%	2	--	--
English Praxis II	0	--	--	99%	1	--	--
English S* (01)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	2	--	--
Physics S* (04 + 08)	0	--	--	96%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	2	--	--	97%	1	--	--
Aggregate	12	12	100%	98%	10	8	80%
Other Content Areas							
Business S* (15)	6	--	--	97%	4	--	--
CSET MSE I	12	12	100%	98%	0	--	--
CSET MSE II	12	12	100%	96%	0	--	--
CSET MSE III	12	12	100%	98%	0	--	--
MSAT (0140 + 0151)	224	224	100%	100%	21	21	100%
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	242	241	100%	100%	26	26	100%
Summary Totals and Pass Rate	667	666	100%	99%	164	162	99%

Institution/Program: **CSU Fullerton**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU Long Beach**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Long Beach (CSULB) has over 30,000 students and reflects the rich diversity of the surrounding communities in its student body, faculty, and staff. The College of Education (CED) offers three initial teacher preparation programs (elementary, secondary, special education) and numerous advanced degree and certificate programs. The College mission is to foster a learning and teaching community that promotes intellectual, personal and interpersonal growth, prepares socially responsible leaders for a rapidly changing, technologically rich world, values diversity, serves and collaborates with other educators and the community, and engages in research, scholarly activity and ongoing evaluation. The College believes that teacher candidates should have opportunities to gain a rich knowledge of their teaching subjects, develop a set of pedagogical skills and strategies to deliver content to all students, and have multiple venues to practice their teaching through structured field work.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

During 2005-2006, with assistance from Academic Affairs, the college funded the Faculty in Schools research project, which looks at graduates of the elementary and secondary teacher preparation programs who are beyond their first year of teaching. The pilot sample were program graduates in their third year of teaching and who were employed in Long Beach Unified School District. The methodology included administering a survey developed by the CSU system and based on the CSU Survey of Program Graduates mentioned above, focus groups, individual interviews, video-taped classroom observations that participants viewed with researchers and commented on, and a statistical analysis linking student achievement to teachers (and their credential preparation program). The methodology looks promising for providing insights into graduates' teaching performance and their impact on student achievement, which is one of the most difficult challenges in teacher preparation. The project will continue 2006-07 and beyond.

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 2005-2006

In 05-06 the Multiple Subject Program (MSCP) implemented its program evaluation and assessment plan. A Multiple Subject Evaluation Committee of faculty members was elected by Department of Teacher Education faculty. The charge of the committee is to review MSCP data, analyze the data, and make recommendations for program improvement and implementation. The committee analyzed the results of the CSU Systemwide Survey and the CSU Exit Survey to ascertain areas of weakness in the program. Five areas were identified and an action plan was drafted. The action plan contains recommendations for program improvement and will be presented to MSCP faculty for implementation.

In 2005-2006 the Single Subject Program began integrating a pre-impact, post-assessment of candidates' impact on their students during student teaching. The assignment is part of the student teaching seminar course. Our candidates are asked to assess the knowledge and/or skills of their students prior to teaching a specified unit or lesson. After teaching the unit or lesson, the candidate administers a post-assessment and does an analysis/reflection of their teaching and its impact on student learning.

In 2005-2006 the Education Specialist Credential Program used digital video in our methods courses to illustrate key instructional and assessment techniques as they are implemented in the field. Program faculty used these digital videos to structure guided reflective discussions around the techniques observed. Further, as we geared up for our 2007 NCATE accreditation visit, program faculty identified key benchmark assignments throughout program courses that assessed our student learning outcomes, and monitored candidate performance on these assignments.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.ced.csulb.edu/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,117	1,091	26
Single Subject Candidates	985	857	128
Education Specialist Candidates	158	108	50
Totals	2,260	2,056	204

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	610	584	26
Single Subject Candidates	420	335	85
Education Specialist Candidates	68	20	48
Totals	1,098	939	159

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	46	10	0
In Academic Positions with Rights and Responsibilities	46	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	66	51	0
In Academic Positions with Rights and Responsibilities	66	51	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	9	10	0
In Academic Positions with Rights and Responsibilities	9	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	24 :1	:1
Single Subject Programs	16 :1	16 :1	:1
Education Specialist Programs	24 :1	24 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	25	20	500
Education Specialist Programs	30	32	960

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1.5

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	878	878	100%	100%	145	145	100%
Aggregate	878	878	100%	100%	145	145	100%
Professional Knowledge/Pedagogy							
RICA	556	541	97%	98%	49	48	98%
Aggregate	556	541	97%	98%	49	48	98%
Academic Content Areas							
CSET English I	30	30	100%	100%	11	11	100%
CSET English II	30	30	100%	100%	11	11	100%
CSET English III	30	30	100%	100%	11	11	100%
CSET English IV	30	30	100%	100%	11	11	100%
CSET French Subtest I	2	--	--	100%	0	--	--
CSET French Subtest II	2	--	--	100%	0	--	--
CSET French Subtest III	2	--	--	100%	0	--	--
CSET Math I	12	12	100%	100%	10	10	100%
CSET Math II	12	12	100%	99%	10	10	100%
CSET Math III	7	--	--	95%	4	--	--
CSET Sci III Bio/Life	19	19	100%	100%	8	--	--
CSET Sci III Chemistry	3	--	--	100%	6	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	24	24	100%	100%	13	13	100%
CSET Science II	24	24	100%	100%	13	13	100%
CSET Social Sci I	42	42	100%	99%	4	--	--
CSET Social Sci II	42	42	100%	100%	4	--	--
CSET Social Sci III	42	42	100%	99%	4	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
Japanese S* (21)	1	--	--	100%	1	--	--
Mandarin S* (19)	0	--	--	0%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	111	111	100%	99%	44	44	100%
Other Content Areas							
CSET MSE I	468	467	100%	100%	41	41	100%
CSET MSE II	468	467	100%	100%	41	41	100%
CSET MSE III	468	467	100%	100%	41	41	100%
CSET Physical Education Subtest I	3	--	--	98%	0	--	--
CSET Physical Education Subtest II	3	--	--	98%	0	--	--
CSET Physical Education Subtest III	3	--	--	98%	0	--	--
Health Science S* (16)	7	--	--	100%	6	--	--
Home Economics S* (17)	1	--	--	100%	1	--	--
MSEAT (0140 + 0151)	11	--	100%	99%	5	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	894	894	100%	100%	31	31	100%
Aggregate	894	894	100%	100%	31	31	100%
Professional Knowledge/Pedagogy							
RICA	595	594	100%	99%	25	25	100%
Aggregate	595	594	100%	99%	25	25	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	8	--	--	98%	0	--	--
Biology S* (04 + 05)	8	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	0	--	--
CSET Social Sci I	2	--	--	90%	0	--	--
CSET Social Sci II	2	--	--	94%	0	--	--
CSET Social Sci III	2	--	--	96%	0	--	--
English Praxis II	17	17	100%	99%	0	--	--
English S* (01)	18	18	100%	100%	0	--	--
Japanese S* (21)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	16	16	100%	100%	1	--	--
Social Science S* (03)	16	16	100%	100%	1	--	--
Aggregate	53	53	100%	98%	1	--	--
Other Content Areas							
CSET MSE I	4	--	--	98%	0	--	--
CSET MSE II	4	--	--	96%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
Health Science S* (16)	3	--	--	100%	1	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	330	330	100%	100%	16	16	100%
Phys. Educ. Praxis Test II	3	--	--	100%	0	--	--
Physical Education S* (09)	3	--	--	99%	0	--	--
Aggregate	341	341	100%	100%	17	17	100%
Summary Totals and Pass Rate	894	893	100%	99%	31	31	100%

Institution/Program: **CSU Long Beach**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU Los Angeles**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the Charter College of Education is to enable educators to meet high standards and ensure the maximum learning and achievement potential of culturally and linguistically diverse urban learners. Guided by this mission, College faculty and staff continued to further implement the unit assessment plan that is aligned with the conceptual framework of an urban focus, the charter status and governance structure (School as a Whole), and a commitment to diversity as an asset. This year 1584 credentials were recommended and 417 students received master's degrees.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The faculty continue to refine the integrated assessment system that provides the opportunity for all segments of the College to engage in data driven decision making. An electronic management system is in place and includes a website that provides a portal to all of the College's accreditation activities and documents. The College continues to build and maintain strong partnerships with pre K-12 schools in its service area for the purpose of preparing highly qualified urban educators. Multiple surveys continued to be administered to assess programs including current student surveys, university student teaching supervisors, follow-up surveys of employers and graduates, and the CSU System-wide Evaluation of Teacher Preparation Programs. The CSU System-wide Evaluation of Teacher Preparation Programs yielded very positive results for the CSULA Charter College of Education. CSULA's program completers and their employers rated their teacher preparation experiences positively. The College has improved upon the aggregation of performance based assessment for the signature assignments at the initial, middle and end points of the credential program. These data will provide us with additional information on the quality of our programs and guide our decisions on program improvement.

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 2005-2006

The Charter College of Education completed a major revision of the Master Teacher handbook for multiple and single subjects as well as special education. These revisions were developed with a grant from CSUN and the Teachers of a New Era (TNE) that includes the participation of CSUN, Cal Poly Pomona, CSULB, and CSUDH. CSULA has also placed the directed teaching final evaluation forms online so that the directed teaching supervisors can evaluate the student teachers and submit their evaluations online which allows us to conduct correlational research and aggregate the data in numerous ways to assist us in program evaluation and improvement. The College continues to participate in the joint doctorate, an Ed.D. in Leadership for Education with UC Irvine and other CSU campuses; we admitted our final cohort in Fall, 2006 as we will be developing our independent Education Leadership doctoral program in 2009. We have continued our joint doctorate, a Ph.D. in Special Education with UCLA.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.calstatela.edu/ccoe

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	787	777	10
Single Subject Candidates	569	518	51
Education Specialist Candidates	512	349	163
Totals	1,868	1,644	224

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	307	301	6
Single Subject Candidates	190	168	22
Education Specialist Candidates	247	159	88
Totals	744	628	116

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	28	4	0
In Academic Positions with Rights and Responsibilities	8	0	0
In Non-Academic Positions without Rights and Responsibilities	20	4	0
Single Subject Programs	26	12	0
In Academic Positions with Rights and Responsibilities	7	4	0
In Non-Academic Positions without Rights and Responsibilities	19	8	0
Education Specialist Programs	12	19	0
In Academic Positions with Rights and Responsibilities	7	6	0
In Non-Academic Positions without Rights and Responsibilities	5	13	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25 :1	25 :1	0 :1
Single Subject Programs	25 :1	25 :1	0 :1
Education Specialist Programs	25 :1	25 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	10	300
Single Subject Programs	20	10	200
Education Specialist Programs	35	10	350

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	504	504	100%	100%	67	67	100%
Aggregate	504	504	100%	100%	67	67	100%
Professional Knowledge/Pedagogy							
RICA	320	293	92%	98%	45	43	96%
Aggregate	320	293	92%	98%	45	43	96%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	24	24	100%	100%	2	--	--
CSET English II	24	24	100%	100%	2	--	--
CSET English III	24	24	100%	100%	2	--	--
CSET English IV	24	24	100%	100%	2	--	--
CSET Math I	11	11	100%	100%	1	--	--
CSET Math II	11	11	100%	99%	1	--	--
CSET Math III	5	--	--	95%	1	--	--
CSET Music Subtest I	1	--	--	97%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	2	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	1	--	--
CSET Science II	4	--	--	100%	1	--	--
CSET Social Sci I	19	19	100%	99%	0	--	--
CSET Social Sci II	19	19	100%	100%	0	--	--
CSET Social Sci III	19	19	100%	99%	0	--	--
CSET Spanish Subtest I	5	--	--	100%	0	--	--
CSET Spanish Subtest II	5	--	--	100%	0	--	--
CSET Spanish Subtest III	5	--	--	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	72	72	100%	99%	4	--	--
Other Content Areas							
CSET MSE I	203	203	100%	100%	25	25	100%
CSET MSE II	203	203	100%	100%	25	25	100%
CSET MSE III	203	203	100%	100%	25	25	100%
Health Science S* (16)	0	--	--	100%	3	--	--
MSAT (0140 + 0151)	8	--	--	98%	3	--	--
Aggregate	211	211	100%	100%	31	31	100%
Summary Totals and Pass Rate	508	481	95%	98%	68	66	97%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	993	993	100%	100%	59	59	100%
Aggregate	993	993	100%	100%	59	59	100%
Professional Knowledge/Pedagogy							
RICA	730	716	98%	99%	58	57	98%
Aggregate	730	716	98%	99%	58	57	98%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	5	--	--	98%	0	--	--
Biology S* (04 + 05)	5	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	3	--	--	100%	0	--	--
Chemistry S* (04 + 06)	3	--	--	98%	0	--	--
English Praxis II	17	16	94%	99%	0	--	--
English S* (01)	17	16	94%	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	12	12	100%	100%	0	--	--
Math S* (02)	11	11	100%	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Spanish S* (10)	6	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	6	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	6	--	--	97%	0	--	--
Aggregate	51	50	98%	98%	0	--	--
Other Content Areas							
CSET MSE I	6	--	--	98%	0	--	--
CSET MSE II	6	--	--	96%	0	--	--
CSET MSE III	7	--	--	98%	0	--	--
Health Science S* (16)	11	11	100%	100%	2	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	256	255	100%	100%	26	26	100%
Aggregate	275	273	99%	100%	28	28	100%
Summary Totals and Pass Rate	993	976	98%	99%	59	58	98%

Institution/Program: CSU Los Angeles

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU Monterey Bay**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Department of Teacher Education Mission:

The Department of Teacher Education prepares caring and responsive educators with the knowledge, skills, and dispositions to effectively facilitate the learning of all students from diverse ethnic, linguistic, and ability groups, so that they can fully participate in a dynamic society and world.

CSUMB offers ELA/BCLAD conventional and internship programs leading to the Multiple Subject, Single Subject, and Education Specialist Preliminary Credentials. Upon completion of the preliminary (Level 1) credential in special education, teachers are eligible for the professional clear (Level II) Education Specialist credential. The three 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 2005-2006

The characteristics of CSUMB's teacher credential programs that contributed to -and continue to contribute to--its effectiveness include the following:

- (1) Field-Intensive Design: Teacher candidates 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 that occur near the end of the curriculum.
- (2) Integration of Theory and Practice: All of our courses integrate theory with actual practice in the classroom through assignments and activities that are based on field placement setting experiences.
- (3) Co-hort Based Model: Candidates enter and progress through our program in cohorts, whose members share classroom and field experiences as well as provide mutual support and encouragement.
- (4) Outcomes-Based Curriculum: At the conclusion of their program, teacher candidates present a portfolio of professional products and reflections (based on CSTPs and TPEs) that demonstrates the attainment of teacher education learning outcomes that undergird the curriculum of the programs.

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 2005-2006

(1) To ensure our teacher candidates' preparation to teach special needs students in the general education classroom, we are reviewing our school site placements and discussing with principals mechanisms that ensure all teacher candidate placements include students with special learning needs. Beginning fall 2006, all candidates in the Multiple and Single Subject programs were required to complete a course in special education inclusionary practices.

(2) By fall 2006, teacher candidates were required to demonstrate competencies in educational technology. We are currently analyzing how the use of technology for teaching is being addressed in each of our methods courses and applied in school site placements.

(3) We are reviewing the effectiveness of our new advising approach, implemented to provide a personal, comprehensive, and valuable overall academic experience for our credential candidates. Candidates now have a consistent faculty advisor with whom they can discuss programmatic and personal concerns, and receive coordinated, consistent, and accurate information about course, program, and state requirements.

(4) In order to implement a comprehensive unit-based assessment system, faculty are participating in training for the Performance Assessment for California Teachers (PACT). This assessment protocol consists of Embedded Signature Assignments (ESAs) and the Teaching Event, which together measure candidate performance in all thirteen Teacher Performance Expectations (TPEs). PACT aligns closely with our existing Signature and Teaching Event portfolio approach.

These initiatives will improve our program effectiveness and also address NCATE/CCTC recommendations for 2006-08.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
teach.csumb.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	44	39	5
Single Subject Candidates	35	20	15
Education Specialist Candidates	93	59	34
Totals	172	118	54

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	41	37	4
Single Subject Candidates	30	15	15
Education Specialist Candidates	49	32	17
Totals	120	84	36

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8	8	0
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	4	4	0
Single Subject Programs	10	8	0
In Academic Positions with Rights and Responsibilities	4	3	0
In Non-Academic Positions without Rights and Responsibilities	6	5	0
Education Specialist Programs	7	6	0
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	3	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 : 1	2 : 1	0 : 1
Single Subject Programs	3 : 1	2 : 1	0 : 1
Education Specialist Programs	2 : 1	2 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	30	550
Single Subject Programs	24	30	737
Education Specialist Programs	27	30	810

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1 and 1/2
Single Subject Programs	1 and 1/2
Education Specialist Programs	1 and 1/2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	153	152	99%	100%	39	39	100%
Aggregate	153	152	99%	100%	39	39	100%
Professional Knowledge/Pedagogy							
RICA	79	75	95%	98%	28	28	100%
Aggregate	79	75	95%	98%	28	28	100%
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Japanese Subtest I	1	--	--	100%	0	--	--
CSET Japanese Subtest II	1	--	--	100%	0	--	--
CSET Japanese Subtest III	1	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	6	--	--	99%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	99%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	17	17	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	52	52	100%	100%	2	--	--
CSET MSE II	52	51	98%	100%	2	--	--
CSET MSE III	52	52	100%	100%	2	--	--
MSAT (0140 + 0151)	6	--	--	98%	0	--	--
Aggregate	58	57	98%	100%	2	--	--
Summary Totals and Pass Rate	153	147	96%	98%	39	39	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	124	124	100%	100%	26	26	100%
Aggregate	124	124	100%	100%	26	26	100%
Professional Knowledge/Pedagogy							
RICA	124	122	98%	99%	27	27	100%
Aggregate	124	122	98%	99%	27	27	100%
Academic Content Areas							
CSET Math I	1	--	--	88%	0	--	--
CSET Math II	1	--	--	88%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	0	--	--	98%	1	--	--
CSET MSE II	0	--	--	96%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
MSAT (0140 + 0151)	18	18	100%	100%	9	--	--
Aggregate	18	18	100%	100%	10	10	100%
Summary Totals and Pass Rate	126	124	98%	99%	27	27	100%

Institution/Program: **CSU Monterey Bay**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: CSU 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 Michael D. Eisner 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,

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Multiple pathways to the credential, extensive education program options and curricular innovation are trademarks of CSUN. All programs reflect a strong knowledge of K-12 schools and the individual needs of candidates. The Accelerated Collaborative Teacher Education Program is a post-baccalaureate 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 responsible for their own classrooms. Another program for elementary candidates was offered for the second time in 2005 under the auspices of the Teachers for a New Era (TNE) initiative; candidates completed requirements on-site at two LAUSD schools. An undergraduate program allows students to earn 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. Faculty 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 mentors and instructors. Faculty and supervisors remain updated by attending professional meetings focusing on strategies for student-centered learning, technology-based instruction, and effective pedagogy. Our diverse student body is assisted by an Equity Office, state-of-the-art computer labs, test preparation sessions, and on-going advisement.

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 2005-2006

CSUN is in its fifth year of the “Teachers for a New Era” initiative. The construction of a central data warehouse continues; faculty evaluated student portfolios by completing online rubrics for the first time in Fall 2006. Aggregated data will allow faculty to make evidence-based programmatic decisions. A study of first- and second-year high school mathematics teachers who earned their teaching credential from CSUN will tell us whether or not these teachers implement the instructional strategies they were taught in CSUN’s preservice program. The CSUN/LAUSD Joint Induction/Master’s Program for beginning teachers was implemented in Fall 2006. Faculty teaching the initial classes meet regularly to collaborate on program implementation and refinement of syllabi.

Another TNE project currently underway is a study conducted by the Student Teaching and Internship Coordination Committee (STICC). The purpose of the study is to ascertain the effects of increased collaboration for effective clinical practice at 20 partnership school sites. P-12 Site Coordinators are planning and implementing with University Liaisons clinical practice activities tailored to meet the needs of their respective schools. Additionally, through Partnership Conversations, STICC is identifying the attributes of CSUN’s partnership schools that support candidate preparation.

The California accreditation system has been revised from a five-year cycle to a seven-year cycle. Two Biennial Reports and Program Documents are submitted to the California Commission on Teacher Credentialing between site visits. CSUN’s Special Education Credential program volunteered to pilot a Biennial Report, which will include aggregated candidate performance data.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

www.csun.edu/~sch_educ/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,661	1,482	179
Single Subject Candidates	879	557	322
Education Specialist Candidates	603	341	262
Totals	3,143	2,380	763

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	544	520	24
Single Subject Candidates	548	339	209
Education Specialist Candidates	249	69	180
Totals	1,341	928	413

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	69	28	0
In Academic Positions with Rights and Responsibilities	15	1	0
In Non-Academic Positions without Rights and Responsibilities	54	27	0
Single Subject Programs	59	44	0
In Academic Positions with Rights and Responsibilities	13	10	0
In Non-Academic Positions without Rights and Responsibilities	46	34	0
Education Specialist Programs	24	22	0
In Academic Positions with Rights and Responsibilities	10	13	0
In Non-Academic Positions without Rights and Responsibilities	14	9	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	36 :1	0 :1
Single Subject Programs	24 :1	36 :1	0 :1
Education Specialist Programs	24 :1	48 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	13.75	32	440
Education Specialist Programs	25	16	400

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	681	681	100%	100%	259	259	100%
Aggregate	681	681	100%	100%	259	259	100%
Professional Knowledge/Pedagogy							
RICA	487	484	99%	98%	119	117	98%
Aggregate	487	484	99%	98%	119	117	98%
Academic Content Areas							
CSET Art Subtest I	3	--	--	100%	0	--	--
CSET Art Subtest II	3	--	--	100%	0	--	--
CSET English I	22	22	100%	100%	22	22	100%
CSET English II	22	22	100%	100%	22	22	100%
CSET English III	22	22	100%	100%	22	22	100%
CSET English IV	22	22	100%	100%	22	22	100%
CSET Math I	15	15	100%	100%	22	22	100%
CSET Math II	15	15	100%	99%	22	22	100%
CSET Math III	6	--	--	95%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	7	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	6	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	14	14	100%
CSET Science II	2	--	--	100%	14	14	100%
CSET Social Sci I	22	22	100%	99%	1	--	--
CSET Social Sci II	22	22	100%	100%	1	--	--
CSET Social Sci III	22	22	100%	99%	1	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Korean S* (25)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Aggregate	66	66	100%	99%	61	61	100%
Other Content Areas							
Business S* (15)	3	--	--	94%	1	--	--
CSET MSE I	409	409	100%	100%	66	66	100%
CSET MSE II	409	409	100%	100%	66	66	100%
CSET MSE III	409	409	100%	100%	66	66	100%
CSET Physical Education Subtest I	4	--	--	98%	0	--	--
CSET Physical Education Subtest II	4	--	--	98%	0	--	--
CSET Physical Education Subtest III	4	--	--	98%	0	--	--
Health Science S* (16)	12	12	100%	100%	15	15	100%
Home Economics S* (17)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	16	16	100%	98%	15	15	100%
Phys. Educ. Praxis Test II	0	--	--	94%	2	--	--
Physical Education S* (09)	0	--	--	100%	2	--	--
Aggregate	444	444	100%	100%	100	100	100%
Summary Totals and Pass Rate	682	680	100%	99%	250	257	99%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers
Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	848	848	100%	100%	198	198	100%
Aggregate	848	848	100%	100%	198	198	100%
Professional Knowledge/Pedagogy							
RICA	616	616	100%	99%	129	129	100%
Aggregate	616	616	100%	99%	129	129	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	1	--	--
Art S* (12)	2	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	2	--	--
Biology S* (04 + 05)	2	--	--	100%	2	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	2	--	--
Chemistry S* (04 + 06)	2	--	--	98%	2	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	97%	0	--	--
CSET English III	2	--	--	97%	0	--	--
CSET English IV	2	--	--	91%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	90%	0	--	--
CSET Social Sci II	2	--	--	94%	0	--	--
CSET Social Sci III	2	--	--	96%	0	--	--
English Praxis II	17	17	100%	99%	12	12	100%
English S* (01)	17	17	100%	100%	12	12	100%
Geoscience Praxis II (0433)	1	--	--	94%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
German S* (20)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	4	--	--
Math S* (02)	4	--	--	100%	4	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	2	--	--
Physics S* (04 + 08)	0	--	--	96%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	16	16	100%	100%	0	--	--
Social Science S* (03)	16	16	100%	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	51	51	100%	98%	24	24	100%
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	8	--	--	98%	1	--	--
CSET MSE II	8	--	--	96%	1	--	--
CSET MSE III	8	--	--	98%	1	--	--
Health Science S* (16)	33	33	100%	100%	13	13	100%
MSAT (0140 + 0151)	310	310	100%	100%	62	62	100%
Phys. Educ. Praxis Test II	4	--	--	100%	1	--	--
Physical Education S* (09)	4	--	--	99%	1	--	--
Aggregate	356	356	100%	100%	77	77	100%

Institution/Program: **CSU Northridge**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU 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, regional county offices of education, our public school colleagues, faculty in the disciplines, and our candidates to develop high quality, meaningful and stimulating 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 region is rich with linguistic, ethnic 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, Japanese and other Asian Pacific Islander's communities. Children from first generation Mexican and Sikh farm work families attend school alongside the monolingual English-speaking children of third and fourth generation European American families. Only one in four of the individuals who teach or will be hired to teach in schools serving students from diverse language or cultural backgrounds come from those same groups. We in teacher preparation at Sacramento State University face the following challenges: (1) increasing the numbers of teacher well prepared to address the needs of low income, culturally, ethnically, and linguistically diverse students; (2) increasing the numbers of new teachers in high needs areas of science, mathematics, bilingual education and special education; and (3) ensuring that fieldwork and mentoring gives new teachers the confidence and competence in "best practices" pedagogy for all students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Substantial public school experience in various settings is a hallmark of our programs. Public school experience is integrated tightly with methods coursework so that candidates experience a seamless theory-practice-theory dynamic. Candidates are also clustered in 25-person cohorts to keep learning communities small and constant throughout a candidate's program. Cohorts often operate on public school sites increasing interaction between the host cooperating teachers and the university faculty. The 13 professional development schools, part of the Equity Network, also strengthen these ties. At PDSs, candidates, site teachers and university faculty collaborate on inquiry-based projects and activities focused on effective schooling for low income, culturally and linguistically diverse students. At the Urban Teacher Education Center, a new Equity Network PDS, the partnership supports a new parent center and a media center, both partially staffed by candidates. Faculty members organized the annual Arts Resource Faire and Multicultural Education Conference, both open to candidates and local educators.

A number of grant initiatives continued to support innovation in our programs during the 2005-2006 year: a federal Teacher Quality Enhancement Grant (undergraduate subject matter preparation and the PDSs); a Teacher Quality Improvement grant from the California Post-Secondary Education Commission (science education and literacy professional development activities for Equity Network teachers); and, a California Comprehensive Teacher Education Initiative program to support consolidation of practices and roles in some PDSs. All three grants concluded in Fall 2006.

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 2005-2006

All three departments offering certification for teachers made progress towards full implementation of the state mandated performance standards-based assessment of candidate competence. Faculty are participating in a state-wide task force on improving the effectiveness of our candidates in the area of special education; all credential pathways now include coursework and fieldwork focusing on children with special needs.

In Fall 2007 our campus will admit its first cohort for an independent Doctor of Education degree, housed in our College and jointly developed by the Educational Leadership and Policy Studies and the Public Policy Departments. This is the campus' first independent doctoral program. It will provide a significant service to leadership development in our region.

We have intensified activities to recruit candidates into the impacted areas of math and science education. The campus initiated a STEM (Science, Technology, Engineering, and Mathematics) program, which includes recruitment of future math and science teachers. Our campus also received a CSU Chancellor's Office grant to recruit mathematics and science majors into the credential programs. Collaboration with Sacramento City Unified School District on the new High School for Engineering and Science continued though major private funding sought last year has not yet materialized. Bilingual/Multicultural Education, Biology and Chemistry faculty members launched a year-long professional development series for all teachers in the science department at a local comprehensive high school (with a high minority and low income student population). This effort should improve science instruction and enhance student teaching/field placements at this site.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
edweb.csus.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	499	473	26
Single Subject Candidates	308	308	0
Education Specialist Candidates	328	290	38
Totals	1,135	1,071	64

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	411	385	26
Single Subject Candidates	205	205	0
Education Specialist Candidates	125	87	38
Totals	741	677	64

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	176	11	0
In Academic Positions with Rights and Responsibilities	29	4	0
In Non-Academic Positions without Rights and Responsibilities	147	7	0
Single Subject Programs	54	0	0
In Academic Positions with Rights and Responsibilities	38	0	0
In Non-Academic Positions without Rights and Responsibilities	16	0	0
Education Specialist Programs	13	7	0
In Academic Positions with Rights and Responsibilities	13	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	18 :1	:1
Single Subject Programs	24 :1	:1	:1
Education Specialist Programs	36 :1	36 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	510	510	100%	100%	54	54	100%
Aggregate	510	510	100%	100%	54	54	100%
Professional Knowledge/Pedagogy							
RICA	352	350	99%	98%	50	50	100%
Aggregate	352	350	99%	98%	50	50	100%
Academic Content Areas							
CSET English I	10	10	100%	100%	1	--	--
CSET English II	10	10	100%	100%	1	--	--
CSET English III	10	10	100%	100%	1	--	--
CSET English IV	10	10	100%	100%	1	--	--
CSET German Subtest I	1	--	--	100%	0	--	--
CSET German Subtest II	1	--	--	100%	0	--	--
CSET German Subtest III	1	--	--	100%	0	--	--
CSET Math I	12	12	100%	100%	0	--	--
CSET Math II	12	12	100%	99%	0	--	--
CSET Math III	3	--	--	95%	0	--	--
CSET Music Subtest I	1	--	--	97%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	15	15	100%	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci IV Bio/Life	3	--	--	100%	0	--	--
CSET Science I	14	14	100%	100%	0	--	--
CSET Science II	14	14	100%	100%	0	--	--
CSET Social Sci I	14	14	100%	99%	0	--	--
CSET Social Sci II	14	14	100%	100%	0	--	--
CSET Social Sci III	14	14	100%	99%	0	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Aggregate	58	58	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	324	324	100%	100%	41	41	100%
CSET MSE II	324	324	100%	100%	41	41	100%
CSET MSE III	324	324	100%	100%	41	41	100%
Health Science S* (16)	4	--	--	100%	1	--	--
Home Economics S* (17)	3	--	--	100%	0	--	--
MSAT (0140 + 0151)	18	18	100%	98%	5	--	--
Aggregate	349	349	100%	100%	47	47	100%
Summary Totals and Pass Rate	510	508	100%	98%	54	54	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	533	533	100%	100%	91	91	100%
Aggregate	533	533	100%	100%	91	91	100%
Professional Knowledge/Pedagogy							
RICA	396	395	100%	99%	79	79	100%
Aggregate	396	395	100%	99%	79	79	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	1	--	--
Biology S* (04 + 05)	2	--	--	100%	1	--	--
English Praxis II	7	--	--	99%	3	--	--
English S* (01)	7	--	--	100%	3	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	100%	0	--	--
Social Science S* (03)	7	--	--	100%	0	--	--
Aggregate	18	18	100%	98%	4	--	--
Other Content Areas							
CSET MSE I	4	--	--	98%	0	--	--
CSET MSE II	4	--	--	96%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
MSAT (0140 + 0151)	196	196	100%	100%	44	44	100%
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	201	201	100%	100%	44	44	100%
Summary Totals and Pass Rate	533	532	100%	99%	91	91	100%

Institution/Program: **CSU Sacramento**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU San Bernardino**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University San Bernardino, part of the California State University System is a comprehensive public institution located 30 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution that strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Over 16,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership to begin in September 2007. State-accredited by California's Commission on Teacher Credentialing and nationally accredited by the National Council for Accreditation of Teacher Education, the College of Education is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise teacher possesses rich subject matter knowledge, applies sound judgment to professional practice and conduct, applies a practical knowledge of context and culture, respects multiple viewpoints, and reflects and acts on professional practices and their consequences (adapted from Baltes & Smith, 1990). Teacher education credential candidates include fifth year student teachers, employed interns, and a small number of undergraduates. Many candidates are first generation college students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and include a performance assessment that emphasizes differentiated instruction. Special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas. Faculty work closely with schools and most have substantial school experience. Adjunct faculty are active in public schools and/or recently retired.

All credential applicants must have an overall G.P.A. of 2.67 or a GPA of 2.75 for their last 90 quarter units and must maintain a 3.0 GPA. Students must take the CBEST and must have either passed the appropriate subject matter exams or have successfully completed a state-approved subject matter course sequence prior to entrance. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors. CSUSB teacher graduates are highly recruited with a 95% placement rate reported by recent surveys.

Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 school districts has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. The new Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the bachelor's degree and credential in four years and a summer.

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 2005-2006

Several new initiatives are underway in CSUSB's College of Education. In the Single Subject Program, education faculty are collaborating with arts and sciences faculty to develop integrated programs that provide candidates making early decisions the opportunity to pursue credential coursework alongside content courses. The Special Education programs are all implementing curriculum changes that address the needs of English Language Learners. All intern programs are adjusting admission requirements to require increased attention to English Language Learners as a prerequisite to internship. The College of Education has collaborated with the College of Natural Sciences to promote recruitment of math and science teachers and is also a partner with the California Teacher Recruitment Program in similar recruitment efforts.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.csusb.edu/coe/te/index.html

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	578	400	178
Single Subject Candidates	371	125	246
Education Specialist Candidates	890	649	241
Totals	1,839	1,174	665

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	291	229	62
Single Subject Candidates	174	66	108
Education Specialist Candidates	372	206	166
Totals	837	501	336

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	47	36	0
In Academic Positions with Rights and Responsibilities	6	4	0
In Non-Academic Positions without Rights and Responsibilities	41	32	0
Single Subject Programs	25	26	0
In Academic Positions with Rights and Responsibilities	4	3	0
In Non-Academic Positions without Rights and Responsibilities	21	23	0
Education Specialist Programs	19	22	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	17	22	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	38 :1	15 :1	0 :1
Single Subject Programs	17 :1	36 :1	0 :1
Education Specialist Programs	8 :1	6 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	20	700
Single Subject Programs	35	20	700
Education Specialist Programs	8	10	80

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	365	365	100%	100%	274	274	100%
Aggregate	365	365	100%	100%	274	274	100%
Professional Knowledge/Pedagogy							
RICA	289	282	98%	98%	165	161	98%
Aggregate	289	282	98%	98%	165	161	98%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	100%	1	--	--
Art S* (12)	0	--	--	100%	1	--	--
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	4	--	--	100%	9	--	--
CSET English II	4	--	--	100%	9	--	--
CSET English III	4	--	--	100%	9	--	--
CSET English IV	4	--	--	100%	9	--	--
CSET Math I	1	--	--	100%	7	--	--
CSET Math II	1	--	--	99%	7	--	--
CSET Math III	0	--	--	95%	2	--	--
CSET Sci III Bio/Life	3	--	--	100%	5	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	2	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	6	--	--
CSET Science II	2	--	--	100%	7	--	--
CSET Social Sci I	7	--	--	99%	1	--	--
CSET Social Sci II	7	--	--	100%	1	--	--
CSET Social Sci III	7	--	--	99%	1	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	3	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	3	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	3	--	--
Aggregate	18	18	100%	99%	29	29	100%
Other Content Areas							
Business S* (15)	0	--	--	94%	1	--	--
CSET MSE I	218	218	100%	100%	69	69	100%
CSET MSE II	218	217	100%	100%	69	69	100%
CSET MSE III	218	218	100%	100%	69	69	100%
CSET Physical Education Subtest I	1	--	--	98%	1	--	--
CSET Physical Education Subtest II	1	--	--	98%	1	--	--
CSET Physical Education Subtest III	1	--	--	98%	1	--	--
Health Science S* (16)	11	11	100%	100%	15	15	100%
MSAT (0140 + 0151)	4	--	--	98%	13	13	100%
Aggregate	234	233	100%	100%	99	99	100%
Summary Totals and Pass Rate	267	266	99%	99%	276	272	99%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	493	493	100%	100%	406	406	100%
Aggregate	493	493	100%	100%	406	406	100%
Professional Knowledge/Pedagogy							
RICA	406	404	100%	99%	291	291	100%
Aggregate	406	404	100%	99%	291	291	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	1	--	--
Art S* (12)	1	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	8	--	--
Biology S* (04 + 05)	1	--	--	100%	8	--	--
English Praxis II	8	--	--	99%	7	--	--
English S* (01)	8	--	--	100%	7	--	--
Geoscience Praxis II (0433)	1	--	--	94%	2	--	--
Geoscience S* (04 + 07)	1	--	--	96%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	4	--	--
Math S* (02)	1	--	--	100%	4	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	100%	4	--	--
Social Science S* (03)	2	--	--	100%	4	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	2	--	--
Aggregate	16	16	100%	98%	28	28	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	1	--	--
CSET MSE I	4	--	--	98%	3	--	--
CSET MSE II	4	--	--	96%	3	--	--
CSET MSE III	4	--	--	98%	3	--	--
Health Science S* (16)	16	16	100%	100%	4	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	136	136	100%	100%	104	104	100%
Phys. Educ. Praxis Test II	1	--	--	100%	2	--	--
Physical Education S* (09)	1	--	--	99%	2	--	--
Aggregate	159	159	100%	100%	115	115	100%
Summary Totals and Pass Rate	493	491	100%	99%	406	406	100%

Institution/Program: **CSU San Bernardino**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU 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, the California Reading Initiative and the No Child Left Behind Act. 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 2005-2006

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 English learner 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.

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 2005-2006

Examples of program enhancements and initiatives during the 2006/2007 academic year include:

- 1) The College of Education has entered into a partnership with San Marcos Unified School District to create a Professional Development School within one of the district's lowest performing elementary schools. The physical plant of the elementary school will be redesigned and reconstructed to provide space for a multiple subject cohort. The redesign will include classrooms with observation platforms, and utilize technology to provide access to both on-site and on-campus classrooms. Approximately 90% of the student population in the school is Latino and a majority of those students are English Learners (EL). It is anticipated that teacher candidates who take classes in the school will be better prepared to work with EL students and in diverse classrooms. Additionally, COE faculty who serve in the school will have an opportunity to explore strategies to improve curriculum in all credential programs to better serve diverse populations of students.

- 2) Since hiring a Speech and Communications Disorders faculty member to coordinate and teach in the newest option in the masters' program, Communicative Disorders, program documents for the American Speech-Language-Hearing Association (ASHA) are in progress. The new MA program is targeted to begin fall 2008. We believe graduates from this program will have significant impact on a major area of need in our regional public schools.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.csusm.edu/COE

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	584	584	0
Single Subject Candidates	86	86	0
Education Specialist Candidates	79	52	27
Totals	749	722	27

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	385	385	0
Single Subject Candidates	74	74	0
Education Specialist Candidates	64	42	22
Totals	523	501	22

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	32	0	0
In Academic Positions with Rights and Responsibilities	14	0	0
In Non-Academic Positions without Rights and Responsibilities	18	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	11	4	0
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	8	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	0 :1	0 :1
Single Subject Programs	18 :1	0 :1	0 :1
Education Specialist Programs	18 :1	18 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	364	364	100%	100%	11	11	100%
Aggregate	364	364	100%	100%	11	11	100%
Professional Knowledge/Pedagogy							
RICA	301	299	99%	98%	10	10	100%
Aggregate	301	299	99%	98%	10	10	100%
Academic Content Areas							
CSET English I	16	16	100%	100%	0	--	--
CSET English II	16	16	100%	100%	0	--	--
CSET English III	16	16	100%	100%	0	--	--
CSET English IV	16	16	100%	100%	0	--	--
CSET Math I	4	--	--	100%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Science I	6	--	--	100%	0	--	--
CSET Science II	6	--	--	100%	0	--	--
CSET Social Sci I	6	--	--	99%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	99%	0	--	--
CSET Spanish Subtest I	3	--	--	100%	1	--	--
CSET Spanish Subtest II	3	--	--	100%	1	--	--
CSET Spanish Subtest III	3	--	--	100%	1	--	--
Aggregate	35	35	100%	99%	1	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	256	256	100%	100%	7	--	--
CSET MSE II	256	255	100%	100%	7	--	--
CSET MSE III	256	255	100%	100%	7	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	13	13	100%	98%	1	--	--
Aggregate	270	269	100%	100%	9	--	--
Summary Totals and Pass Rate	364	361	99%	98%	11	11	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	402	402	100%	100%	35	35	100%
Aggregate	402	402	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	349	345	99%	99%	35	35	100%
Aggregate	349	345	99%	99%	35	35	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	4	--	--	98%	0	--	--
Biology S* (04 + 05)	4	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	90%	0	--	--
CSET Social Sci II	2	--	--	94%	0	--	--
CSET Social Sci III	2	--	--	96%	0	--	--
English Praxis II	11	11	100%	99%	0	--	--
English S* (01)	12	12	100%	100%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	100%	0	--	--
Social Science S* (03)	6	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	33	33	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	3	--	--	98%	1	--	--
CSET MSE II	3	--	--	96%	1	--	--
CSET MSE III	3	--	--	98%	1	--	--
MSAT (0140 + 0151)	151	151	100%	100%	14	14	100%
Aggregate	154	154	100%	100%	15	15	100%
Summary Totals and Pass Rate	402	398	99%	99%	35	35	100%

Institution/Program: **CSU San Marcos**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **CSU 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 teaching and learning environment that enriches a diverse community and prepares students who are advocates for children and their communities. Since its founding in 1960, the university has reflected the fluid and dynamic environment of the state's Northern Central Valley. The College of Education's dedication to children and their communities is carried out in undergraduate, graduate, and credential programs preparing teachers, administrators, special educators, reading/ language arts specialists, school counselors, instructional technologists, and physical and health educators. The Department of Teacher Education's credentialing programs are committed to preparing teachers who will be responsive, knowledgeable, and articulate in their advocacy for effective instruction and will meet the needs of the ever increasingly diverse student population. Highly qualified and experienced faculty provide students with the knowledge and practical skills necessary to ensure their success as qualified and effective Preschool to 12th grade California teachers. We offer the Multiple Subject Credential Program in Turlock, Stockton, and Merced. The Single Subject Credential Program is field-based and offers classes in Turlock, Ceres, Manteca, and Modesto. The CSU Stanislaus teacher preparation programs have responded to the non-traditional needs of students by offering classes in convenient locations, providing day and evening classes, establishing modular schedules, and maintaining internship programs. The education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The System wide Evaluation of Teacher Preparation summary findings indicate that credential candidates continue to report that they were well or adequately prepared to teach. These results were reviewed and disseminated to COE faculty for the purpose of identifying areas for program improvement. Ongoing analyses and further discussions are being conducted in order to serve the educational needs of the Central Valley in order to prepare highly qualified teachers for success in diverse classrooms.

The College of Education Teacher Recruitment Program established a test preparation program for credential students still needing to pass teacher licensure tests. The purpose is to assist all teaching credential students in their efforts to meet the high standards for the preparation of teachers. The program focused primarily on the retention of teacher candidates by providing CBEST, RICA and CSET test preparation for students enrolled in teacher credential programs. Support includes identifying students at risk for not fulfilling test requirements for Teacher Credential licensing. Over 250 students were served during the academic year 2005-06, through CBEST preparation workshops, CSET preparation sessions, RICA intensive reading workshops and Language Assessment preparation classes.

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 2005-2006

California State University, Stanislaus has established a collaborative project with Modesto City Schools and UC Berkeley as a recipient of a 3.3 million dollar Teacher Quality Grant to recruit, develop, and retain teachers at schools with diverse student populations. The Teacher Quality Grant from the United States Department of Education will provide opportunities for the Department of Teacher Education credential programs to integrate and model the most innovative culturally responsive instructional strategies and techniques into subject matter methods courses. The research based core content was developed by the Center for Research on Education, Diversity, & Excellence (CREDE) at UC Berkeley, CA. The program began in the fall of 2005.

In August 2006, CSU Stanislaus in collaboration with U.C. Berkeley received a grant to train future teachers to teach science in diverse classrooms. The grant funds professional development for CSU Stanislaus science instructors and credential program science methodology instructors, and for cooperating teachers who will mentor future teachers. The grant also provides stipends for teacher candidates to participate in the intensive training required by this program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

<http://www.csustan.edu/AcadProg/deptoff.html>

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	841	776	65
Single Subject Candidates	640	540	100
Education Specialist Candidates	104	104	0
Totals	1,585	1,420	165

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	368	306	62
Single Subject Candidates	257	166	91
Education Specialist Candidates	14	14	0
Totals	639	486	153

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	22	14	0
In Academic Positions with Rights and Responsibilities	8	4	0
In Non-Academic Positions without Rights and Responsibilities	14	10	0
Single Subject Programs	20	19	0
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	17	18	0
Education Specialist Programs	4	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	16 :1	:1
Single Subject Programs	8 :1	5 :1	:1
Education Specialist Programs	4 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	341	341	100%	100%	85	85	100%
Aggregate	341	341	100%	100%	85	85	100%
Professional Knowledge/Pedagogy							
RICA	282	280	99%	98%	32	32	100%
Aggregate	282	280	99%	98%	32	32	100%
Academic Content Areas							
CSET English I	4	--	--	100%	5	--	--
CSET English II	4	--	--	100%	5	--	--
CSET English III	4	--	--	100%	5	--	--
CSET English IV	4	--	--	100%	5	--	--
CSET French Subtest I	0	--	--	100%	1	--	--
CSET French Subtest II	0	--	--	100%	1	--	--
CSET French Subtest III	0	--	--	100%	1	--	--
CSET Math I	3	--	--	100%	4	--	--
CSET Math II	3	--	--	99%	4	--	--
CSET Sci III Bio/Life	2	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Science I	3	--	--	100%	2	--	--
CSET Science II	3	--	--	100%	2	--	--
CSET Social Sci I	11	11	100%	99%	3	--	--
CSET Social Sci II	11	11	100%	100%	3	--	--
CSET Social Sci III	11	11	100%	99%	3	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Aggregate	22	22	100%	99%	17	17	100%
Other Content Areas							
Business S* (15)	0	--	--	94%	1	--	--
CSET Business Subtest I	1	--	--	75%	0	--	--
CSET Business Subtest II	1	--	--	75%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET MSE I	262	262	100%	100%	31	31	100%
CSET MSE II	262	262	100%	100%	31	31	100%
CSET MSE III	262	262	100%	100%	31	31	100%
MSAT (0140 + 0151)	0	--	--	98%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	94%	1	--	--
Physical Education S* (09)	0	--	--	100%	1	--	--
Aggregate	263	263	100%	100%	34	34	100%
Summary Totals and Pass Rate	341	339	99%	98%	85	85	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	343	340	99%	100%	85	85	100%
Aggregate	343	340	99%	100%	85	85	100%
Professional Knowledge/Pedagogy							
RICA	297	290	98%	99%	64	64	100%
Aggregate	297	290	98%	99%	64	64	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	2	--	--
Biology S* (04 + 05)	1	--	--	100%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Science I	0	--	--	100%	2	--	--
CSET Science II	0	--	--	100%	2	--	--
English Praxis II	4	--	--	99%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	1	--	--
Math S* (02)	2	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	100%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Aggregate	7	--	--	98%	6	--	--
Other Content Areas							
CSET MSE I	0	--	--	98%	1	--	--
CSET MSE II	0	--	--	96%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	58	58	100%	100%	19	19	100%
Aggregate	60	60	100%	100%	21	21	100%
Summary Totals and Pass Rate	343	334	97%	99%	85	85	100%

Institution/Program: **CSU Stanislaus**

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 2005-2006
(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.

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 2005-2006

Candidates in the full-time multiple and single subject teacher credential programs attend a seminar course with a small group of teacher candidates throughout the program. Candidates are assigned field experiences in their professional preparation courses and share their experiences in small seminars. Seminar instructors supervise candidates and remain as their advisor during student teaching. This allows for a close supportive relationship between candidates and professors. The assessment of candidates is based on the Teacher Performance Assessment (TPA).

A unique feature of the multiple subject accelerated 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.

The multiple subject, single subject, and special education programs in rural Ukiah begin with an early course in August. Candidates continue their program on Tuesday evenings and on weekends. This program services the needs of a vast community that does not have a four year 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.

Special Education offers one of nine dual credential programs in California.

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 2005-2006

The new 2042 program has been linked to the Teacher Program Expectations (TPE) required for the Credential. All Courses for the professional preparation program have incorporated the TPE's.

This is being closely followed by Teacher Performance Assessment (TPA).

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.dominican.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	94	10
Single Subject Candidates	56	35	21
Education Specialist Candidates	29	18	11
Totals	189	147	42

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	88	84	4
Single Subject Candidates	35	27	8
Education Specialist Candidates	9	4	5
Totals	132	115	17

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20	9	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	18	9	0
Single Subject Programs	13	9	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	12	9	0
Education Specialist Programs	6	5	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	4	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	6 :1	0 :1
Single Subject Programs	12 :1	6 :1	0 :1
Education Specialist Programs	12 :1	6 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	35	15	525

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	106	106	100%	100%	0	--	--
Aggregate	106	106	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	70	69	99%	98%	0	--	--
Aggregate	70	69	99%	98%	0	--	--
Academic Content Areas							
CSET English I	12	12	100%	100%	0	--	--
CSET English II	12	12	100%	100%	0	--	--
CSET English III	12	12	100%	100%	0	--	--
CSET English IV	12	12	100%	100%	0	--	--
CSET Math I	2	--	--	100%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Social Sci I	8	--	--	99%	0	--	--
CSET Social Sci II	8	--	--	100%	0	--	--
CSET Social Sci III	8	--	--	99%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Aggregate	26	26	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	58	58	100%	100%	0	--	--
CSET MSE II	58	58	100%	100%	0	--	--
CSET MSE III	58	58	100%	100%	0	--	--
CSET Physical Education Subtest I	3	--	--	98%	0	--	--
CSET Physical Education Subtest II	3	--	--	98%	0	--	--
CSET Physical Education Subtest III	3	--	--	98%	0	--	--
MSAT (0140 + 0151)	4	--	--	98%	0	--	--
Aggregate	65	65	100%	100%	0	--	--
Summary Totals and Pass Rate	107	106	99%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller 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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	156	156	100%	100%	19	19	100%
Aggregate	156	156	100%	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	108	107	99%	99%	12	12	100%
Aggregate	108	107	99%	99%	12	12	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
CSET Math I	0	--	--	88%	1	--	--
CSET Math II	0	--	--	88%	1	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	90%	0	--	--
CSET Social Sci II	3	--	--	94%	0	--	--
CSET Social Sci III	3	--	--	96%	0	--	--
English Praxis II	7	--	--	99%	1	--	--
English S* (01)	7	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	1	--	--
Math S* (02)	3	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Aggregate	22	21	95%	98%	3	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	4	--	--	98%	0	--	--
CSET MSE II	4	--	--	96%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	68	68	100%	100%	9	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	75	74	99%	100%	9	--	--
Summary Totals and Pass Rate	156	153	98%	99%	19	19	100%

Institution/Program: **Dominican University of California**

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 2005-2006
(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 university, Fresno Pacific values teaching as service. As one of many education programs in the School of Education, the credential programs are dedicated to meeting the needs of individuals, viewing both education and learners holistically, and to modeling learning in community.

The preparation program is marked by coursework and field experience that integrates theory and practice. Students who complete their credential at Fresno Pacific are challenged to become scholars, professionals, leaders and peacemakers. Fresno Pacific provides traditional full-time programs and non-traditional part-time as well as intern programs which lead to the multiple and single subject credentials. Students can also complete the requirements for bilingual education while they are working on their preliminary teaching credential.

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 and moderate/severe handicaps, as well as those students with physical and health impairments. The basic multiple subject and special education programs are well articulated to facilitate students' opportunities to prepare for both careers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Fresno Pacific has been widely recognized in the central valley and beyond the valley for the outstanding quality of its teacher preparation program. Students often 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. The credential program is supported through numerous partnerships with local schools and districts.

Students also report that the program is both academically rigorous and practical in terms of preparing for the classroom. Students document their growth in preparation for teaching by preparing a teaching portfolio. 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.

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 2005-2006

Fresno Pacific is now pleased to offer the Level I multiple subjects and special education credential programs in two regional centers: Visalia (Tulare County), and Bakersfield (Kern County). As Fresno Pacific has extended its mission by opening regional centers where students can enroll in teaching credential programs, the program leaders have remained committed to maintaining the distinctiveness of the FPU credential program throughout the centers. Students from these areas report a high degree of satisfaction with the credential programs that are based in their counties.

Because of the rural nature of the central valley, many small cities find it difficult to attract and hire teachers outside of the geographic boundaries of their city. Thus, Fresno Pacific University is partnering with several of our valley cities to help these cities "grow their own" teachers. Thus, FPU provides BA programs in liberal arts and early childhood education that are designed with the working adult in mind. These degree completion programs, particularly Liberal Arts, lead directly into the multiple subjects and special education credential programs, and have the potential to foster a growing population of teachers who live and teach within their own communities.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

<http://fresno.edu/schools/education/php>

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	157	3
Single Subject Candidates	62	48	14
Education Specialist Candidates	39	33	6
Totals	261	238	23

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	85	82	3
Single Subject Candidates	44	34	10
Education Specialist Candidates	9	3	6
Totals	138	119	19

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26	2	0
In Academic Positions with Rights and Responsibilities	26	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	13	7	0
In Academic Positions with Rights and Responsibilities	13	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	5	3	0
In Academic Positions with Rights and Responsibilities	5	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 : 1	1.5 : 1	0 : 1
Single Subject Programs	2.6 : 1	1.4 : 1	0 : 1
Education Specialist Programs	2 : 1	2 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	30	18	540
Education Specialist Programs	30	15	450

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	130	130	100%	100%	12	12	100%
Aggregate	130	130	100%	100%	12	12	100%
Professional Knowledge/Pedagogy							
RICA	96	95	99%	98%	6	--	--
Aggregate	96	95	99%	98%	6	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	2	--	--	100%	1	--	--
CSET Math II	2	--	--	99%	1	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Music Subtest I	0	--	--	97%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Social Sci I	5	--	--	99%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	99%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	1	--	--
English S* (01)	0	--	--	100%	1	--	--
Aggregate	15	15	100%	99%	3	--	--
Other Content Areas							
Business S* (15)	0	--	--	94%	1	--	--
CSET MSE I	82	82	100%	100%	2	--	--
CSET MSE II	82	82	100%	100%	2	--	--
CSET MSE III	82	82	100%	100%	2	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	0	--	--	94%	1	--	--
Physical Education S* (09)	0	--	--	100%	1	--	--
Aggregate	83	83	100%	100%	4	--	--
Summary Totals and Pass Rate	130	129	99%	98%	12	12	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	100	100	100%	100%	29	29	100%
Aggregate	100	100	100%	100%	29	29	100%
Professional Knowledge/Pedagogy							
RICA	83	83	100%	99%	19	19	100%
Aggregate	83	83	100%	99%	19	19	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	1	--	--
Biology S* (04 + 05)	2	--	--	100%	1	--	--
English Praxis II	2	--	--	99%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Math S* (02)	0	--	--	100%	2	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	7	--	--	98%	3	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	1	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	17	17	100%	100%	5	--	--
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	18	18	100%	100%	7	--	--
Summary Totals and Pass Rate	100	100	100%	99%	29	29	100%

Institution/Program: **Fresno Pacific University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **High Tech High Charter Schools**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the HTH Teacher Intern Program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for postsecondary education, and creates a sense of community engagement and responsibility. The program situates teacher training in clinical sites where candidates can experience a 21st century context for teaching and learning. It develops teachers who understand the integration of technical and academic studies by providing directed, on-the-job training to mid-career individuals in transition who do not have the time or wherewithal to engage in lengthy certification programs as well as to recent graduates of post-secondary institutions.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

As we further establish this unique program, we have continued to create meaningful links between the courses that our interns take and their daily classroom practice. According to the interns, we have succeeded on that front as they have commented how the hands-on, real-world focus of the High Tech High Teacher Intern program provides them with knowledge and resources they can use in their classrooms. They add that the frequent and ongoing opportunities for reflection help them consider ways to improve their current practice. With courses taught by a combination of High Tech High teaching faculty and administrators along with our partners from the University of San Diego and San Diego Unified School District, the interns are exposed to individuals representing a broad range of experiences which allows them to learn about educational practices from multiple perspectives.

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 2005-2006

We have phased in a structured support system to assist our Interns in their completion of the California Teaching Performance Assessment (CA TPA). As we will have our first completers in spring 2007, we are excited to see the fruits of our labor.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.hightechhigh.org/about/educator_training.php

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	7		7
Education Specialist Candidates			
Totals	7		7

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	5		5
Education Specialist Candidates			
Totals	5		5

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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			7
In Academic Positions with Rights and Responsibilities			7
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	:1
Single Subject Programs	:1	:1	10 :1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	2
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	0	--	--
Aggregate	0	--	--	100%	0	--	--
Summary Totals and Pass Rate	0	--	--	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate

Institution/Program: **High Tech High Charter Schools**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Holy Names University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department at Holy Names University, 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 Multiple and Single Subjects and Education Specialist: Mild/Moderate Disabilities credential programs seek to include teacher candidates of diverse backgrounds who reflect the composition of the community they serve. The Department strives to encourage and support potential teachers who might not otherwise have the personal or financial resources to pursue a teaching career. 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. The courses are offered at times that accommodate most working adults.

Both Multiple and Single subjects programs have met SB2042 standards, including preparation to teach English learners. The Education Specialist program has accredited for both Level I and Level II.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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 faculty meets regularly to review candidate progress, both in coursework and in the field placement assignment.

The Holy Names program includes candidates completing the regular program with supervised student teaching, candidates serving as teachers of record in urban school districts with internship credentials, and in rare cases candidates working in schools with emergency teaching permits or pre-internship credentials issued by school districts. In the latter two cases, program completion 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. The program works closely with local beginning teacher support networks in school districts and county offices of education, to ensure linkages with district expectations and resources.

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 2005-2006

On February 16, 2006, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, granted initial accreditation to the following program of professional preparation for the Education Specialist Credential as submitted by Holy Names University:

Preliminary Level I, Mild/Moderate Disabilities Internship.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.hnu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	23	19
Single Subject Candidates	36	10	26
Education Specialist Candidates	39	11	28
Totals	117	44	73

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18	11	7
Single Subject Candidates	9	2	7
Education Specialist Candidates	7	6	1
Totals	34	19	15

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	1	4	0
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	1	3	0
Single Subject Programs	2	4	0
In Academic Positions with Rights and Responsibilities	1	2	0
In Non-Academic Positions without Rights and Responsibilities	1	2	0
Education Specialist Programs	1	2	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	1	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26 :1	26 :1	:1
Single Subject Programs	26 :1	26 :1	:1
Education Specialist Programs	26 :1	26 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	22	22	100%	100%	12	12	100%
Aggregate	22	22	100%	100%	12	12	100%
Professional Knowledge/Pedagogy							
RICA	17	17	100%	98%	6	--	--
Aggregate	17	17	100%	98%	6	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	100%	1	--	--
CSET English IV	1	--	--	100%	1	--	--
CSET Social Sci I	0	--	--	99%	2	--	--
CSET Social Sci II	0	--	--	100%	2	--	--
CSET Social Sci III	0	--	--	99%	2	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	2	--	--	99%	4	--	--
Other Content Areas							
CSET MSE I	14	14	100%	100%	4	--	--
CSET MSE II	13	13	100%	100%	4	--	--
CSET MSE III	13	13	100%	100%	4	--	--
MSAT (0140 + 0151)	3	--	--	98%	2	--	--
Aggregate	17	17	100%	100%	6	--	--
Summary Totals and Pass Rate	22	22	100%	98%	12	12	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	23	23	100%	100%	9	--	--
Aggregate	23	23	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	18	18	100%	99%	7	--	--
Aggregate	18	18	100%	99%	7	--	--
Academic Content Areas							
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	97%	1	--	--
Aggregate	4	--	--	98%	2	--	--
Other Content Areas							
MSAT (0140 + 0151)	13	13	100%	100%	5	--	--
Aggregate	13	13	100%	100%	5	--	--
Summary Totals and Pass Rate	23	23	100%	99%	9	--	--

Institution/Program: **Holy Names University**

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 2005-2006
(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 2005-2006

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. During 2004 -2005, as part of the WASC Accreditation process, an academic matrix was developed and all courses were reviewed. 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 2005-2006

All new initiatives to improve program excellence or effectiveness are all in place.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.hiu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	55	
Single Subject Candidates			
Education Specialist Candidates			
Totals	55	55	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	19	
Single Subject Candidates			
Education Specialist Candidates			
Totals	19	19	

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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			
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	:1	:1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	8	320
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	19	19	100%	100%	0	--	--
Aggregate	19	19	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	19	18	95%	98%	0	--	--
Aggregate	19	18	95%	98%	0	--	--
Other Content Areas							
CSET MSE I	19	19	100%	100%	0	--	--
CSET MSE II	19	19	100%	100%	0	--	--
CSET MSE III	19	19	100%	100%	0	--	--
Aggregate	19	19	100%	100%	0	--	--
Summary Totals and Pass Rate	19	18	95%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	21	21	100%	99%	0	--	--
Aggregate	21	21	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	13	13	100%	100%	0	--	--
Aggregate	14	14	100%	100%	0	--	--
Summary Totals and Pass Rate	21	21	100%	99%	0	--	--

Institution/Program: **Hope International University**

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 2005-2006
(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 and staff in the School of Education at Humboldt State University are committed to high quality education of teachers and to keeping children and adolescents at the heart of our teaching. We believe our society needs teachers who: are creative and independent thinkers, take on leadership roles in our profession, demonstrate academic excellence, and commit themselves to high ethical standards. We perceive students not as passive recipients, but rather as active, life-long learners. We believe that literacy is the responsibility of every teacher and essential for life-long learning. Our goal for all of our students is that they will graduate from our program and become exceptional teachers and strong, articulate advocates for children, adolescents, and for public education. We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms. We respond to our students' work personally; help our students become aware of their own assumptions, preconceptions, and personal filters; and assist them in understanding how such assumptions, preconceptions, and filters affect 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 teachers as being agents of social change. We know that teaching is one of the most difficult and demanding professions, and we believe that no profession is more rewarding or more worth the dedication required than teaching.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Program leaders, coordinators, and faculty in the School of Education at Humboldt State University carefully select high caliber credential candidates for each of our programs and collaborate with local school districts in identifying fieldwork classrooms with committed and well-qualified mentor teachers. The teacher preparation programs at HSU offer small class sizes, individual mentorship, and strong career outcomes. The graduation and employment rates of our students are among the highest in the country. A hallmark of our programs is the considerable amount of time our students spend working in their fieldwork classrooms. Each credential program is a one-year course of study that begins in the fall semester. Over the last two years we have forged a partnership with a charter school in Oakland, CA, where each year a cohort of our multiple subjects credential candidates fulfills fieldwork requirements while also completing coursework through innovative distance education teleconferencing arrangements. This special fieldwork opportunity allows our candidates to prepare themselves more fully for teaching in an urban environment. Likewise, in addition to fieldwork placements at middle and high schools throughout the Humboldt County region, single subject credential candidates have the opportunity to fulfill their fieldwork requirements at the River School in Napa (also utilizing distance-education teleconferencing for coursework). The Special Education programs at HSU have been in a dynamic phase of development. SPED now offers an accredited Moderate/Severe program in addition to its long-standing Mild/Moderate 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 2005-2006

The School of Education recently joined the PACT consortium (Performance Assessment for California Teachers), a collaboration widely perceived to be an authentic and rigorous teacher performance assessment program. The pilot of PACT teacher performance assessments will occur in spring 2008. The Dean's Office in HSU's College of Professional Studies has supported faculty and staff in the credential programs to expand use of distance education approaches to accommodate potential students who live in remote areas of our region, including American Indian students. The Elementary Education program hopes to hire two new probationary faculty members in mathematics/science and in literacy/social studies to begin in fall 2007. In Secondary Education, the River School University/school partnership is being formalized and the Academy of the Redwoods Early College High School program gives SED credential candidates unique opportunities. Distance education arrangements will be developed and improved over the summertime for fall 2007 implementation. In addition, the Education Specialist Level I credential program added a new tenure-track faculty member whose primary responsibility is to teach core foundation and methods courses. SPED program faculty also refined and continued the practicum part of the ES Level I methods courses in reading and math by expanding the use of reading and math clinics for all of their credential candidates as a way to more consistently prepare them to teach core academic content and to effectively use a variety of instructional strategies while continuing the existing time spent in a classroom with a mentor teacher.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.humboldt.edu/~educ/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	78	78	0
Single Subject Candidates	64	64	0
Education Specialist Candidates	22	22	0
Totals	164	164	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	78	78	0
Single Subject Candidates	64	64	0
Education Specialist Candidates	22	22	0
Totals	164	164	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15	0	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	11	0	0
Single Subject Programs	11	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	7	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5.2 : 1	0 : 1	0 : 1
Single Subject Programs	5.8 : 1	0 : 1	0 : 1
Education Specialist Programs	3.14 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	39.37	16	630
Single Subject Programs	39.37	16	630
Education Specialist Programs	28.125	16	450

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	146	146	100%	100%	4	--	--
Aggregate	146	146	100%	100%	4	--	--
Professional Knowledge/Pedagogy							
RICA	82	82	100%	98%	4	--	--
Aggregate	82	82	100%	98%	4	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Sci III Bio/Life	10	10	100%	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	11	11	100%	100%	0	--	--
CSET Science II	11	11	100%	100%	0	--	--
CSET Social Sci I	7	--	--	99%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	99%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	22	22	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	80	80	100%	100%	3	--	--
CSET MSE II	80	80	100%	100%	3	--	--
CSET MSE III	80	80	100%	100%	3	--	--
MSAT (0140 + 0151)	0	--	--	98%	1	--	--
Aggregate	80	80	100%	100%	4	--	--
Summary Totals and Pass Rate	146	146	100%	98%	4	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	175	175	100%	100%	0	--	--
Aggregate	175	175	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	116	116	100%	99%	0	--	--
Aggregate	116	116	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	6	--	--	98%	0	--	--
Biology S* (04 + 05)	6	--	--	100%	0	--	--
English Praxis II	2	--	--	99%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	94%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	100%	0	--	--
Social Science S* (03)	7	--	--	100%	0	--	--
Aggregate	17	17	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	2	--	--	97%	0	--	--
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	34	34	100%	100%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Aggregate	39	39	100%	100%	0	--	--
Summary Totals and Pass Rate	175	175	100%	99%	0	--	--

Institution/Program: **Humboldt State University**

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 2005-2006
(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 college, provides working adults access to a coherent and rigorous academic program based on adult learning principles. It educates students for success and full participation in a diverse society. IAC offers undergraduate and post-baccalaureate programs that prepare future teachers.

The college's affordable evening courses accomodates class time to students' working schedules. The majority of students are bilingual teacher aides. The rest of the student body consists of educated immigrants who are changing careers to become teachers.

The Education Department prepares compentent, effective bilingual bicultural teachers who address not only academic needs of students, but also social issues in the community and in schools. At the undergraduate level, bilingual students are encouraged to achieve competence in English and in Spanish. IAC future teachers have made the commitment to work in low income culturally diverse schools. They are committed to provideing every child with a academically rigorous education.

IAC offers CCTC approved teacher preparation programs. These include 2042 Multiple and Single Subject credentials with bilingual emphasis; the Fifth year Clear Credential program; the CLAD certificate; and the University Induction program. The credential program offers courses at the post baccalaureate level.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Credential courses are offered at the post-baccalaureate level. The program requires candidates to complete prerequisite course to 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. They attend lectures given by local civic, academic, and political leaders. All candidates must complete prerequisite courses in Spanish, in teaching mathematics, linguistics, Mainstreaming Special Needs students, Health for Teachers, and Teaching Physical Education in Elementary Schools.

In bilingual classes, students discuss issues in both English and Spanish. An effective retention strategy for Latinos is the cohort model. 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. IAC offers composition tutors to assist students in improving English assignments. Classes are scheduled only in the evenings. The monthly schedule accommodates family and employment responsibilities 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, California student content standards, and certification standards.

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 2005-2006

In the new 2042 Credential programs, IAC requires that applicants for both the Multiple and Single Subject credentials pass the CBEST and CSET exams before being admitted into the program. These exams ensure that completers are NCLB qualified before applying for employment in a Title I School.

The undergraduate courses for Multiple Subject candidates are aligned to the CA student content standards. By graduation students declaring education as a goal will have passed the CBEST and CSET exams.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
iacnc.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	4	1
Single Subject Candidates	3	2	1
Education Specialist Candidates	0	0	0
Totals	8	6	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	5	4	1
Single Subject Candidates	3	2	1
Education Specialist Candidates	0	0	0
Totals	8	6	2

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 : 1	1 : 1	0 : 1
Single Subject Programs	2 : 1	1 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	30	16	480
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	6	--	--	100%	2	--	--
Aggregate	6	--	--	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	4	--	--	98%	1	--	--
Aggregate	4	--	--	98%	1	--	--
Academic Content Areas							
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	2	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	1	--	--	100%	1	--	--
CSET MSE II	1	--	--	100%	1	--	--
CSET MSE III	1	--	--	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	2	--	--	100%	1	--	--
Summary Totals and Pass Rate	6	--	--	98%	2	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate

Institution/Program: **InterAmerican College**

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 2005-2006
(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 to prepare talented adults from diverse academic, cultural, and professional backgrounds for teaching in urban settings. The Education programs at JFKU are based on a theory of action that is guided by a strong emphasis on equity, multicultural understanding, community, and a vision of a more peaceful pluralistic, and democratic world. We are committed to developing educators who demonstrate a long-term commitment to principals of democratic schools and classrooms where diverse participation and voices are cultivated and where students and every member of the school community are active agents in the decision-making processes and structures of schooling. We believe every student not only has a right to learn, but a right to learn under the most optimal conditions that nurture personal well being, excellence, academic achievement, and success.

The mission of the Department of Education is to provide a holistic approach to teaching and learning that is characterized by ongoing reflection, inquiry, and application of knowledge in the field. The Multiple and Single Subject Teaching

Credential programs, emphasize the importance of the learning community in educators' lives. Candidates join a cohort of peers with whom they work and collaborate throughout the program. This cohort structure is designed to provide a support network for participants not only while they are in the program preparing for teaching or for school/district leadership but also after they graduate from the program.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The underlying principles of our programs are grounded in research on effective teaching and focus on preparation of teachers for the "real world" of schooling. The content of our curricula encourages candidates to question issues related to equity of access and student outcomes while learning pedagogical approaches that create equitable learning opportunities for diverse

learners. Our extensive fieldwork requirements are designed to provide candidates with multiple opportunities to apply theory to practice under the mentorship of exemplary educators. Our formative and summative assessment procedures promote ongoing self assessment and reflection.

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 2005-2006

Our SB2042 Credential Program was approved in October 2003.

We implemented the California Teacher Performance Assessment System as a part of our Summative Assessment Program to determine Teacher Candidates' Competence. The TPA data is also used to guide us in our program improvement.

In the 2004-2005 year, we systemized the entire formative and summative assessment of our program.

In the 2005-2006 year we became engaged in a university-wide process of program assessment and review. Program learning outcomes were established for the Teacher Credential Program, Master of Arts Program, and Administrative Services Credential Program. We are actively involved in evidence collection and ongoing program assessment.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.jfku.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	30	23	7
Single Subject Candidates	20	12	8
Education Specialist Candidates	0	0	0
Totals	50	35	15

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	12	6	6
Single Subject Candidates	8	3	5
Education Specialist Candidates			
Totals	20	9	11

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4	4	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	4	4	
Single Subject Programs	3	5	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	3	5	
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 : 1	4 : 1	: 1
Single Subject Programs	3 : 1	3 : 1	: 1
Education Specialist Programs	: 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	13	13	100%	100%	10	10	100%
Aggregate	13	13	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	7	--	--	98%	5	--	--
Aggregate	7	--	--	98%	5	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	2	--	--
CSET English II	1	--	--	100%	2	--	--
CSET English III	1	--	--	100%	2	--	--
CSET English IV	1	--	--	100%	2	--	--
CSET Math I	1	--	--	100%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	5	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	7	--	--	100%	4	--	--
CSET MSE II	7	--	--	100%	4	--	--
CSET MSE III	7	--	--	100%	4	--	--
CSET Physical Education Subtest I	0	--	--	98%	1	--	--
CSET Physical Education Subtest II	0	--	--	98%	1	--	--
CSET Physical Education Subtest III	0	--	--	98%	1	--	--
MSAT (0140 + 0151)	0	--	--	98%	1	--	--
Aggregate	7	--	--	100%	6	--	--
Summary Totals and Pass Rate	13	13	100%	98%	10	10	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	19	19	100%	100%	6	--	--
Aggregate	19	19	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	3	--	--
Aggregate	11	11	100%	99%	3	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
English Praxis II	2	--	--	99%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	94%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	2	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	1	--	--
Physical Education S* (09)	1	--	--	99%	1	--	--
Aggregate	12	12	100%	100%	3	--	--
Summary Totals and Pass Rate	19	19	100%	99%	6	--	--

Institution/Program: **John F. Kennedy University**

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 2005-2006
(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: La Sierra University's Curriculum and Instruction department seeks to empower students through a process of seeking, knowing, and serving. Through study and practice of theoretical principles and pedagogical applications, students gain competency in educational professionalism, ethics, and effective methods in preparation for K-12 instructional efficacy.

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's 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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

La Sierra University faculty are committed to continual improvement of departmental programs, teaching, and research. Faculty study and conduct research to enrich the teacher education program (TEP). As a result, methods courses now include greater emphasis on multiple-intelligences, brain-related learning theory and practice, English language development, technological enrichment, and emphasis on heart-brain science and its relationship to resilience in classrooms.

Web-assisted features now enhance most coursework in the TEP. These helps provide a model that allows candidates to learn the value of technological applications. This experience prepares them to incorporate similar applications later in lessons they will teach during full-time fieldwork placements.

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 encourages 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. Increased emphasis on English language learning undergirds all methods courses.

The teacher preparation program is predicated on a belief in the uniqueness and worth of each individual and on the

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 2005-2006

A new full-time faculty member has been added to the distributed education component of LSU's teacher education program (TEP). This individual monitors the quality of online courses and provides personalized support for all online students. Additionally, she spends time supervising students in early fieldwork experiences required by teaching methods courses.

Another new full-time faculty member has been added to oversee the student teaching program. This faculty addition helps to relieve the work load of other faculty who focus on updating and evaluating the quality of methods coursework and the overall TEP.

A third new (parttime) faculty member has been contracted to oversee the Teaching Performance Assessments (TPAs). Additionally, five Curriculum and Instruction faculty, one adjunct faculty member, and the office manager in the Curriculum and Instruction department all are nearing completion of TPA training. The decision to have multiple faculty acquire training was to insure that methods coursework aligns well with TPA expectations AND to insure that LSU's TEP remains relevant student context and with teaching standards. All of our TPA faculty trainees commonly agree that the TPA training is valuable and that it should contribute significantly to the overall quality of LSU's TEP. All are grateful to CTC for providing this training.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.lasierra.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	88	84	4
Single Subject Candidates	84	79	5
Education Specialist Candidates	0	0	0
Totals	172	163	9

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18	14	4
Single Subject Candidates	12	7	5
Education Specialist Candidates	0	0	0
Totals	30	21	9

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	14	2	0
In Academic Positions with Rights and Responsibilities	5	1	0
In Non-Academic Positions without Rights and Responsibilities	9	1	0
Single Subject Programs	14	3	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	12	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 : 1	2 : 1	0 : 1
Single Subject Programs	2 : 1	2 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	720
Single Subject Programs	35	18	630
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	.5
Single Subject Programs	.5
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	21	21	100%	100%	9	--	--
Aggregate	21	21	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	14	12	86%	98%	4	--	--
Aggregate	14	12	86%	98%	4	--	--
Academic Content Areas							
CSET Art Subtest I	0	--	--	100%	1	--	--
CSET Art Subtest II	0	--	--	100%	1	--	--
CSET English I	2	--	--	100%	2	--	--
CSET English II	2	--	--	100%	2	--	--
CSET English III	2	--	--	100%	2	--	--
CSET English IV	2	--	--	100%	2	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	100%	1	--	--
CSET Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	99%	0	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	6	--	--	99%	5	--	--
Other Content Areas							
CSET MSE I	10	10	100%	100%	3	--	--
CSET MSE II	10	10	100%	100%	3	--	--
CSET MSE III	10	10	100%	100%	3	--	--
Aggregate	10	10	100%	100%	3	--	--
Summary Totals and Pass Rate	21	18	86%	98%	9	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	6	--	--	100%	2	--	--
Aggregate	6	--	--	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	3	--	--	99%	1	--	--
Aggregate	3	--	--	99%	1	--	--
Academic Content Areas							
English Praxis II	0	--	--	99%	1	--	--
English S* (01)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	1	--	--	98%	1	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	0	--	--	98%	1	--	--
CSET MSE II	0	--	--	96%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
Aggregate	1	--	--	100%	1	--	--
Summary Totals and Pass Rate	6	--	--	99%	2	--	--

Institution/Program: **La Sierra University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Los Angeles USD**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

As a result of the continuing shortage of fully qualified teachers in certain fields, the Los Angeles Unified School District elected to participate in the District Intern Program. 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
- **Able to assess each individual student's strengths, abilities, and needs in order to develop and implement instructional programs that facilitate student mastery of California Content standards
- **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 2005-2006

It has been the aim of the Los Angeles Unified School District (LAUSD) District Intern Program 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 program continues to reassess and re-evaluate the content and methodology each year to include the latest research on effective strategies to reach students in a large, urban multilingual, multicultural school district. These modifications are made to ensure that the teachers participating in this program receive cutting-edge professional development that is aligned with the District's instructional initiatives, the most current research and legislative mandates.

Interns participate in a three-year professional development program leading to a California Preliminary and Professional Clear Credential. The Program begins with a 240-hour Pre-Service Orientation. The Preparation or Level I phase that leads to the Preliminary Credential focuses on the Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs).

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 2005-2006

The following new initiatives to improve program excellence or effectiveness were implemented during the 2006-2007 school year:

*The continuing collaboration between LAUSD Division of Instructional Services and the District Intern Program resulted in curriculum institutes that are designed and implemented by the Division of Instructional Services content experts for District Interns during the Pre-Service Orientation: elementary English/ Language Arts, elementary Mathematics, Single Subject English/ Language Arts, Single Subject Mathematics and Single Subject Science. The 2006-2007 school year marks the first year that these institutes have taken place.

*In order to meet the continuing need for support providers, the Program has implemented an intense recruitment effort of outstanding retired teachers in order to ensure that each intern was assigned a support provider in his/ her content area. The retired support providers have school recency of three years or less and demonstrated proficiency in the content area and the necessary skill set to serve as a support provider. Additionally to meet the need for support providers, the District Intern Program actively recruited qualified graduates of the District Intern Program to serve as support providers at their school sites.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.teachinla.com

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	56		56
Single Subject Candidates	110		110
Education Specialist Candidates	92		92
Totals	258		258

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	56		56
Single Subject Candidates	110		110
Education Specialist Candidates	92		92
Totals	258		258

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			1,527
In Academic Positions with Rights and Responsibilities			7
In Non-Academic Positions without Rights and Responsibilities			1,520
Single Subject Programs			2,447
In Academic Positions with Rights and Responsibilities			7
In Non-Academic Positions without Rights and Responsibilities			2,440
Education Specialist Programs			2,650
In Academic Positions with Rights and Responsibilities			8
In Non-Academic Positions without Rights and Responsibilities			2,642

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	7 :1
Single Subject Programs	:1	:1	27 :1
Education Specialist Programs	:1	:1	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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			?
Single Subject Programs			120
Education Specialist Programs			120

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	?
Single Subject Programs	?
Education Specialist Programs	?

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	226	226	100%
Aggregate	0	--	--	100%	226	226	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	156	156	100%
Aggregate	0	--	--	98%	156	156	100%
Summary Totals and Pass Rate	0	--	--	98%	226	226	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	457	457	100%
Aggregate	0	--	--	100%	457	457	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	366	366	100%
Aggregate	0	--	--	99%	366	366	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	98%	6	--	--
Biology S* (04 + 05)	0	--	--	100%	6	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	4	--	--
Chemistry S* (04 + 06)	0	--	--	98%	4	--	--
English Praxis II	0	--	--	99%	58	58	100%
English S* (01)	0	--	--	100%	60	60	100%
Math Praxis II (0063 + 0064)	0	--	--	100%	16	16	100%
Math S* (02)	0	--	--	100%	17	17	100%
Physics Praxis II (0262 + 0433)	0	--	--	96%	1	--	--
Physics S* (04 + 08)	0	--	--	96%	2	--	--
Aggregate	0	--	--	98%	89	89	100%
Other Content Areas							
CSET MSE I	0	--	--	98%	1	--	--
CSET MSE II	0	--	--	96%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	351	351	100%
Aggregate	0	--	--	100%	352	352	100%
Summary Totals and Pass Rate	0	--	--	99%	457	457	100%

Institution/Program: Los Angeles USD

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 2005-2006
(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 2005-2006

- * 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.

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 2005-2006

In 2003, the School of Education received continuing full accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). New intern programs were also started for the Multiple and Single Subjects programs under the new SB2042 credential standards. A new intern program in Special Education was instituted and enrollment in the Special Education program increased by 150%. These intern programs received support from a grant through the CCTC. The Multiple and Single subject programs also began requiring candidates to complete the California Teaching Performance Assessment. Candidates complete 4 tasks throughout their 2-year program that allow them to demonstrate that they have acquired requisite skills for beginning teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.lmu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	432	293	139
Single Subject Candidates	329	154	175
Education Specialist Candidates	84	12	72
Totals	845	459	386

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	133	97	36
Single Subject Candidates	111	61	50
Education Specialist Candidates	28	7	21
Totals	272	165	107

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26	22	0
In Academic Positions with Rights and Responsibilities	26	22	0
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	22	20	0
In Academic Positions with Rights and Responsibilities	22	20	0
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	1	8	0
In Academic Positions with Rights and Responsibilities	1	8	0
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 : 1	6 : 1	: 1
Single Subject Programs	4 : 1	6 : 1	: 1
Education Specialist Programs	4 : 1	6 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	146	145	99%	100%	102	102	100%
Aggregate	146	145	99%	100%	102	102	100%
Professional Knowledge/Pedagogy							
RICA	98	98	100%	98%	54	54	100%
Aggregate	98	98	100%	98%	54	54	100%
Academic Content Areas							
CSET English I	11	11	100%	100%	20	20	100%
CSET English II	11	11	100%	100%	20	20	100%
CSET English III	11	11	100%	100%	20	20	100%
CSET English IV	11	11	100%	100%	20	20	100%
CSET Math I	1	--	--	100%	10	10	100%
CSET Math II	1	--	--	99%	10	10	100%
CSET Math III	1	--	--	95%	7	--	--
CSET Sci III Bio/Life	6	--	--	100%	9	--	--
CSET Sci III Chemistry	0	--	--	100%	4	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Science I	5	--	--	100%	13	13	100%
CSET Science II	5	--	--	100%	13	13	100%
CSET Social Sci I	7	--	--	99%	5	--	--
CSET Social Sci II	7	--	--	100%	5	--	--
CSET Social Sci III	7	--	--	99%	5	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	26	26	100%	99%	48	48	100%
Other Content Areas							
CSET MSE I	97	97	100%	100%	51	51	100%
CSET MSE II	97	97	100%	100%	51	51	100%
CSET MSE III	97	97	100%	100%	51	51	100%
MSAT (0140 + 0151)	2	--	--	98%	0	--	--
Aggregate	99	99	100%	100%	51	51	100%
Summary Totals and Pass Rate	146	145	99%	98%	102	102	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	166	166	100%	100%	20	20	100%
Aggregate	166	166	100%	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	118	116	98%	99%	10	10	100%
Aggregate	118	116	98%	99%	10	10	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	6	--	--	98%	0	--	--
Biology S* (04 + 05)	6	--	--	100%	0	--	--
Chemistry S* (04 + 06)	0	--	--	98%	1	--	--
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	97%	0	--	--
CSET English III	4	--	--	97%	0	--	--
CSET English IV	4	--	--	91%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	90%	0	--	--
CSET Social Sci II	3	--	--	94%	0	--	--
CSET Social Sci III	3	--	--	96%	0	--	--
English Praxis II	10	10	100%	99%	2	--	--
English S* (01)	11	11	100%	100%	6	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	100%	0	--	--
Social Science S* (03)	6	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	97%	0	--	--
Aggregate	36	35	97%	98%	7	--	--
Other Content Areas							
CSET MSE I	13	12	92%	98%	0	--	--
CSET MSE II	13	12	92%	96%	0	--	--
CSET MSE III	13	12	92%	98%	0	--	--
MSAT (0140 + 0151)	42	42	100%	100%	3	--	--
Aggregate	55	54	98%	100%	3	--	--
Summary Totals and Pass Rate	166	163	98%	99%	20	20	100%

Institution/Program: **Loyola Marymount University**

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 2005-2006
(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 2005-2006

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

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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.mills.edu/academics/graduate/educ/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	24	24	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	2	2	0
Totals	48	48	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	24	24	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	2	2	0
Totals	48	48	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	8	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	1	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 : 1	0 : 1	0 : 1
Single Subject Programs	2 : 1	0 : 1	0 : 1
Education Specialist Programs	2 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	15	30	450
Single Subject Programs	15	30	450
Education Specialist Programs	15	30	450

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	39	39	100%	100%	0	--	--
Aggregate	39	39	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	19	19	100%	98%	0	--	--
Aggregate	19	19	100%	98%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Social Sci I	10	9	90%	99%	0	--	--
CSET Social Sci II	10	9	90%	100%	0	--	--
CSET Social Sci III	10	9	90%	99%	0	--	--
Aggregate	14	13	93%	99%	0	--	--
Other Content Areas							
CSET MSE I	17	17	100%	100%	0	--	--
CSET MSE II	17	17	100%	100%	0	--	--
CSET MSE III	17	17	100%	100%	0	--	--
Aggregate	17	17	100%	100%	0	--	--
Summary Totals and Pass Rate	39	38	97%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	50	50	100%	100%	0	--	--
Aggregate	50	50	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	29	28	97%	99%	0	--	--
Aggregate	29	28	97%	99%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
CSET Math I	1	--	--	88%	0	--	--
CSET Math II	1	--	--	88%	0	--	--
CSET Math III	1	--	--	44%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	90%	0	--	--
CSET Social Sci II	2	--	--	94%	0	--	--
CSET Social Sci III	2	--	--	96%	0	--	--
English Praxis II	5	--	--	99%	0	--	--
English S* (01)	6	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	18	16	89%	98%	0	--	--
Other Content Areas							
CSET MSE I	4	--	--	98%	0	--	--
CSET MSE II	4	--	--	96%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
MSAT (0140 + 0151)	20	20	100%	100%	0	--	--
Aggregate	24	24	100%	100%	0	--	--
Summary Totals and Pass Rate	50	47	94%	99%	0	--	--

Institution/Program: Mills College

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 2005-2006
(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. MSMC has a diverse student population, a near-mirror reflection of the population of the Los Angeles area and is identified as a Hispanic Serving Institution of Higher Education. Placing emphasis on learning outcomes, 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.

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 are committed to the college 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, are grounded in their content area, and committed to the belief that all children can learn. The teacher preparation programs at MSMC deepen students' knowledge of pedagogical principles through application in urban classrooms and in-depth reflection during class meetings.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The Teaching Performance Assessment that was piloted in 2003-2004 was fully implemented in Fall 2005. The results have been used to identify program strengths and weaknesses and courses revised to enhance candidate preparation. The passing score was raised from 8 (passing score for pilot) to 12 out of 16 possible points for the 2005-2006 candidates. In May 2006 the faculty reviewed the TPA results and identified areas for program improvement for the coming year.

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 2005-2006

The Education Department designed and obtained approval from the college to initiate two new programs in Fall 2006, a Professional Clear (Fifth Year Program) for teachers in private schools and a Masters in Instructional Leadership for teachers who have completed a credential program and want to prepare for leadership roles in curriculum and instruction.

Faculty in the Elementary and Secondary Teacher Preparation Programs developed a resource guide for CSET preparation. To emphasize the importance of early CSET preparation, the program application requirements were amended to require that candidates submit a score report for at least one of the required CSET examinations. This report is used by the admissions committee, in conjunction with the other application materials, to determine the candidate's potential for successfully meeting the subject matter requirement and to plan the preparation the candidate will need to meet this requirement.

Education and Math Department faculty collaborated in a nation-wide curriculum development project to improve the preparation of undergraduates in the blended Liberal Studies/Elementary Teacher Preparation Program for the teaching of mathematics. Our undergraduates' content preparation in math has been of concern and we hope this initiative will lead to improved preparation in this essential content area.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.msmc.la.edu/education

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	116	116	0
Single Subject Candidates	95	95	0
Education Specialist Candidates	27	27	0
Totals	238	238	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	34	34	0
Single Subject Candidates	17	17	0
Education Specialist Candidates	10	10	0
Totals	61	61	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8		0
In Academic Positions with Rights and Responsibilities	3		0
In Non-Academic Positions without Rights and Responsibilities	5		0
Single Subject Programs	5		0
In Academic Positions with Rights and Responsibilities	0		0
In Non-Academic Positions without Rights and Responsibilities	5		0
Education Specialist Programs	1		0
In Academic Positions with Rights and Responsibilities	1		0
In Non-Academic Positions without Rights and Responsibilities	0		0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	:1	:1
Single Subject Programs	24 :1	:1	:1
Education Specialist Programs	24 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
Education Specialist Programs	N/A

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	47	47	100%	100%	16	16	100%
Aggregate	47	47	100%	100%	16	16	100%
Professional Knowledge/Pedagogy							
RICA	34	31	91%	98%	9	--	--
Aggregate	34	31	91%	98%	9	--	--
Academic Content Areas							
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	100%	1	--	--
CSET English IV	6	--	--	100%	1	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	99%	0	--	--
CSET Math III	3	--	--	95%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	4	--	--
CSET Science I	0	--	--	100%	4	--	--
CSET Science II	0	--	--	100%	4	--	--
CSET Social Sci I	1	--	--	99%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	99%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	1	--	--
Aggregate	12	11	92%	99%	8	--	--
Other Content Areas							
CSET MSE I	27	27	100%	100%	3	--	--
CSET MSE II	27	27	100%	100%	3	--	--
CSET MSE III	27	27	100%	100%	3	--	--
Health Science S* (16)	0	--	--	100%	3	--	--
MSAT (0140 + 0151)	2	--	--	98%	1	--	--
Aggregate	29	29	100%	100%	7	--	--
Summary Totals and Pass Rate	48	44	92%	98%	16	15	94%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	46	46	100%	100%	0	--	--
Aggregate	46	46	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	29	29	100%	99%	0	--	--
Aggregate	29	29	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	5	--	--	99%	0	--	--
English S* (01)	5	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	11	11	100%	98%	0	--	--
Other Content Areas							
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	11	11	100%	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Summary Totals and Pass Rate	46	46	100%	99%	0	--	--

Institution/Program: **Mount Saint Mary's College**

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 2005-2006
(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 and secondary school classrooms as Intern teachers. Therefore, we collaborate with the Alum Rock Union Elementary School District, Eastside Union High School District and county-wide consortiums from San Mateo County Office of Education, Alameda 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 2005-2006

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, some of the outstanding features in the 2005-2006 programs were the improvement of the supervision component of the credential program and 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 classroom.

Continued implementation of the 2042 credential standards added to the overall improvement of the program along with the addition of single subject credential programs in Art, Spanish, and Physical Education. Additionally, the incorporation of a required teacher performance assessment and required critical assessments at the end of each course provided data that led to changes in staff and in program delivery. Three professional development trainings on assessment practices, SB 2042, and the Teaching Performance Assessments added to the overall abilities of our staff. NHU teacher candidates gained additional knowledge and ideas at Academic Success ELL Conference for 425 people that NHU cosponsored with Santa Clara County Office of Education. Finally, the Teacher Education Department conducted a WASC self-study review in preparation for CTC visit in 2008 and written report in 2007.

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 2005-2006

Mild to Moderate Special Education Tier One Credential approved by CTC and implemented in February 2007.

Added Spanish, Art and PE Single Subject Credentials

Teaching Performance Assessment (TPA) will be expanded to include Spanish and PE.

Continued training of supervisors and key personnel as assessors to use ETS developed TPAs and new credential expectations.

Co-sponsorship with County Office on new PTTP grant for paraprofessionals.

Increase in outside professional development activities for schools and teachers in strategies for second language students and struggling readers.

Three hybrid on-line courses initiated for professional clear courses.

Held two RICA prep workshops to better prepare teachers for the examination.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.nhu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	126	68	58
Single Subject Candidates	36	23	13
Education Specialist Candidates	0	0	0
Totals	162	91	71

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	52	28	24
Single Subject Candidates	8	5	3
Education Specialist Candidates	0	0	0
Totals	60	33	27

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	3	2	0
In Non-Academic Positions without Rights and Responsibilities	4	3	0
Single Subject Programs	3	2	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	2	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 : 1	6 : 1	0 : 1
Single Subject Programs	6 : 1	6 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	6	240
Single Subject Programs	40	6	240
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	18	18	100%	100%	35	35	100%
Aggregate	18	18	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	14	14	100%	98%	28	28	100%
Aggregate	14	14	100%	98%	28	28	100%
Academic Content Areas							
CSET English I	1	--	--	100%	2	--	--
CSET English II	1	--	--	100%	2	--	--
CSET English III	1	--	--	100%	2	--	--
CSET English IV	1	--	--	100%	2	--	--
CSET Math I	1	--	--	100%	2	--	--
CSET Math II	1	--	--	99%	2	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	100%	1	--	--
CSET Social Sci I	0	--	--	99%	1	--	--
CSET Social Sci II	0	--	--	100%	1	--	--
CSET Social Sci III	0	--	--	99%	1	--	--
Aggregate	3	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	10	10	100%	100%	20	20	100%
CSET MSE II	10	10	100%	100%	20	20	100%
CSET MSE III	10	10	100%	100%	20	20	100%
CSET Physical Education Subtest I	0	--	--	98%	1	--	--
CSET Physical Education Subtest II	0	--	--	98%	1	--	--
CSET Physical Education Subtest III	0	--	--	98%	1	--	--
MSAT (0140 + 0151)	3	--	--	98%	3	--	--
Aggregate	13	13	100%	100%	24	24	100%
Summary Totals and Pass Rate	18	18	100%	98%	35	35	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	68	68	100%	100%	47	47	100%
Aggregate	68	68	100%	100%	47	47	100%
Professional Knowledge/Pedagogy							
RICA	66	66	100%	99%	46	43	93%
Aggregate	66	66	100%	99%	46	43	93%
Other Content Areas							
CSET MSE I	1	--	--	98%	2	--	--
CSET MSE II	1	--	--	96%	2	--	--
CSET MSE III	1	--	--	98%	2	--	--
MSAT (0140 + 0151)	35	35	100%	100%	26	26	100%
Aggregate	36	35	97%	100%	28	28	100%
Summary Totals and Pass Rate	68	67	99%	99%	47	44	94%

Institution/Program: **National Hispanic University**

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 2005-2006
(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, the University articulates 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. The School of Education offers Associate of Arts in Teaching, Bachelor's degrees, Master's degrees, and credential programs in San Diego and at eleven academic centers throughout the state. NU ranks first nationally in granting master's degrees in education to all minorities and according to the U.S. Department of Education, ranks first in the nation in granting master's degrees in education to Hispanics (Black Issues in Higher Education, 2004). In California, NU ranks first in granting master's degrees in education to Hispanics, African Americans, Native Americans, and Asian Americans (Black Issues in Higher Education, 2004).

The Department of Teacher Education offers preparation programs for the Multiple Subject and Single Subject Preliminary and Professional Teaching Credentials, including bilingual emphasis (Spanish) and university internship options in collaboration with selected school districts. The Department of Special Education and Educational Technology offers the Preliminary Level I and Professional Level II Education Specialist Credential program with an emphasis in mild/moderate and moderate/severe disabilities, along with an internship option.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

School of Education faculty focus on assisting credential candidates in the development of a balanced relationship between disciplinary knowledge and educational practice. To ensure their success, alignment of coursework and supervised field experience with the new teaching performance expectations, K-12 content standards, and California Standards for the Teaching Profession is a high priority. Curriculum design emphasizes the developmental nature of learner outcomes for each foundation and methods course so that teacher candidates' course experiences are sequential and build upon each other in terms of early fieldwork, conceptual development, and skill acquisition. Specific attention is given to students with special needs and English language learners. Electronic portfolio were recently designed for Teacher Education and Special Education so formative assessment of artifacts can be conducted in courses throughout the program, leading to a summative assessment of candidate competence upon completion of all requirements. 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, focused approach to learning. In keeping with its commitment to alternative delivery systems, NU also offers credential courses in an online format. Online learning is augmented by an expanded digital/ebook library collection to ensure access to best practices and supplemental learning materials. Most practicum field work courses are on-site.

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 2005-2006

National University is in the process of training and preparation for the implementation of the Teaching Performance Assessment and the new CCTC accreditation system. As a result, the School of Education is examining current programs and standards to align coursework and programs of study with NCATE standards and the new state requirements.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.nu.edu/Admissions/Credential.html

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	5,048	4,974	74
Single Subject Candidates	5,742	5,406	336
Education Specialist Candidates	3,019	2,624	395
Totals	13,809	13,004	805

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1104	1,052	52
Single Subject Candidates	1105	964	141
Education Specialist Candidates	572	380	192
Totals	2,781	2,396	385

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	188	55	0
In Academic Positions with Rights and Responsibilities	188	55	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	145	71	0
In Academic Positions with Rights and Responsibilities	145	71	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	77	79	0
In Academic Positions with Rights and Responsibilities	77	79	0
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 : 1	1 : 1	0 : 1
Single Subject Programs	7 : 1	2 : 1	0 : 1
Education Specialist Programs	5 : 1	3 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	1.33
Single Subject Programs	1.33
Education Specialist Programs	19 months

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	2058	2057	100%	100%	384	384	100%
Aggregate	2058	2057	100%	100%	384	384	100%
Professional Knowledge/Pedagogy							
RICA	1201	1132	94%	98%	196	180	92%
Aggregate	1201	1132	94%	98%	196	180	92%
Academic Content Areas							
Art Praxis II (0131 + 0132)	3	--	--	100%	0	--	--
Art S* (12)	3	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET Art Subtest I	14	14	100%	100%	1	--	--
CSET Art Subtest II	14	14	100%	100%	1	--	--
CSET English I	130	130	100%	100%	28	28	100%
CSET English II	130	130	100%	100%	28	28	100%
CSET English III	130	130	100%	100%	28	28	100%
CSET English IV	130	130	100%	100%	28	28	100%
CSET French Subtest I	5	--	--	100%	0	--	--
CSET French Subtest II	5	--	--	100%	0	--	--
CSET French Subtest III	5	--	--	100%	0	--	--
CSET German Subtest I	1	--	--	100%	0	--	--
CSET German Subtest II	1	--	--	100%	0	--	--
CSET German Subtest III	1	--	--	100%	0	--	--
CSET Math I	107	107	100%	100%	26	26	100%
CSET Math II	107	106	99%	99%	26	26	100%
CSET Math III	26	25	96%	95%	2	--	--
CSET Music Subtest I	10	10	100%	97%	1	--	--
CSET Music Subtest II	10	10	100%	100%	1	--	--
CSET Music Subtest III	10	10	100%	100%	1	--	--
CSET Sci III Bio/Life	52	52	100%	100%	6	--	--
CSET Sci III Chemistry	11	11	100%	100%	3	--	--
CSET Sci III Earth/Planetary	14	14	100%	100%	1	--	--
CSET Sci III Physics	10	10	100%	100%	2	--	--
CSET Sci IV Bio/Life	9	--	--	100%	0	--	--
CSET Sci IV Chemistry	4	--	--	100%	2	--	--
CSET Sci IV Physics	2	--	--	100%	2	--	--
CSET Science I	71	71	100%	100%	8	--	--
CSET Science II	71	71	100%	100%	8	--	--
CSET Social Sci I	140	140	100%	99%	22	22	100%
CSET Social Sci II	140	140	100%	100%	22	22	100%
CSET Social Sci III	140	140	100%	99%	22	22	100%
CSET Spanish Subtest I	20	20	100%	100%	4	--	--
CSET Spanish Subtest II	20	20	100%	100%	4	--	--
CSET Spanish Subtest III	20	20	100%	100%	4	--	--
English Praxis II	10	10	100%	100%	1	--	--
English S* (01)	10	10	100%	100%	1	--	--
French S* (11)	1			100%	0		--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	2909	2907	100%	100%	77	77	100%
Aggregate	2909	2907	100%	100%	77	77	100%
Professional Knowledge/Pedagogy							
RICA	1895	1870	99%	99%	66	66	100%
Aggregate	1895	1870	99%	99%	66	66	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	13	13	100%	98%	0	--	--
Art S* (12)	13	13	100%	97%	0	--	--
Biology Praxis II (0233 + 0433)	59	59	100%	98%	1	--	--
Biology S* (04 + 05)	56	56	100%	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	15	15	100%	100%	0	--	--
Chemistry S* (04 + 06)	15	15	100%	98%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
CSET Math I	1	--	--	88%	0	--	--
CSET Math II	1	--	--	88%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Social Sci I	5	--	--	90%	0	--	--
CSET Social Sci II	5	--	--	94%	0	--	--
CSET Social Sci III	5	--	--	96%	0	--	--
English Praxis II	145	144	99%	99%	1	--	--
English S* (01)	147	146	99%	100%	1	--	--
Geoscience Praxis II (0433)	12	11	92%	94%	0	--	--
Geoscience S* (04 + 07)	12	12	100%	96%	0	--	--
Korean S* (25)	1	--	--	100%	0	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	61	61	100%	100%	1	--	--
Math S* (02)	61	61	100%	100%	1	--	--
Music Praxis II (0111 + 0112)	12	12	100%	100%	0	--	--
Music S* (13)	12	12	100%	100%	0	--	--
Physics Praxis II (0262 + 0433)	3	--	--	96%	0	--	--
Physics S* (04 + 08)	3	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	86	86	100%	100%	1	--	--
Social Science S* (03)	87	87	100%	100%	2	--	--
Spanish S* (10)	8	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	7	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	8	--	--	97%	0	--	--
Aggregate	433	430	99%	98%	5	--	--
Other Content Areas							
Agriculture S* (14)	2	--	--	100%	0	--	--
Business S* (15)	37	37	100%	97%	1	--	--
CSET MSE I	19	19	100%	98%	0	--	--
CSET MSE II	19	19	100%	96%	0	--	--

Institution/Program: **National University**

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 2005-2006
(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 California is dedicated to a vision of social justice and human empowerment. 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.

Teacher education candidates gain skills and reflective ability to put theory into practice and to link the classroom with the social world while developing a personal teaching style that will address all the TPE's. 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 2005-2006

There are nine distinguishing features of the New College Teacher Education Program:

1. Teaching from a social justice perspective. Candidates need to reflect on their own schooling and cultural experiences in order to acknowledge and understand the perspective that they bring to the profession.
2. Building democratic learning communities. Candidates learn to humanize the teaching environment and develop their classrooms as “communities of learners”. (McCaleb, 1994)
3. Working with families through Family Literacy: learning to develop curriculum that affirms family and community aspirations and cultural values.
4. Gaining skills as teacher researchers. 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. Arts and Music are integrated across curriculum areas so that future teachers may appeal to the diverse learning modes of children and teach to the whole child.
6. Infusing current critical environmental and global issues into teaching and incorporating important themes 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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.newcollege.edu/teachered

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	24	24	
Single Subject Candidates			
Education Specialist Candidates			
Totals	24	24	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	21	21	
Single Subject Candidates			
Education Specialist Candidates			
Totals	21	21	

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	6		
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4.5 :1	:1	:1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	20	640
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	17	17	100%	100%	0	--	--
Aggregate	17	17	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	17	17	100%	98%	0	--	--
Aggregate	17	17	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	17	17	100%	100%	0	--	--
CSET MSE II	17	17	100%	100%	0	--	--
CSET MSE III	17	17	100%	100%	0	--	--
Aggregate	17	17	100%	100%	0	--	--
Summary Totals and Pass Rate	17	17	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Institution/Program: New College of California
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**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	21	21	100%	99%	0	--	--
Aggregate	21	21	100%	99%	0	--	--
Summary Totals and Pass Rate	21	21	100%	99%	0	--	--

Institution/Program: **New College of California**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Notre Dame de Namur University**

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 nine credential/certificate programs:

Multiple Subjects/CLAD/SB2042

Single Subject/CLAD/SB2042

Education Specialist (Mild-Moderate, Moderate-Severe) Level I

Administrative Services, Tier I

Reading Certificate

Reading Credential

Institutional Mission

Notre Dame de Namur University School of Education & Leadership has fully implemented California's teaching credential model (SB 2042). The design of the Multiple Subject and Single Subject programs is 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. 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,

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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**

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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.ndnu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	98	86	12
Single Subject Candidates	136	117	19
Education Specialist Candidates	71	55	16
Totals	305	258	47

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	54	42	12
Single Subject Candidates	34	15	19
Education Specialist Candidates	14	7	7
Totals	102	64	38

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10	5	
In Academic Positions with Rights and Responsibilities	10	5	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	6	6	
In Academic Positions with Rights and Responsibilities	6	6	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	1	2	
In Academic Positions with Rights and Responsibilities	1	2	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 : 1	4 : 1	0 : 1
Single Subject Programs	5 : 1	5 : 1	0 : 1
Education Specialist Programs	1 : 1	7 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	35	700
Single Subject Programs	10	35	350
Education Specialist Programs	35	35	1,225

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	64	64	100%	100%	38	38	100%
Aggregate	64	64	100%	100%	38	38	100%
Professional Knowledge/Pedagogy							
RICA	47	47	100%	98%	17	17	100%
Aggregate	47	47	100%	98%	17	17	100%
Academic Content Areas							
CSET English I	0	--	--	100%	3	--	--
CSET English II	0	--	--	100%	3	--	--
CSET English III	0	--	--	100%	3	--	--
CSET English IV	0	--	--	100%	3	--	--
CSET Math I	1	--	--	100%	4	--	--
CSET Math II	1	--	--	99%	4	--	--
CSET Math III	1	--	--	95%	2	--	--
CSET Music Subtest I	1	--	--	97%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	2	--	--	99%	5	--	--
CSET Social Sci II	2	--	--	100%	5	--	--
CSET Social Sci III	2	--	--	99%	5	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Japanese S* (21)	0	--	--	100%	2	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	7	--	--	99%	16	16	100%
Other Content Areas							
CSET MSE I	41	41	100%	100%	12	12	100%
CSET MSE II	41	41	100%	100%	12	12	100%
CSET MSE III	41	41	100%	100%	12	12	100%
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
Health Science S* (16)	1	--	--	100%	2	--	--
MSAT (0140 + 0151)	1	--	--	98%	1	--	--
Phys. Educ. Praxis Test II	1	--	--	94%	0	--	--
Physical Education S* (09)	1	--	--	100%	0	--	--
Aggregate	45	44	98%	100%	15	15	100%
Summary Totals and Pass Rate	64	63	98%	98%	38	38	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	63	62	98%	100%	34	34	100%
Aggregate	63	62	98%	100%	34	34	100%
Professional Knowledge/Pedagogy							
RICA	44	43	98%	99%	18	18	100%
Aggregate	44	43	98%	99%	18	18	100%
Academic Content Areas							
CSET Social Sci I	1	--	--	90%	0	--	--
CSET Social Sci II	1	--	--	94%	0	--	--
CSET Social Sci III	1	--	--	96%	0	--	--
English Praxis II	0	--	--	99%	1	--	--
English S* (01)	0	--	--	100%	1	--	--
Geoscience Praxis II (0433)	0	--	--	94%	1	--	--
Geoscience S* (04 + 07)	0	--	--	96%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	1	--	--
Aggregate	3	--	--	98%	3	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	2	--	--	98%	0	--	--
CSET MSE II	2	--	--	96%	0	--	--
CSET MSE III	2	--	--	98%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	21	21	100%	100%	11	11	100%
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	25	25	100%	100%	12	12	100%
Summary Totals and Pass Rate	63	61	97%	99%	34	33	97%

Institution/Program: **Notre Dame de Namur University**

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 2005-2006
(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 School of Education and Human Services (FSEHS) at Nova Southeastern University (NSU) articulates the university's commitment to education in its mission statement, goals, and policies. FSEHS:

Is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education.

Fulfills 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 2005-2006

The program is delivered 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 Masters of Science Degree with a specialization in Elementary Education along with their Multiple Subject Credential. The Cross-Cultural Academic Development (CLAD) competencies are fully embedded into the program and afford all graduates the opportunities to meet the unique 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.

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 2005-2006

The University has expanded its partnerships with local school districts. This action has positively contributed to the overall quality of course instruction and on-going related field experiences.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.fgse.nova.edu/gtep

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	13	5	8
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	13	5	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates			
Education Specialist Candidates			
Totals	0	0	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	N/A :1	N/A :1	N/A :1
Single Subject Programs	N/A :1	N/A :1	N/A :1
Education Specialist Programs	N/A :1	N/A :1	N/A :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	
Education Specialist Programs	N/A	N/A	

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
Education Specialist Programs	N/A

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	6	--	--	100%	7	--	--
Aggregate	6	--	--	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	6	--	--	98%	7	--	--
Aggregate	6	--	--	98%	7	--	--
Other Content Areas							
CSET MSE I	2	--	--	100%	1	--	--
CSET MSE II	2	--	--	100%	1	--	--
CSET MSE III	2	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	98%	1	--	--
Aggregate	2	--	--	100%	2	--	--
Summary Totals and Pass Rate	6	--	--	98%	7	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	18	18	100%	100%	1	--	--
Aggregate	18	18	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	18	18	100%	99%	1	--	--
Aggregate	18	18	100%	99%	1	--	--
Other Content Areas							
MSAT (0140 + 0151)	10	10	100%	100%	1	--	--
Aggregate	10	10	100%	100%	1	--	--
Summary Totals and Pass Rate	18	18	100%	99%	1	--	--

Institution/Program: **Nova Southeastern University**

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 2005-2006
(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 Preliminary Multiple Subject Program and a Preliminary Single Subject Program.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
departments.oxy.edu/education/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	7	
Single Subject Candidates	9	9	
Education Specialist Candidates			
Totals	16	16	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	7	7	
Single Subject Candidates	9	9	
Education Specialist Candidates			
Totals	16	16	

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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			
Single Subject Programs	2		
In Academic Positions with Rights and Responsibilities			
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	:1	:1
Single Subject Programs	6 :1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28.5		
Single Subject Programs	28.5		
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	15	15	100%	100%	0	--	--
Aggregate	15	15	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	7	--	--	98%	0	--	--
Aggregate	7	--	--	98%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	99%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	99%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	6	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	7	--	--	100%	0	--	--
CSET MSE II	7	--	--	100%	0	--	--
CSET MSE III	7	--	--	100%	0	--	--
Aggregate	7	--	--	100%	0	--	--
Summary Totals and Pass Rate	15	15	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	25	25	100%	100%	0	--	--
Aggregate	25	25	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	99%	0	--	--
Aggregate	8	--	--	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Aggregate	14	14	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Aggregate	5	--	--	100%	0	--	--
Summary Totals and Pass Rate	25	25	100%	99%	0	--	--

Institution/Program: **Occidental College**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: Ontario-Montclair 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 25,376 students. The district has been experiencing declining enrollment since 2003-2004. Ethnicity includes: American Indian, Asian, Pacific Islander, Filipino, Hispanic, Black and White with 47% 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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

"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 begin 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 coursework. All instructors possess appropriate qualifications for the courses they teach.

A system of support is provided: master teachers, assessment coaches and instructors.

Interns are required to complete and pass each of the four Teaching Performance Assessment Tasks. The TPA is utilized by the program as a summative assessment to verify the Interns attainment of each Teaching Performance Expectation.

Additionally, Interns attend an Intern Colloquium at the end of each year in which they showcase their learning in

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 2005-2006

There have been no new initiatives put into place that were not in place in 2005-2006.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.omsd.k12.ca.us

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	15		15
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	15		15

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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			
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	7.5 :1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	5	--	--
Aggregate	0	--	--	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	5	--	--
Aggregate	0	--	--	98%	5	--	--
Summary Totals and Pass Rate	0	--	--	98%	5	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	20	20	100%
Aggregate	0	--	--	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	20	20	100%
Aggregate	0	--	--	99%	20	20	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	12	12	100%
Aggregate	0	--	--	100%	12	12	100%
Summary Totals and Pass Rate	0	--	--	99%	20	20	100%

Institution/Program: **Ontario-Montclair School District**

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 2005-2006
(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 two-year alternative credentialing programs: Multiple Subject Preliminary and Education Specialist Mild/Moderate. The programs' 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, academic advisors, a school-based peer coach, a principal, and a district human resource administrator. The programs' clientele are mainly from traditionally under-represented groups in the teaching profession, such as Latinos and males.

The intern teachers join a cohort taking coursework together over a two year period. 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 Teacher Performance Expectations 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). Interns are prepared to teach ELL as specified through AB1059.

Consortium school districts accept course credit toward salary increments and invests in the intern teacher by providing a peer coach and six release days over the two-year period to observe exemplary teaching.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The Orange County Department of Education District Intern Program strives to be client-centered. Coursework and supervision are designed to blend theory and practice for the novice teacher while maintaining a professional standards-based curriculum. Because the program is small, support is customized to meet individual needs of our interns, including adjusting schedules to meet the demands of working teachers and flexing 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 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. Advisors work with each practicum supervisor, peer coach, school principal, and human resource administrator as a team. Each semester the Practicum Supervisor meets with the intern a minimum of five times. The Peer Coach meets weekly. If needed, the team assembles to discuss the progress and challenges facing the intern teacher. They facilitate any interventions and individualized response to the situation.

The program's faculty is a blend of practitioners (all part-time employees), 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.

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 2005-2006

The Orange County Department of Education's Office of Assessment, Evaluation and Accountability developed on-line surveys to assess the perceptions of interns and site administrators. The goal for the surveys is to determine: (a) how well the program supports the intern teachers in meeting program goals and aspirations (b) perceptions of both groups regarding the program's success in preparing teachers (c) the perceptions of both groups regarding the program's success in preparing teachers (d) what the administrators' expectations of intern skills are and, (d) the likelihood of retaining these interns in the teaching profession.

Intern teachers identified these program strengths: personal support, reasonable tuition, convenience of class locations, quality instructors, and weekly class meetings.

The survey results 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 (Feistritz, 1999). All respondents rated candidates 'somewhat more competent' or 'much more competent' following their two year training program.

Due to an ongoing need for qualified Special Education teachers in every district, the Orange County Consortium District Intern Program has designed a 2 year program that will meet the Standards of Quality and Effectiveness for Education Specialist Credential Programs: Mild to Moderate. For the next phase of program development, the Advisory Consortium is considering the need for Education Specialist Moderate/Severe.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
ite.ocde.us/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	10	0	10
Single Subject Candidates	0	0	0
Education Specialist Candidates	62	0	62
Totals	72	0	72

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	0	10
Single Subject Candidates	0	0	0
Education Specialist Candidates	62	0	62
Totals	72	0	72

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0	0	10
In Academic Positions with Rights and Responsibilities	0	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	6
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	19
In Academic Positions with Rights and Responsibilities	0	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	15

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0 : 1	0 : 1	2 : 1
Single Subject Programs	0 : 1	0 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	2 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	0
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	28	28	100%
Aggregate	0	--	--	100%	28	28	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	28	28	100%
Aggregate	0	--	--	98%	28	28	100%
Summary Totals and Pass Rate	0	--	--	98%	28	28	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	13	13	100%
Aggregate	0	--	--	100%	13	13	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	13	13	100%
Aggregate	0	--	--	99%	13	13	100%
Other Content Areas							
CSET MSE I	0	--	--	98%	1	--	--
CSET MSE II	0	--	--	96%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	12	12	100%
Aggregate	0	--	--	100%	13	13	100%
Summary Totals and Pass Rate	0	--	--	99%	13	13	100%

Institution/Program: Orange County Consortium District Intern Program

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 2005-2006
(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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

As part of the Preliminary MSEL 2042 Credential program, students are required to meet a human development communication competency class. In 2006, we allowed students to meet that requirement with Collaboration and Communication for Special Educators. This allows Preliminary MSEL 2042 teacher candidates to have a better understanding of special 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 2005-2006

The Teacher Education Program is working hard to develop the Anchor School Program. An Anchor School is a school in a district in which we develop a partnership with for the purposes of preparing new teachers and supporting experienced ones. These partners collaborate with us to prepare candidates at their sites by opening up their classrooms for student teaching and classroom observation.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.pacificoaks.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	149	149	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	28	28	0
Totals	177	177	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	49	49	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	14	14	0
Totals	63	63	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	5	0	0
In Non-Academic Positions without Rights and Responsibilities	3	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	3		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	2		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 : 1	0 : 1	0 : 1
Single Subject Programs	0 : 1	0 : 1	0 : 1
Education Specialist Programs	4 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	39	15	585
Single Subject Programs	0	0	0
Education Specialist Programs	39	15	585

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	0
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	55	55	100%	100%	0	--	--
Aggregate	55	55	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	54	53	98%	98%	0	--	--
Aggregate	54	53	98%	98%	0	--	--
Other Content Areas							
CSET MSE I	50	50	100%	100%	0	--	--
CSET MSE II	51	50	98%	100%	0	--	--
CSET MSE III	50	50	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	52	51	98%	100%	0	--	--
Summary Totals and Pass Rate	55	53	96%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	33	33	100%	100%	14	14	100%
Aggregate	33	33	100%	100%	14	14	100%
Professional Knowledge/Pedagogy							
RICA	33	32	97%	99%	14	14	100%
Aggregate	33	32	97%	99%	14	14	100%
Other Content Areas							
CSET MSE I	2	--	--	98%	1	--	--
CSET MSE II	2	--	--	96%	1	--	--
CSET MSE III	2	--	--	98%	1	--	--
Health Science S* (16)	6	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	21	21	100%	100%	11	11	100%
Aggregate	30	29	97%	100%	12	12	100%
Summary Totals and Pass Rate	33	31	94%	99%	14	14	100%

Institution/Program: Pacific Oaks College

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 2005-2006
(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 (PUC) is a Christian liberal arts college whose mission is to prepare its students for productive lives of useful human service and uncompromising personal integrity. Its student-to-faculty ratio is 15-1.

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 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 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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

*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. In conjunction with their courses they take field trips to unique school settings. In addition, a wide variety of professionals from the field are brought into the credential courses to make presentations and share their perspectives on teaching.

*All multiple subject and single subject credential candidates spend two full weeks in an autumn "beginning of the year placement" prior to student teaching. This placement is made in a multi-grade classroom whenever possible. This experience prepares them for the unique challenges of beginning a new school year, of teaching two or more grade levels at once, and of teaching in a small school rural community.

*Most students begin working concurrently on subject matter and professional coursework as freshmen. They quickly engage in fieldwork, with experiences in three 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.

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 2005-2006

*A SB2042 5th year program was approved by the CCTC.

*One faculty member completed a Ed.D in Education.

*A new faculty member, specializing in the sciences, was hired to teach general credential courses, single subject methods courses, and a multiple subject elementary science methods course.

*Faculty continued training to become Teacher Performance Assessment assessors.

*The department increased the number of partnerships with K-12 public school districts.

*The department facility was improved through reorganization, painting, and other improvements.

*Faculty members in-serviced groups of employed teachers in the field in the areas of Beginning Reading and Glass Quality Schools.

*A new crew of student teaching supervisors were hired, trained, and assigned to students.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.puc.edu/PUC/academics/Academic_Departments/Education_Dept/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	45	45	
Single Subject Candidates	25	25	
Education Specialist Candidates	0		
Totals	70	70	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	22	22	
Single Subject Candidates	7	7	
Education Specialist Candidates	0		
Totals	29	29	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9	0	0
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	8		
Single Subject Programs	4	0	0
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	2		
Education Specialist Programs	0	0	0
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9 : 1	n/a : 1	n/a : 1
Single Subject Programs	9 : 1	n/a : 1	n/a : 1
Education Specialist Programs	n/a : 1	n/a : 1	n/a : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	n/a	n/a	

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	n/a
Single Subject Programs	n/a
Education Specialist Programs	n/a

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	25	25	100%	100%	0	--	--
Aggregate	25	25	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	17	17	100%	98%	0	--	--
Aggregate	17	17	100%	98%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	4	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	0	--	--
CSET MSE II	15	15	100%	100%	0	--	--
CSET MSE III	15	15	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	17	17	100%	100%	0	--	--
Summary Totals and Pass Rate	25	25	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	25	25	100%	100%	0	--	--
Aggregate	25	25	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	14	14	100%	99%	0	--	--
Aggregate	14	14	100%	99%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	6	--	--	100%	0	--	--
Aggregate	8	--	--	100%	0	--	--
Summary Totals and Pass Rate	25	25	100%	99%	0	--	--

Institution/Program: Pacific Union College

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Patten University**

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 university 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 eight majors and a strong biblical studies background. The mission of the university is to provide an excellent education on the undergraduate and graduate level, including: The Master of Arts in Education Program, and the Liberal Studies/Multiple Subject Teaching Credential Undergraduate Integrated Program, designed 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. In line with the broader Patten goals, and consistent with the guidelines and policies of both the CCTC and WASC, both Teaching Credential Programs prepare committed 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 entire 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 2005-2006

The Liberal Studies/Multiple Subject Teaching Credential Integrated Undergraduate, Multiple Subject and Single Subject credential programs, are specialized programs, formatted to include the requirements of the CCTC and the special emphases of Patten University, while accommodating differences and interests of individual teacher candidates. The programs incorporate a balance of educational coursework, beginning with the introduction of the TPEs, and continuing with valuable hands-on field experiences and supervised student teaching.

In keeping with the broader goals of the University, these programs seek to develop the ability to integrate educational theories and practices and attain high standards with emphasis on inner city teaching; Acquiring knowledge, skills, technology and best practices, crucial in delivering high quality instruction; maintaining sensitivity to students of different backgrounds, with differing special needs, promoting a classroom environment for a diverse student population, including English language learners; and providing challenging instruction to facilitate students' development; utilizing a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions; Establishing between school, family, and community, a climate of mutual respect.

The Patten University programs have received outstanding commendations, citing their support for student teachers, and described as exemplary by the CCTC Committee on Accreditation. Also noted was the outstanding collaboration with site administrators and School District personnel. Patten University's curricular and instructional planning skills and the academic level of teacher candidate work has been cited as excellent.

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 2005-2006

Technology is an important facet of the Patten University campus experience with completion of the the 802.11b/g system for campus-wide wireless access to all of the data, on-line library and multi-media files. Students, staff, and faculty also now have access to a variety of multimedia equipment including digital still cameras, camcorders, along with both mounted and portable multi-media projectors on a reserve basis, provided in part by utilization of Partnership and Regional Intern grant funds.

With the guidance of the Education Division Advisory Committee, and under the leadership of the Credential Programs Director, we have been enhancing our connection with the community through numerous workshops and outreach activities including SB 2042, NCLB, SB 1209, and Teacher Credentialing information programs for the public and private K-12 schools in the area, and a newly implemented Faculty Speaker Series in collaboration with the Admissions Department. The Director and the Credential Analyst also assisted ACSI with development of their CCTC approved New Teacher Induction Program in collaboration with Sacramento County, assisting Private schools to retain quality credentialed teachers in their schools.

It should be noted that beyond the formal Student Teaching/Intern Practicum, candidates complete 100 hours in classrooms as part of the EDU 583 Course requirement. For Intern supervisors, partnership grant funds are utilized, in part to enhance the student experience.

The Director and Credential Analyst have completed certification for TPA Task I and II, and soon to be scheduled for training with Task III and IV, with other Faculty to follow.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.patten.edu/AcademicPrograms_DE_TC.htm (program info)

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	24	22	2
Single Subject Candidates	14	9	5
Education Specialist Candidates	0	0	0
Totals	38	31	7

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	12	10	2
Single Subject Candidates	7	2	5
Education Specialist Candidates	0	0	0
Totals	19	12	7

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 : 1	3 : 1	00 : 1
Single Subject Programs	1 : 1	6 : 1	00 : 1
Education Specialist Programs	00 : 1	00 : 1	00 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	00	00	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	02
Single Subject Programs	02
Education Specialist Programs	00

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	13	13	100%	100%	0	--	--
Aggregate	13	13	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	9	--	--	98%	0	--	--
Aggregate	9	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	7	--	--	100%	0	--	--
CSET MSE II	7	--	--	100%	0	--	--
CSET MSE III	7	--	--	100%	0	--	--
Aggregate	7	--	--	100%	0	--	--
Summary Totals and Pass Rate	13	13	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	11	11	100%	100%	8	--	--
Aggregate	11	11	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	8	--	--
Aggregate	11	11	100%	99%	8	--	--
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	7	--	--
Aggregate	11	11	100%	100%	7	--	--
Summary Totals and Pass Rate	11	11	100%	99%	8	--	--

Institution/Program: **Patten University**

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 2005-2006
(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 California and our nation's schools. Each member of the University faculty exemplifies Christian values in daily teaching. Pepperdine's Teacher Education Program is an innovative learning community where faculty, staff, and students of diverse cultures and perspectives work collaboratively to foster academic excellence, social purpose, meaningful service, and personal fulfillment.

As a program within a Christian university, teacher education endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities. Pepperdine offers the SB2042 Preliminary Teaching Credential for Multiple and Single Subject instruction with English Language Learner authorization. The program at the Seaver campus in Malibu offers an undergraduate, integrated credential program. The Graduate School of Education and Psychology offers a graduate program that combines a Master's of Arts in Education. It has four graduate campuses in Westlake Village, Encino, West Los Angeles, and Irvine.

The Seaver College undergraduate teacher education program information website is <http://seaver.pepperdine.edu/humanities/academics/teachereducation.htm>. The Graduate School of Education and Psychology teacher education program information website is: <https://gsep.pepperdine.edu/academics/education/ma-edcred/>.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Located in Southern California, Pepperdine's candidates study and teach in one of the most culturally and linguistically diverse locations in the nation. The university specifically supports the reading and language arts program of the community schools by providing supplemental tutoring to English Speaking and English Language Learners through a supervised practicum experience. This unique course feature greatly contributes to the students' success in methods and reading instruction and preparation for the Reading Instruction Competency Assessment, while serving the needs of neighborhood schools.

Pepperdine's teacher education faculty have engaged in certification training for the new Teaching Performance Assessment (TPA). The process of incorporating the new Teaching Performance Expectations (TPE) into the curriculum has provided the opportunity for Pepperdine to more closely align coursework with the students' practicum experience in the public schools. The students continue to be involved in the pilot TPA program.

The Associate Directors of Field Experience at the four graduate campuses continually enrich the experiences of their student teachers by involvement at many levels with their practice schools, thus deepening the ties and partnerships with the K-12 learning communities and Pepperdine.

Pepperdine's student-centered approach to learning provides ample opportunity for faculty to create tight-knit relationships with students and to demonstrate this model for student use in their own classrooms.

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 2005-2006

Pepperdine University launched the SB2042 Credential program for Multiple and Single Subject Teaching Credential. Teacher Education faculty have engaged in certification training for Teaching Performance Assessment (TPA) and students participate in the TPA process. All Teacher Education faculty have incorporated into their curriculum the new TPE's, which are the foundation for the new TPA's.

Pepperdine continues to build an emerging network of Professional Development Schools to better prepare teachers to meet the needs of students in highly diverse schools in the Los Angeles area. Discussions to involve more community stakeholders in Pepperdine's teacher preparation process have yielded strategies such as an expanded advisory board, more diverse student teaching experiences and infusion of social justice curriculum into the program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
pepperdine.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	
Single Subject Candidates	127	127	
Education Specialist Candidates	0	0	
Totals	446	446	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	238	238	0
Single Subject Candidates	89	89	0
Education Specialist Candidates	0	0	0
Totals	327	327	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	51		
In Academic Positions with Rights and Responsibilities	5		
In Non-Academic Positions without Rights and Responsibilities	46		
Single Subject Programs	26		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	24		
Education Specialist Programs	0		
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	32 :1	0 :1	0 :1
Single Subject Programs	32 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	25	1000
Single Subject Programs	40	25	1,000
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	269	269	100%	100%	0	--	--
Aggregate	269	269	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	202	202	100%	98%	0	--	--
Aggregate	202	202	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET English I	15	15	100%	100%	0	--	--
CSET English II	15	14	93%	100%	0	--	--
CSET English III	15	14	93%	100%	0	--	--
CSET English IV	15	15	100%	100%	0	--	--
CSET Math I	9	--	--	100%	0	--	--
CSET Math II	9	--	--	99%	0	--	--
CSET Math III	4	--	--	95%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Social Sci I	24	24	100%	99%	0	--	--
CSET Social Sci II	24	24	100%	100%	0	--	--
CSET Social Sci III	24	24	100%	99%	0	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	55	54	98%	99%	0	--	--
Other Content Areas							
CSET MSE I	196	196	100%	100%	0	--	--
CSET MSE II	196	196	100%	100%	0	--	--
CSET MSE III	196	196	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Aggregate	198	198	100%	100%	0	--	--
Summary Totals and Pass Rate	270	269	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	252	252	100%	100%	0	--	--
Aggregate	252	252	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	201	199	99%	99%	0	--	--
Aggregate	201	199	99%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Biology S* (04 + 05)	3	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	90%	0	--	--
CSET Social Sci II	1	--	--	94%	0	--	--
CSET Social Sci III	1	--	--	96%	0	--	--
English Praxis II	14	14	100%	99%	0	--	--
English S* (01)	15	15	100%	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	100%	0	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Aggregate	27	27	100%	98%	0	--	--
Other Content Areas							
Health Science S* (16)	4	--	--	100%	0	--	--
MSAT (0140 + 0151)	147	147	100%	100%	0	--	--
Aggregate	151	151	100%	100%	0	--	--
Summary Totals and Pass Rate	252	250	99%	99%	0	--	--

Institution/Program: **Pepperdine University**

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 2005-2006
(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:

MISSION STATEMENT

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational truth is pursued, and holiness is a way of life.

MISSION CONTEXT

The University, established in 1902 by the Church of the Nazarene, offers quality liberal arts and professional programs in teacher education in San Diego Arcadia, Bakersfield and the Inland Empire.

CORE VALUES

- 1-Excellence in teaching and learning
- 2-An intentionally Christian community
- 3-Faithfulness to our Nazarene heritage and a Wesleyan theological tradition
- 4-The development of students as whole persons
- 5-A global perspective and experience
- 6-Ethnic and cultural diversity
- 7-The stewardship of resources

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Point Loma's Teacher Credentialing Program consistently emphasizes the explicit transfer of theory into practice and guides candidates to define success by the impact they have on student learning in their classrooms of diversity.

Here are highlights of Point Loma's dynamic teacher preparation program:

- 1-The curriculum is results-focused AND candidate-centered, seeking to personalize and maximize learning aligned with professional standards for each candidate.
- 2-Content and effective instructional strategies are explicitly taught and modeled.
- 3-Multiple assessments are used to determine whether candidates understand content and can transfer or apply the learning to new situations.
- 4-Continuous formative assessments are used to give immediate and specific feedback to candidates and to inform instruction and personalized coaching of candidates to meet university and credentialing standards of excellence
- 5-Multiple motivational strategies are modeled to maximize candidate learning through choice, relevance, psychologically safe and supportive environments, empathy and caring for individual learners, and scaffolding of learning to ensure a sense of competence.

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 2005-2006

Highlights of a 2005 follow up study of preliminary credential completers (after one year of teaching) were reported in the Summer of 2006:

1-Credential graduates felt well-prepared in creating and maintaining positive learning environments for student learning, in the organizational aspects of teaching, and in addressing the needs of culturally diverse learners.

2-Evaluators of our beginning teachers saw them as well prepared in subject matter competence and in creating and maintaining positive learning environments for student learning.

3-The following were identified as strategic areas of development for the coming years to maximize student learning in K-12 classrooms:

- a)addressing the needs of English learners,
- b)adapting instruction for students with special learning needs,
- c)using formal and informal assessment to monitor pupil progress, and,
- d)enhancing communication and collaboration between university supervisors and cooperating teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.pointloma.edu/School of Education.htm

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	177	163	14
Single Subject Candidates	211	165	46
Education Specialist Candidates	160	110	50
Totals	548	438	110

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	103	93	10
Single Subject Candidates	100	68	32
Education Specialist Candidates	65	39	26
Totals	268	200	68

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18	15	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	17	15	0
Single Subject Programs	14	16	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	14	16	0
Education Specialist Programs	7	9	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	5	7	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	30 :1	30 :1	0 :1
Single Subject Programs	30 :1	30 :1	0 :1
Education Specialist Programs	30 :1	30 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	16	400

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	132	132	100%	100%	37	37	100%
Aggregate	132	132	100%	100%	37	37	100%
Professional Knowledge/Pedagogy							
RICA	75	75	100%	98%	14	14	100%
Aggregate	75	75	100%	98%	14	14	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	100%	1	--	--
Art S* (12)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	0%	1	--	--
CSET English I	8	--	--	100%	1	--	--
CSET English II	8	--	--	100%	1	--	--
CSET English III	8	--	--	100%	1	--	--
CSET English IV	8	--	--	100%	1	--	--
CSET French Subtest I	0	--	--	100%	1	--	--
CSET French Subtest II	0	--	--	100%	1	--	--
CSET French Subtest III	0	--	--	100%	1	--	--
CSET Math I	4	--	--	100%	3	--	--
CSET Math II	4	--	--	99%	3	--	--
CSET Math III	3	--	--	95%	1	--	--
CSET Music Subtest I	1	--	--	97%	1	--	--
CSET Music Subtest II	1	--	--	100%	1	--	--
CSET Music Subtest III	1	--	--	100%	1	--	--
CSET Sci III Bio/Life	5	--	--	100%	2	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	6	--	--	100%	3	--	--
CSET Science II	6	--	--	100%	3	--	--
CSET Social Sci I	2	--	--	99%	2	--	--
CSET Social Sci II	2	--	--	100%	2	--	--
CSET Social Sci III	2	--	--	99%	2	--	--
Aggregate	23	22	96%	99%	13	12	92%
Other Content Areas							
Business S* (15)	1	--	--	94%	1	--	--
CSET Health Subtest I	0	--	--	100%	1	--	--
CSET Health Subtest II	0	--	--	100%	1	--	--
CSET Health Subtest III	0	--	--	100%	1	--	--
CSET MSE I	68	68	100%	100%	13	13	100%
CSET MSE II	68	68	100%	100%	13	13	100%
CSET MSE III	68	68	100%	100%	13	13	100%
CSET Physical Education Subtest I	1	--	--	98%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	98%	0	--	--
Health Science S* (16)	5	--	--	100%	3	--	--
MSAT (0140 + 0151)	2	--	--	99%	1	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	----------------------	----------------------	------------------	----------------------------	----------------------	----------------------	------------------

Basic Skills							
CBEST	136	136	100%	100%	45	45	100%
Aggregate	136	136	100%	100%	45	45	100%
Professional Knowledge/Pedagogy							
RICA	92	92	100%	99%	26	26	100%
Aggregate	92	92	100%	99%	26	26	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	98%	2	--	--
Art S* (12)	0	--	--	97%	2	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	3	--	--
Biology S* (04 + 05)	1	--	--	100%	3	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
CSET Math I	1	--	--	88%	0	--	--
CSET Math II	1	--	--	88%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	8	--	--	99%	2	--	--
English S* (01)	9	--	--	100%	2	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	94%	1	--	--
Geoscience S* (04 + 07)	1	--	--	96%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	1	--	--
Physics S* (04 + 08)	0	--	--	96%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	1	--	--
Social Science S* (03)	5	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Aggregate	21	21	100%	98%	11	11	100%
Other Content Areas							
Agriculture S* (14)	1	--	--	100%	0	--	--
Business S* (15)	1	--	--	97%	1	--	--
CSET MSE I	9	--	--	98%	0	--	--
CSET MSE II	9	--	--	96%	0	--	--
CSET MSE III	9	--	--	98%	0	--	--
Health Science S* (16)	1	--	--	100%	1	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	26	26	100%	100%	19	18	95%
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	41	41	100%	100%	21	20	95%

Institution/Program: **Point Loma Nazarene University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: Project IMPACT - San Joaquin County Office of Education-Teacher

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 over 50 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 to more than 70 within a district. IMPACT provides training, concurrent with their teaching assignment, for multiple and single subject and education specialist 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. Many 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 which includes: being assigned to a cohort with whom they complete the program in support of each other; individualized coaching; and extensive coursework (over 300 hours). They are observed and coached by a supervisor (year 1=20 visits; year 2=10 visits). Additionally, they are supported by an on-site peer.

The interns complete their entire program with Project IMPACT. They complete the course work and apply for their preliminary credential; induction is completed in their last semester. They ultimately earn their clear California

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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 commitment 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. They attend over 300 hours of coursework concurrent with their classroom assignment.

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 2005-2006

Our Teacher Development Department is expanding opportunities for individuals interested in pursuing a teaching credential. The Paraprofessional Teacher Training Program is designed to provide assistance with tuition and books for teaching assistants/paraprofessionals. Grant support will be available for completing BA degrees as well as assistance with IMPACT District Intern Program tuition. This funding is only available to those individuals pursuing teaching credentials. In addition to providing funds for books and tuition, IMPACT also provides advisement and cohort support to participants.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sjcoe.net

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	145		145
Education Specialist Candidates	165		165
Totals	364		364

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	54		54
Single Subject Candidates	145		145
Education Specialist Candidates	165		165
Totals	364		364

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			11
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			11
Single Subject Programs			12
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			12
Education Specialist Programs			13
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			13

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	5 :1
Single Subject Programs	:1	:1	12 :1
Education Specialist Programs	:1	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	135	135	100%
Aggregate	0	--	--	100%	135	135	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	54	53	98%
Aggregate	0	--	--	98%	54	53	98%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	0%	2	--	--
Chemistry S* (04 + 06)	0	--	--	0%	2	--	--
CSET English I	0	--	--	100%	13	13	100%
CSET English II	0	--	--	100%	13	13	100%
CSET English III	0	--	--	100%	13	13	100%
CSET English IV	0	--	--	100%	13	13	100%
CSET Math I	0	--	--	100%	7	--	--
CSET Math II	0	--	--	99%	7	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Science I	0	--	--	100%	4	--	--
CSET Science II	0	--	--	100%	4	--	--
CSET Social Sci I	0	--	--	99%	5	--	--
CSET Social Sci II	0	--	--	100%	5	--	--
CSET Social Sci III	0	--	--	99%	5	--	--
English Praxis II	0	--	--	100%	9	--	--
English S* (01)	0	--	--	100%	8	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Math S* (02)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	100%	2	--	--
Social Science S* (03)	0	--	--	100%	2	--	--
Spanish S* (10)	0	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	2	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	2	--	--
Aggregate	0	--	--	99%	49	49	100%
Other Content Areas							
Business S* (15)	0	--	--	94%	2	--	--
CSET MSE I	0	--	--	100%	14	14	100%
CSET MSE II	0	--	--	100%	14	14	100%
CSET MSE III	0	--	--	100%	14	14	100%
Health Science S* (16)	0	--	--	100%	1	--	--
Home Economics S* (17)	0	--	--	100%	2	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	75	75	100%
Aggregate	0	--	--	100%	75	75	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	65	65	100%
Aggregate	0	--	--	99%	65	65	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	98%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
English Praxis II	0	--	--	99%	5	--	--
English S* (01)	0	--	--	100%	5	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
Aggregate	0	--	--	98%	7	--	--
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	42	42	100%
Aggregate	0	--	--	100%	42	42	100%
Summary Totals and Pass Rate	0	--	--	99%	75	75	100%

Institution/Program: Project IMPACT - San Joaquin County Office of Education-Teacher

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 2005-2006
(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.

The Program does constant research to determine the most effective and promising practices for delivery of instruction to students in hard-to-staff schools. Attention to these important strategies makes it uniquely effective at training teachers to work in schools whose students live in areas of high poverty.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Project Pipeline is a two-year single subject or three-year Mild/Moderate Education Specialist Levels I and II teacher credentialing program that allows the participant to teach full-time at one of 56 participating school districts in Sacramento, Alameda or Contra Costa counties. The program has a focused recruitment campaign that aggressively recruits candidates who are proficient in mathematics, science, English and Special Education as well as candidates from under-represented ethnic minority groups. A cohort of interns take their courses evenings and weekends and are taught by well-regarded professors/practitioners active in 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 either a Single Subject California Preliminary Credential or Professional Clear Credential for Special Education (awarded by the California Commission on Teacher Credentialing). Program qualities are: 1) Ninety-five percent of the participants remain in the classroom after five years, mostly in the urban city schools 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 their entire program. They work in teams and gain guidance from each other; 5)The staff has strong people skills and are encouraged to bring out the best attitudes from the interns.

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 2005-2006

Project Pipeline continues to ensure a quality education for its candidates while focusing on future changes. Project Pipeline has always placed specific emphasis on the California Standards for the Teaching Profession. All curriculum syllabi have been reviewed and revised in order to ensure consistency in teaching to the California Standards within each of the three TEACH centers.

Consequently, Project Pipeline has fully integrated all changes made to its curriculum as a result of SB 2042. This includes content specific seminars for single subject district interns. In addition, for all Project Pipeline interns, the new curriculum requires that each program candidate prepare and present an Exit Portfolio at the culmination of his/her work completed while in the TEACH program.

An exciting new addition to Project Pipeline was the Special Education Mild/Moderate Levels I and II District Intern program. Year 2003-2004 marked the beginning of the Special Education program with the first cohort located in Mt. Diablo USD. Project Pipeline has expanded the Special Education program by starting a program in Sacramento County in 2004. In addition, Project Pipeline opened a new center in Concord in 2005 to serve its Special Education intern program. This new center also serves the Project Pipeline Concord general education program

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.projectpipeline.org

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	211	0	211
Education Specialist Candidates	119	0	119
Totals	330	0	330

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	211	0	211
Education Specialist Candidates	119	0	119
Totals	330	0	330

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	35
In Academic Positions with Rights and Responsibilities	0	0	3
In Non-Academic Positions without Rights and Responsibilities	0	0	32
Education Specialist Programs	0	0	26
In Academic Positions with Rights and Responsibilities	0	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	22

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0 : 1	0 : 1	0 : 1
Single Subject Programs	0 : 1	0 : 1	12 : 1
Education Specialist Programs	0 : 1	0 : 1	9 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	2
Education Specialist Programs	3

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	74	74	100%
Aggregate	0	--	--	100%	74	74	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	15	15	100%
Aggregate	0	--	--	98%	15	15	100%
Academic Content Areas							
CSET English I	0	--	--	100%	8	--	--
CSET English II	0	--	--	100%	8	--	--
CSET English III	0	--	--	100%	8	--	--
CSET English IV	0	--	--	100%	8	--	--
CSET Math I	0	--	--	100%	8	--	--
CSET Math II	0	--	--	99%	8	--	--
CSET Math III	0	--	--	95%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	10	10	100%
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Social Sci I	0	--	--	99%	2	--	--
CSET Social Sci II	0	--	--	100%	2	--	--
CSET Social Sci III	0	--	--	99%	2	--	--
Aggregate	0	--	--	99%	31	31	100%
Other Content Areas							
Business S* (15)	0	--	--	94%	1	--	--
CSET MSE I	0	--	--	100%	6	--	--
CSET MSE II	0	--	--	100%	6	--	--
CSET MSE III	0	--	--	100%	6	--	--
Industrial + Tech Ed. S* (18)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	98%	3	--	--
Phys. Educ. Praxis Test II	0	--	--	94%	1	--	--
Physical Education S* (09)	0	--	--	100%	1	--	--
Aggregate	0	--	--	100%	12	12	100%
Summary Totals and Pass Rate	0	--	--	98%	74	74	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	0	--	--	100%	51	51	100%
Aggregate	0	--	--	100%	51	51	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	23	23	100%
Aggregate	0	--	--	99%	23	23	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	98%	6	--	--
Biology S* (04 + 05)	0	--	--	100%	6	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	98%	1	--	--
English Praxis II	0	--	--	99%	5	--	--
English S* (01)	0	--	--	100%	5	--	--
Geoscience Praxis II (0433)	0	--	--	94%	2	--	--
Geoscience S* (04 + 07)	0	--	--	96%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	100%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Aggregate	0	--	--	98%	17	17	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	19	19	100%
Aggregate	0	--	--	100%	19	19	100%
Summary Totals and Pass Rate	0	--	--	99%	51	51	100%

Institution/Program: **Project Pipeline**

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 2005-2006
(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 2005-2006

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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.stmarys-ca.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	175	175	0
Single Subject Candidates	94	94	0
Education Specialist Candidates	51	51	0
Totals	320	320	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	88	88	0
Single Subject Candidates	51	51	0
Education Specialist Candidates	25	25	0
Totals	164	164	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	31	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	30	0	0
Single Subject Programs	15	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	14	0	0
Education Specialist 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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26 :1	0 :1	0 :1
Single Subject Programs	24 :1	0 :1	0 :1
Education Specialist Programs	24 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	26	17	364
Single Subject Programs	15	17	255
Education Specialist Programs	15	20	300

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	139	139	100%	100%	0	--	--
Aggregate	139	139	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	95	94	99%	98%	0	--	--
Aggregate	95	94	99%	98%	0	--	--
Academic Content Areas							
CSET English I	15	15	100%	100%	0	--	--
CSET English II	15	15	100%	100%	0	--	--
CSET English III	15	15	100%	100%	0	--	--
CSET English IV	15	15	100%	100%	0	--	--
CSET French Subtest I	2	--	--	100%	0	--	--
CSET French Subtest II	2	--	--	100%	0	--	--
CSET French Subtest III	2	--	--	100%	0	--	--
CSET Math I	6	--	--	100%	0	--	--
CSET Math II	6	--	--	99%	0	--	--
CSET Music Subtest I	1	--	--	97%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Social Sci I	5	--	--	99%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	99%	0	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	35	35	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	88	88	100%	100%	0	--	--
CSET MSE II	88	88	100%	100%	0	--	--
CSET MSE III	88	88	100%	100%	0	--	--
CSET Physical Education Subtest I	2	--	--	98%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	98%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	94%	0	--	--
Physical Education S* (09)	1	--	--	100%	0	--	--
Aggregate	95	95	100%	100%	0	--	--
Summary Totals and Pass Rate	139	138	99%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	109	109	100%	100%	0	--	--
Aggregate	109	109	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	64	64	100%	99%	0	--	--
Aggregate	64	64	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	3	--	--	98%	0	--	--
Art S* (12)	3	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
English Praxis II	4	--	--	99%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	100%	0	--	--
Social Science S* (03)	8	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	22	22	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	2	--	--	97%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	40	40	100%	100%	0	--	--
Phys. Educ. Praxis Test II	4	--	--	100%	0	--	--
Physical Education S* (09)	4	--	--	99%	0	--	--
Aggregate	48	48	100%	100%	0	--	--
Summary Totals and Pass Rate	109	109	100%	99%	0	--	--

Institution/Program: Saint Mary's College of California

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **San Diego Christian 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, Association of Christian Schools International Teaching Certificates, and TESOL Certificates.

The overriding goal of the Department is to nurture and develop highly qualified 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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

- 1) Pre-screening candidates for admission to the teacher credential program based on personal interview, academic strength, essay, prior successful experiences working with children or youth, and motivation to teach.
- 2) Personal attention for each teacher candidate during the teacher credential program.
- 3) Course assignments designed to apply the California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs)
- 4) Implementation of the Teaching Performance Assessments into the curriculum. These were placed near the end of the program, after the Teaching Performance Expectations were introduced and learned by the students.

Institution/Program: **San Diego Christian 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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sdcc.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	36	36	0
Single Subject Candidates	17	17	0
Education Specialist Candidates	0	0	0
Totals	53	53	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	20	20	0
Single Subject Candidates	7	7	0
Education Specialist Candidates	0	0	0
Totals	27	27	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	2	0	0
In Academic Positions with Rights and Responsibilities	0	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10 :1	0 :1	0 :1
Single Subject Programs	7 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	20	18	360
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	26	26	100%	100%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	19	19	100%	98%	0	--	--
Aggregate	19	19	100%	98%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Music Subtest I	1	--	--	97%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	99%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	99%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	20	20	100%	100%	0	--	--
CSET MSE II	20	20	100%	100%	0	--	--
CSET MSE III	20	20	100%	100%	0	--	--
Aggregate	20	20	100%	100%	0	--	--
Summary Totals and Pass Rate	26	26	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	33	33	100%	100%	0	--	--
Aggregate	33	33	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	28	28	100%	99%	0	--	--
Aggregate	28	28	100%	99%	0	--	--
Academic Content Areas							
English Praxis II	1	--	--	99%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	27	27	100%	100%	0	--	--
Aggregate	27	27	100%	100%	0	--	--
Summary Totals and Pass Rate	33	33	100%	99%	0	--	--

Institution/Program: **San Diego Christian College**

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 2005-2006
(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 education programs prepare elementary and secondary general and bilingual education and special education professionals for San Diego and Imperial Counties. The primary mission of these programs is to enable candidates to develop knowledge, skills, and dispositions for promoting P-12 student achievement and improving their quality of life. Students of color constitute the majority (62.6%) in San Diego County schools; 42% qualify for free or reduced lunch. Approximately one-fourth are English learners and represent some 53 different language groups, with Spanish as the primary language for 87% of the English learners. Approximately 11% of students are identified as needing special education services. In the Imperial Valley, 90.7% of P-12 students are students of color with the majority (86%) identifying as Hispanic. Some 45.3 percent are English learners, 66.7% qualify for free or reduced lunch, and 8.1% receive special education services. Within this context, the teacher preparation programs are committed to a conceptual framework that focuses on (a) research-supported practice to promote learning in culturally, linguistically, and economically diverse schools and (b) documentation of graduates' competence and performance in the field.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

A major goal in SDSU's preparation programs is the development and implementation of partnerships with the field of practice. These P-12 partnerships contribute to excellence and effectiveness. General and bilingual credential programs implement a cohort model, often in field-based settings in which university and P-12 teachers and administrators collaborate to provide teacher preparation. These programs include district collaboration in training of Cooperating Teachers, and in some cases hire site personnel as university student teacher supervisors. Due to county-wide demand for special education personnel, special education programs collaborate with multiple districts. Special education internship programs in Imperial and San Diego counties help address shortages of personnel trained to provide services to children and youth with disabilities. All programs require a minimum of two semesters of field experience in culturally, linguistically, and economically diverse schools. The City Heights Collaborative is one example of a comprehensive, strategic partnership among the university, school district, and community to improve achievement in a low-income, ethnically and linguistically diverse urban neighborhood. The University manages the Collaborative's elementary, middle, and high school, where pre-service teacher preparation, graduate education, and research are integrated to raise student performance on standardized tests. SDSU provides leadership to a system-wide partnership with Queretaro, Mexico, as well as with San Diego and Imperial county school districts, to prepare bilingual education teachers through course work and field experiences in Mexico and 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 2005-2006

SDSU teacher training programs continue to address the three phases of teacher preparation and development – undergraduate, preservice and induction. A fully integrated undergraduate/credential program will be implemented in Fall 2007. A new dual bilingual special education credential program has been approved. Faculty members are exploring and applying strategies for enhancing teaching and learning using a variety of technologies. In addition, credential program faculty are engaged in an ongoing effort to better assess student performance and learning outcomes. Participation in the California State University system-wide follow-up survey of credential completers and their supervisors is yielding data for program improvement. Credential faculty continue to work with school district partners to develop and implement collaborative induction programs that support first- and second-year teachers. The approved 5th Year induction certificate program began in Spring 2007 with teachers from charter schools.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
edweb.sdsu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	550	523	27
Single Subject Candidates	393	336	57
Education Specialist Candidates	166	128	38
Totals	1,109	987	122

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	430	418	12
Single Subject Candidates	296	266	30
Education Specialist Candidates	104	82	22
Totals	830	766	64

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	60	6	
In Academic Positions with Rights and Responsibilities	11	0	
In Non-Academic Positions without Rights and Responsibilities	49	6	
Single Subject Programs	33	5	
In Academic Positions with Rights and Responsibilities	4	0	
In Non-Academic Positions without Rights and Responsibilities	29	5	
Education Specialist Programs	24	9	
In Academic Positions with Rights and Responsibilities	5	0	
In Non-Academic Positions without Rights and Responsibilities	19	9	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	36 :1	36 :1	:1
Single Subject Programs	36 :1	36 :1	:1
Education Specialist Programs	24 :1	24 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	14	462

Duration of Required Candidate Participation in Intern Programs in 2005-2006

Number
of Years

Multiple Subject Programs

Single Subject Programs

Education Specialist Programs

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	680	680	100%	100%	62	62	100%
Aggregate	680	680	100%	100%	62	62	100%
Professional Knowledge/Pedagogy							
RICA	441	434	98%	98%	35	33	94%
Aggregate	441	434	98%	98%	35	33	94%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	25	25	100%	100%	0	--	--
CSET English II	25	25	100%	100%	0	--	--
CSET English III	25	25	100%	100%	0	--	--
CSET English IV	25	25	100%	100%	0	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	14	14	100%	100%	3	--	--
CSET Math II	14	14	100%	99%	3	--	--
CSET Math III	8	--	--	95%	0	--	--
CSET Sci III Bio/Life	20	20	100%	100%	6	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	21	21	100%	100%	7	--	--
CSET Science II	21	21	100%	100%	7	--	--
CSET Social Sci I	24	24	100%	99%	2	--	--
CSET Social Sci II	24	24	100%	100%	2	--	--
CSET Social Sci III	24	24	100%	99%	2	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	100%	1	--	--
Aggregate	88	88	100%	99%	13	13	100%
Other Content Areas							
CSET MSE I	429	429	100%	100%	31	31	100%
CSET MSE II	429	429	100%	100%	31	31	100%
CSET MSE III	429	429	100%	100%	31	31	100%
CSET Physical Education Subtest I	3	--	--	98%	0	--	--
CSET Physical Education Subtest II	3	--	--	98%	0	--	--
CSET Physical Education Subtest III	3	--	--	98%	0	--	--
MSAT (0140 + 0151)	6	--	--	98%	4	--	--
Aggregate	438	438	100%	100%	35	34	97%
Summary Totals and Pass Rate	683	676	99%	98%	62	59	95%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	618	618	100%	100%	87	87	100%
Aggregate	618	618	100%	100%	87	87	100%
Professional Knowledge/Pedagogy							
RICA	429	429	100%	99%	73	73	100%
Aggregate	429	429	100%	99%	73	73	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	6	--	--	98%	0	--	--
Art S* (12)	6	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	11	11	100%	98%	1	--	--
Biology S* (04 + 05)	12	12	100%	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
English Praxis II	16	16	100%	99%	0	--	--
English S* (01)	16	16	100%	100%	0	--	--
Geoscience Praxis II (0433)	3	--	--	94%	0	--	--
Geoscience S* (04 + 07)	3	--	--	96%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	12	12	100%	100%	0	--	--
Social Science S* (03)	12	12	100%	100%	0	--	--
Spanish S* (10)	4	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	4	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	4	--	--	97%	0	--	--
Aggregate	59	59	100%	98%	1	--	--
Other Content Areas							
Business S* (15)	3	--	--	97%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	170	170	100%	100%	27	27	100%
Phys. Educ. Praxis Test II	5	--	--	100%	0	--	--
Physical Education S* (09)	5	--	--	99%	0	--	--
Aggregate	181	181	100%	100%	27	27	100%
Summary Totals and Pass Rate	619	619	100%	99%	87	87	100%

Institution/Program: **San Diego State University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **San Diego Unified School District**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the San Diego City Schools Teaching Fellows Program is to improve student achievement by preparing and supporting aspiring teachers in a rigorous and reflective program. Our goal is to select and train the most highly qualified teacher candidates who will serve as an elite corps of teacher models and leaders in San Diego City Schools' educational reform movement.

The General Education Teacher Intern Program has been authorized to prepare elementary (K-6, bilingual) teachers and secondary (English, mathematics, science and music) teachers. Candidates admitted to the program complete a two-year professional development plan in conjunction with their teaching assignment. Interns work for the district under an intern credential and receive beginning teacher salary as well as full benefits. Upon successful completion of the program, elementary candidates are recommended for a Preliminary California Multiple Subjects Credential with BCLAD emphasis. Secondary candidates are recommended for a Preliminary Single Subject California Teaching Credential for English, science, mathematics, or music.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Interns enter the program as a cohort and remain together for five semesters. This cohort meets weekly throughout the two years of their internship. Upon entering the program, interns participate in a minimum of 120 hours of pre-service where they receive instruction and are given an opportunity to observe classes and deliver some lessons prior to their teaching assignment. Once in the classroom, interns are assigned a support provider to assist and coach them on a weekly basis. Support providers are full-time classroom teachers that have been released from the classroom for this specific assignment. The ratio of interns to support providers is 5:1 for first-year interns and 8:1 for second-year interns. In addition to the classroom support, interns receive support for instruction through coursework which is provided by program instructors. Weekly seminar provides additional support for interns to problem solve and address questions and concerns. The program manager and support providers work as a team with site administrators to help ensure interns have effective and successful teaching experiences.

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 2005-2006

- Participation in the Performance Assessment for California Teachers (PACT) pilot program of both formative and summative assessment.
- A more rigorous intern-selection process.
- Expansion of recruitment.
- Editing and rewriting curriculum.
- Increased coordination between Intern Program and District Departments: Curriculum and Planning, Science, Mathematics, Second Language, and Visual and Performing Arts.
- Increase staff development to include 4 days of Cognitive Coaching.
- Restructuring of course sequencing.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sandi.net/internprograms

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	24	0	24
Single Subject Candidates	29	0	29
Education Specialist Candidates	0	0	0
Totals	53	0	53

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	24	0	24
Single Subject Candidates	29	0	29
Education Specialist Candidates	0	0	0
Totals	53	0	53

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0	0	7
In Academic Positions with Rights and Responsibilities	0	0	7
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	0	0	7
In Academic Positions with Rights and Responsibilities	0	0	7
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0 : 1	0 : 1	8 : 1
Single Subject Programs	0 : 1	0 : 1	8 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	0	0	0
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	23	23	100%
Aggregate	0	--	--	100%	23	23	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	10	10	100%
Aggregate	0	--	--	98%	10	10	100%
Academic Content Areas							
CSET Math I	0	--	--	100%	4	--	--
CSET Math II	0	--	--	99%	4	--	--
CSET Math III	0	--	--	95%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Physics	0	--	--	100%	2	--	--
CSET Science I	0	--	--	100%	5	--	--
CSET Science II	0	--	--	100%	5	--	--
Aggregate	0	--	--	99%	9	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	7	--	--
CSET MSE II	0	--	--	100%	7	--	--
CSET MSE III	0	--	--	100%	7	--	--
MSAT (0140 + 0151)	0	--	--	98%	3	--	--
Aggregate	0	--	--	100%	10	10	100%
Summary Totals and Pass Rate	0	--	--	98%	23	23	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	24	24	100%
Aggregate	0	--	--	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	24	24	100%
Aggregate	0	--	--	99%	24	24	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	22	22	100%
Aggregate	0	--	--	100%	22	22	100%
Summary Totals and Pass Rate	0	--	--	99%	24	24	100%

Institution/Program: San Diego Unified School District

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 2005-2006
(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:

San Francisco State University's College of Education provides academic programs for students interested in pursuing a Multiple, Single Subject, and/or Educational Specialists teaching credential, as well as those seeking advanced degrees (MA Ed, PhD's and or EdD's). Candidates are provided with the knowledge and skills needed to work in urban, suburban and rural school environments and/or community based settings. The College of Education seeks to prepare reflective and innovative professionals and practitioners as leaders to ensure the educational development of diverse populations within dynamic educational contexts Particular focus is placed on helping candidates understand how language and culture, shape our thinking, learning and action within the classroom, as well as within society.

The College of Education is committed to collaborating with local school districts, communities, and university programs to ensure that all candidates learn how to bridge the knowlede and skills gained in their undergraduate degree programs with pedagogy, research and practice. All candidates are offered courses and given opportunities to participate in symposia, workshops and brown bag discussions aimed at increasing their understanding of issues that impact the lives of children, families and communities with whom they will be teaching or serving. The College of Education faculty and staff serve on school district and community organization committees in order to gain a greater appreciation of the needs of the schools and communities that the university serves. Moreover, the College continues to work with public and private schools, and organizations to develop programs to serve the needs of its candidates and community.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

SFSU COE promotes academic and professional excellence, and equity and social justice in its curriucula and programs. Faculty, administration and students are encouraged to engage in research, professional associations, and activities at the local, state and national levels that reflect these ideals.

Through grants and foundations, scholarships and stipends are awarded to students and faculty so that they can pursue their academic and professional goals. Information about scholarships and and other opprtunities are provided through the COE's Associate Dean for Graduate Studies, Research and Development and the Teacher Preparation/Credential Services and Data Management Offices. The College recognizes students, as well as alumni during an annual luncheon, and faculty at the annual COE Faculty meeting.

In addition to offering credentials, internships, and numerous M.A. in education; a joint doctoral degree in Special Education ; the college now offers a Doctorate in Educational Leadership at the P-12 and Community College level. Along with the College of Humanities and International Programs, the COE established the Confucious Institute to increase teacher training in Chinese culture and Mandarin; the COE manages the California Department of Education's Learning Resource Display Center # 7 (K-8 texbook adoption series); coordinates the America Reads Project; jointly sponsors the Project World Savvy Conference (to raise public and international awareness among youth); and offers courses and programs for diverse high school students through the Step to College and June Jordan HS for Equity. These services and opportunities contribute to the professional and academic development of facutly and students.

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 2005-2006

The College of Education is committed to program excellence and quality control. To that end the College continues to seek out ways to enhance its curriculum and programs. Faculty and administration continue to work on developing and implementing assessment systems aimed at evaluating and improving program and curriculum quality. The College joined the Performance Assessment for California Teachers Consortium and is developing and implementing this system within its teacher credential programs. In addition to this, faculty in secondary education developed and implemented an electronic portfolio using the Teaching Performance Expectations.

The College of Education continues to survey graduates and credential students. Survey data is used by elementary, secondary and special education programs to determine what, if any, program changes are needed. Faculty in Elementary, Secondary and Educational Specialist programs continue to review and develop alternative models for supervision. They are currently working with school district personnel on ways to provide supervision for students and support to those providing supervision for teacher candidates; as well as, collaborating with school districts on internship partnerships and induction plans.

Based on data collected over the last three years by the California State University Chancellor's office Teacher Effectiveness survey, the College has gathered data on areas that need improvement and on those are working well for student candidates. The College is presently preparing for an NCATE/COA review to take place in the middle of April.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sfsu.edu/~coe

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	670	670	0
Single Subject Candidates	396	348	48
Education Specialist Candidates	263	143	120
Totals	1,329	1,161	168

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	670	670	0
Single Subject Candidates	396	348	48
Education Specialist Candidates	263	143	120
Totals	1,329	1,161	168

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	22	0	0
In Academic Positions with Rights and Responsibilities	22	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	12	16	0
In Academic Positions with Rights and Responsibilities	12	16	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	32	17	0
In Academic Positions with Rights and Responsibilities	32	17	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 : 1	0 : 1	0 : 1
Single Subject Programs	3 : 1	3 : 1	0 : 1
Education Specialist Programs	4 : 1	4 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	17.7	30	478
Single Subject Programs	10.26	38	390
Education Specialist Programs	25	8	200

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	391	391	100%	100%	70	70	100%
Aggregate	391	391	100%	100%	70	70	100%
Professional Knowledge/Pedagogy							
RICA	213	207	97%	98%	44	42	95%
Aggregate	213	207	97%	98%	44	42	95%
Academic Content Areas							
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	3	--	--	99%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	3	--	--	98%	0	--	--
Aggregate	3	--	--	100%	0	--	--
Summary Totals and Pass Rate	391	385	98%	98%	70	68	97%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	643	639	99%	100%	67	67	100%
Aggregate	643	639	99%	100%	67	67	100%
Professional Knowledge/Pedagogy							
RICA	395	389	98%	99%	43	43	100%
Aggregate	395	389	98%	99%	43	43	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	6	--	--	98%	1	--	--
Biology S* (04 + 05)	6	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	3	--	--	100%	0	--	--
Chemistry S* (04 + 06)	3	--	--	98%	0	--	--
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	97%	0	--	--
CSET English III	7	--	--	97%	0	--	--
CSET English IV	7	--	--	91%	0	--	--
CSET Math I	3	--	--	88%	0	--	--
CSET Math II	3	--	--	88%	0	--	--
CSET Math III	2	--	--	44%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Social Sci I	8	--	--	90%	0	--	--
CSET Social Sci II	8	--	--	94%	0	--	--
CSET Social Sci III	8	--	--	96%	0	--	--
English Praxis II	23	23	100%	99%	5	--	--
English S* (01)	24	24	100%	100%	5	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Japanese S* (21)	3	--	--	100%	0	--	--
Korean S* (25)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	11	11	100%	100%	4	--	--
Math S* (02)	14	14	100%	100%	4	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	4	--	--	96%	0	--	--
Physics S* (04 + 08)	4	--	--	96%	0	--	--
Russian S* (22)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	20	20	100%	100%	1	--	--
Social Science S* (03)	20	20	100%	100%	1	--	--
Spanish S* (10)	6	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	6	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	6	--	--	97%	1	--	--
Aggregate	107	99	93%	98%	13	13	100%
Other Content Areas							
Business S* (15)	3	--	--	97%	0	--	--
CSET MSE I	19	19	100%	98%	0	--	--

Institution/Program: **San Francisco State University**

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 2005-2006
(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 2005-2006

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 activities 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.

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 2005-2006

Here are a few changes that will improve our program excellence and effectiveness. Two very important agreements for teaching credential candidates, one a campus wide agreement on subject matter preparation and the other Community College transfer agreements. Both will insure that students receive accurate information and are able to streamline their pathway through the coursework. Improvements in the follow-up data from teaching credential graduates and their supervising employers have been achieved. Future results will be enhanced by an increase in response rate and the formation of composite data. The feedback will enable us to better evaluate our curriculum. Two potential decisions, one on electronic portfolios and the other on the establishment of a University Center for Teacher Education will improve exit evaluations and improve the recruitment of potential teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sjsu.edu/education

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	906	808	98
Single Subject Candidates	530	483	47
Education Specialist Candidates	1,187	1,152	35
Totals	2,623	2,443	180

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	433	335	98
Single Subject Candidates	263	216	47
Education Specialist Candidates	161	126	35
Totals	857	677	180

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	22	8	0
In Academic Positions with Rights and Responsibilities	22	8	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	39	12	0
In Academic Positions with Rights and Responsibilities	20	8	0
In Non-Academic Positions without Rights and Responsibilities	19	4	0
Education Specialist Programs	9	2	0
In Academic Positions with Rights and Responsibilities	9	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	30 :1	30 :1	:1
Single Subject Programs	25 :1	25 :1	:1
Education Specialist Programs	6 :1	15 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	10	23	230
Education Specialist Programs	20	15	300

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	384	384	100%	100%	129	129	100%
Aggregate	384	384	100%	100%	129	129	100%
Professional Knowledge/Pedagogy							
RICA	268	264	99%	98%	96	95	99%
Aggregate	268	264	99%	98%	96	95	99%
Academic Content Areas							
CSET English I	6	--	--	100%	2	--	--
CSET English II	6	--	--	100%	2	--	--
CSET English III	6	--	--	100%	2	--	--
CSET English IV	6	--	--	100%	2	--	--
CSET Math I	9	--	--	100%	0	--	--
CSET Math II	9	--	--	99%	0	--	--
CSET Math III	8	--	--	95%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	11	11	100%	100%	3	--	--
CSET Science II	11	11	100%	100%	3	--	--
CSET Social Sci I	14	14	100%	99%	1	--	--
CSET Social Sci II	14	14	100%	100%	1	--	--
CSET Social Sci III	14	14	100%	99%	1	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	0	--	--
English S* (01)	3	--	--	100%	0	--	--
French S* (11)	2	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	0	--	--
French: Skills Praxis II (0171)	2	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Aggregate	47	47	100%	99%	6	--	--
Other Content Areas							
CSET MSE I	260	260	100%	100%	100	100	100%
CSET MSE II	260	260	100%	100%	100	100	100%
CSET MSE III	260	260	100%	100%	100	100	100%
Health Science S* (16)	2	--	--	100%	3	--	--
MSAT (0140 + 0151)	5	--	--	98%	2	--	--
Phys. Educ. Praxis Test II	1	--	--	94%	0	--	--
Physical Education S* (09)	1	--	--	100%	0	--	--
Aggregate	268	268	100%	100%	105	105	100%
Summary Totals and Pass Rate	387	383	99%	98%	129	128	99%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	420	420	100%	100%	109	109	100%
Aggregate	420	420	100%	100%	109	109	100%
Professional Knowledge/Pedagogy							
RICA	292	290	99%	99%	96	96	100%
Aggregate	292	290	99%	99%	96	96	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	5	--	--	98%	1	--	--
Biology S* (04 + 05)	6	--	--	100%	1	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
CSET Math I	1	--	--	88%	0	--	--
CSET Math II	1	--	--	88%	0	--	--
CSET Math III	1	--	--	44%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	90%	0	--	--
CSET Social Sci II	1	--	--	94%	0	--	--
CSET Social Sci III	1	--	--	96%	0	--	--
English Praxis II	5	--	--	99%	1	--	--
English S* (01)	5	--	--	100%	1	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	94%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	2	--	--	96%	0	--	--
Physics S* (04 + 08)	2	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	9	--	--	100%	0	--	--
Social Science S* (03)	9	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	97%	0	--	--
Aggregate	35	34	97%	98%	2	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	4	--	--	98%	1	--	--
CSET MSE II	4	--	--	96%	1	--	--
CSET MSE III	4	--	--	98%	1	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	196	196	100%	100%	66	66	100%
Aggregate	203	203	100%	100%	67	67	100%

Institution/Program: **San Jose State University**

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 2005-2006
(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 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 human and just world.

The aim of the Teacher Education Program at Santa Clara University is to prepare highly competent educators who understand issues in education and are motivated by their conscience and compassion to make sure that all individuals—regardless of culture, ethnicity, socioeconomic status, gender, or ability—receive a quality education that provides the foundation for a satisfying and productive life. The department plays an important role in advancing the mission of the University and takes seriously the Jesuit commitment to excellence, a reality base, and critical reflection leading to action and social justice.

The Department of Education prepares individuals for careers in both public and private education. The department offers teacher credential programs for single-subject and multiple-subject teaching under the 2042 teacher program standards, mild/moderate specialists, early childhood special educators, reading language arts specialists and administrative services.

The department seeks to attract students that represent a wide range of ethnic and social diversity. Graduates of the teacher preparation program are sensitive to all forms of diversity and develop learning environments where students

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Integration of theory and practice, with a heavy emphasis on field applications, contributes to program excellence and effectiveness. Students have field experience assignments during each phase of their preparation. Students in the regular Pre-service program are assigned to a school for the entire program. This allows for an immediate application of the concepts presented in classes and the issues brought back from the classroom enrich on-campus discussion. 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 university and district supervisors and in regular classroom session that focus on the challenges of teaching in the contemporary world.

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 which 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 throughout these courses is on professional inquiry and on the development of reflective teachers.

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 2005-2006

The Department of Education continues to attract more educators from local Dioceses who wish to become fully credentialed teachers and are taking part in our three (3) and six (6) year private school program option.

The Department of Education hired a science educator as the newest member of the faculty and the next member of the department is expected to be a math educator.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.scu.edu/ecppm/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	38	25	13
Single Subject Candidates	43	22	21
Education Specialist Candidates	11	2	9
Totals	92	49	43

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	38	25	13
Single Subject Candidates	43	22	21
Education Specialist Candidates	11	2	9
Totals	92	49	43

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5	5	0
In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	0	3	0
Single Subject Programs	9	5	0
In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	4	3	0
Education Specialist 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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 : 1	10 : 1	0 : 1
Single Subject Programs	2 : 1	10 : 1	0 : 1
Education Specialist Programs	10 : 1	11 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	49	49	100%	100%	43	43	100%
Aggregate	49	49	100%	100%	43	43	100%
Professional Knowledge/Pedagogy							
RICA	27	26	96%	98%	22	22	100%
Aggregate	27	26	96%	98%	22	22	100%
Academic Content Areas							
CSET English I	5	--	--	100%	2	--	--
CSET English II	5	--	--	100%	2	--	--
CSET English III	5	--	--	100%	2	--	--
CSET English IV	5	--	--	100%	2	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	2	--	--	100%	4	--	--
CSET Math II	2	--	--	99%	4	--	--
CSET Math III	1	--	--	95%	4	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	4	--	--
CSET Science II	1	--	--	100%	4	--	--
CSET Social Sci I	4	--	--	99%	3	--	--
CSET Social Sci II	4	--	--	100%	3	--	--
CSET Social Sci III	4	--	--	99%	3	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	15	15	100%	99%	13	13	100%
Other Content Areas							
CSET MSE I	25	25	100%	100%	15	15	100%
CSET MSE II	25	25	100%	100%	15	15	100%
CSET MSE III	25	25	100%	100%	15	15	100%
Health Science S* (16)	0	--	--	100%	1	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	98%	3	--	--
Aggregate	25	25	100%	100%	20	20	100%
Summary Totals and Pass Rate	49	48	98%	98%	43	43	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	40	40	100%	100%	30	30	100%
Aggregate	40	40	100%	100%	30	30	100%
Professional Knowledge/Pedagogy							
RICA	23	23	100%	99%	21	21	100%
Aggregate	23	23	100%	99%	21	21	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET Math I	1	--	--	88%	1	--	--
CSET Math II	1	--	--	88%	1	--	--
CSET Math III	0	--	--	44%	1	--	--
English Praxis II	2	--	--	99%	0	--	--
English S* (01)	2	--	--	100%	1	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	1	--	--
Math S* (02)	3	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	11	11	100%	98%	3	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	3	--	--	98%	0	--	--
CSET MSE II	3	--	--	96%	0	--	--
CSET MSE III	3	--	--	98%	0	--	--
MSAT (0140 + 0151)	11	11	100%	100%	16	16	100%
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	15	15	100%	100%	17	17	100%
Summary Totals and Pass Rate	40	40	100%	99%	30	29	97%

Institution/Program: **Santa Clara University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Simpson University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Mission and Context: Simpson University is California's northernmost four year, comprehensive Christian university, located in Redding, California. Founded in 1921, Simpson University is WASC accredited offering bachelor and master degrees, and teaching and administrative services credentials. The School of Education is committed to the mission of Simpson University and believes that the educational programs should equip men and women to extend the church's mission in elementary and secondary education both in the United States and worldwide. ¶The multiple and single subject credentialing programs and master's degrees are 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 and single subject teaching in public, private, and 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. ¶Accredited by the California Commission on Teacher Credentialing, our 5th year teacher credentialing program is typically completed within twelve months. Candidates may complete a Master of Arts in Education in concert with the preliminary credential with 18 additional units. Candidates may begin in both fall and spring semesters. Simpson University provides subject matter competency programs in music, math, English, and social sciences. Simpson University also administers a \$1.97M federal grant to provide instructional strategies for teachers to support English language learners.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Program Qualities

It is personal, it is character education, and it is rich field experience. Small class sizes and personal attention are the hallmarks of the Simpson University experience. Candidates are well served by fulltime professors and exemplary practicing educator adjuncts. Simpson University credential graduates are well received by area administrators. Candidates are deeply prepared in curriculum, content 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 University's School of Education, provides after school tutoring followed by recreation with officers from the police department. Candidates tutor at-risk and multicultural students.

Another strong feature of the teacher credentialing program is the weekly visit 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.

Institution/Program: **Simpson 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 2005-2006

Simpson University School of Education has added test preparation for the new writing module for the CSET test. Through the CSET Test Preparation Center candidates complete the online modules of study in each subject area and receive feedback on their constructed responses.

Simpson University is delivering their Teacher Credentialing and Preliminary Administrative Services Credentials to communities and counties at a distance.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.simpsonuniversity.edu/academics/index_876.htm

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	97	97	0
Single Subject Candidates	31	31	0
Education Specialist Candidates	0	0	0
Totals	128	128	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	53	53	0
Single Subject Candidates	14	14	0
Education Specialist Candidates	0	0	0
Totals	67	67	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	4	0	0
In Non-Academic Positions without Rights and Responsibilities	14	0	0
Single Subject Programs	7	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	5	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	0 :1	0 :1
Single Subject Programs	12 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	360
Single Subject Programs	40	18	360
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **Simpson 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 2005-2006**

Test category	Regular Program Completers			Alternate Route Program Completers			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	66	66	100%	100%	0	--	--
Aggregate	66	66	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	52	51	98%	98%	0	--	--
Aggregate	52	51	98%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	99%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	99%	0	--	--
Aggregate	6	--	--	99%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	94%	0	--	--
CSET MSE I	51	51	100%	100%	0	--	--
CSET MSE II	51	51	100%	100%	0	--	--
CSET MSE III	51	51	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	53	53	100%	100%	0	--	--
Summary Totals and Pass Rate	66	65	98%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Institution/Program: Simpson 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 2002-2003 Cohort Update**

Regular Program CompletersAlternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	65	65	100%	100%	0	--	--
Aggregate	65	65	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	53	53	100%	99%	0	--	--
Aggregate	53	53	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	4	--	--	98%	0	--	--
CSET MSE II	4	--	--	96%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
MSAT (0140 + 0151)	36	36	100%	100%	0	--	--
Aggregate	41	41	100%	100%	0	--	--
Summary Totals and Pass Rate	65	65	100%	99%	0	--	--

Institution/Program: **Simpson University**

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 2005-2006
(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 (SSU), located in northern California, is committed to excellence in the professional preparation of educators in a public liberal arts setting. SSU has an enrollment of 8100 students including 649 credential and graduate students in the School of Education. The liberal arts provide a foundation for the preparation of future educators who are well grounded in their disciplinary content and pedagogical knowledge, and who continuously use inquiry and reflection to improve their practice. There were 24 full-time faculty in the School of Education during the period indicated. There was also an Educator-in-Residence for the year.

SSU recommended 705 students for credentials of all types. Our graduates hold positions in rural, urban, and suburban school districts in six counties in northern California. In all of our Credential Programs candidates receive special preparation in teaching English language learners and students from diverse cultural backgrounds. SSU offers advanced credentials in Administrative Services and Pupil Personnel Services, and resource specialist credentials in Reading, Special Education, and Adapted Physical Education. The Master's Degree includes: Curriculum, Teaching, and Learning; Early Childhood Education; Educational Leadership; Reading; and Special Education. SSU offers integrated/blended subject matter/credential programs that allow a student to complete courses and field experiences in General Education, their major, and a basic teaching credential in four years.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The majority of Preliminary Level I Education Specialist Credential candidates are Interns, working as special education teachers on Intern Credentials. They are grouped into cohorts which proceed through the program together with an Intern Seminar Faculty Leader. The cohorts make extensive use of technologies to enrich their face to face meetings and seminars.

The Multiple Subjects Credential Program includes rigorous academic coursework, a partnership model for student teaching, and an integrated assessment system that is based in a digital portfolio process. At the Collaborations for the Renewal of Education (CORE) sites, a university professor works on site one day a week as part of the learning community of beginning credential candidates, student teachers, classroom teachers, administrators, and K-6 pupils.

The Single Subject Credential Program ensures candidates can critically apply their course-based learning in middle and high school classrooms. 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.

Multiple Assessments. Each credential program has a carefully articulated curriculum and multiple assessments, aligned with the California Standards for the Teaching Profession and NCATE standards.

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 2005-2006

1. Credential and graduate programs offered in the School of Education continue to document candidate performance quality in relation to program standards and outcomes; we use performance data as well as data from the CSU Survey of Graduates and Employers to inform their continual program improvement activities. We are initiating the state approved Performance Assessment for California Teachers (PACT) model of teacher performance assessments in our credential programs.
2. The joint doctoral program, Ed.D. in Education Leadership, has approximately 40 students enrolled in two cohorts, a third cohort will be admitted for fall 2007.
3. Three tenure-line faculty searches are underway; an Educator in Residence is successfully completing the first of a two year appointment.
4. The Special Education faculty are fully implementing the major program revisions in the Educational Specialist 1 program.
5. Faculty from all programs in the School continue to expand and deepen their involvement with initiatives in area school districts to support P-12 student learning and achievement. Among these is a county-wide initiative to better support ELL in our schools.
6. The School of Education and the School of Science and Technology continue to collaborate on initiatives to

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sonoma.edu/education

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	180	166	14
Single Subject Candidates	138	107	31
Education Specialist Candidates	107	63	44
Totals	425	336	89

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	171	157	14
Single Subject Candidates	99	77	22
Education Specialist Candidates	37	25	12
Totals	307	259	48

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	30	3	0
In Academic Positions with Rights and Responsibilities	9	1	0
In Non-Academic Positions without Rights and Responsibilities	21	2	0
Single Subject Programs	25	9	0
In Academic Positions with Rights and Responsibilities	10	1	0
In Non-Academic Positions without Rights and Responsibilities	15	8	0
Education Specialist Programs	6	7	0
In Academic Positions with Rights and Responsibilities	1	6	0
In Non-Academic Positions without Rights and Responsibilities	5	1	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	48 :1	0 :1
Single Subject Programs	24 :1	48 :1	0 :1
Education Specialist Programs	20 :1	48 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	25	15	375
Education Specialist Programs	30	12	360

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	1.5

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	257	257	100%	100%	48	48	100%
Aggregate	257	257	100%	100%	48	48	100%
Professional Knowledge/Pedagogy							
RICA	177	174	98%	98%	26	26	100%
Aggregate	177	174	98%	98%	26	26	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	8	--	--	100%	2	--	--
CSET English II	8	--	--	100%	2	--	--
CSET English III	8	--	--	100%	2	--	--
CSET English IV	8	--	--	100%	2	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	7	--	--	100%	3	--	--
CSET Math II	7	--	--	99%	3	--	--
CSET Math III	3	--	--	95%	1	--	--
CSET Music Subtest I	0	--	--	97%	3	--	--
CSET Music Subtest II	0	--	--	100%	3	--	--
CSET Music Subtest III	0	--	--	100%	3	--	--
CSET Sci III Bio/Life	4	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	6	--	--	100%	3	--	--
CSET Science II	6	--	--	100%	3	--	--
CSET Social Sci I	13	13	100%	99%	2	--	--
CSET Social Sci II	13	13	100%	100%	2	--	--
CSET Social Sci III	13	13	100%	99%	2	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	38	38	100%	99%	14	14	100%
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	2	--	--
CSET Health Subtest II	1	--	--	100%	2	--	--
CSET Health Subtest III	1	--	--	100%	2	--	--
CSET MSE I	157	157	100%	100%	16	16	100%
CSET MSE II	157	157	100%	100%	16	16	100%
CSET MSE III	157	157	100%	100%	16	15	94%
CSET Physical Education Subtest I	0	--	--	98%	2	--	--
CSET Physical Education Subtest II	0	--	--	98%	2	--	--
CSET Physical Education Subtest III	0	--	--	98%	2	--	--
Health Science S* (16)	16	--	100%	100%	5	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	271	269	99%	100%	12	12	100%
Aggregate	271	269	99%	100%	12	12	100%
Professional Knowledge/Pedagogy							
RICA	168	165	98%	99%	12	12	100%
Aggregate	168	165	98%	99%	12	12	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	6	--	--	98%	0	--	--
Biology S* (04 + 05)	6	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	97%	0	--	--
CSET English III	2	--	--	97%	0	--	--
CSET English IV	2	--	--	91%	0	--	--
CSET Social Sci I	2	--	--	90%	0	--	--
CSET Social Sci II	2	--	--	94%	0	--	--
CSET Social Sci III	2	--	--	96%	0	--	--
English Praxis II	7	--	--	99%	0	--	--
English S* (01)	7	--	--	100%	0	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
Geoscience Praxis II (0433)	3	--	--	94%	0	--	--
Geoscience S* (04 + 07)	2	--	--	96%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Social Science S* (03)	7	--	--	100%	0	--	--
Aggregate	39	37	95%	98%	0	--	--
Other Content Areas							
CSET MSE I	13	13	100%	98%	1	--	--
CSET MSE II	13	13	100%	96%	1	--	--
CSET MSE III	13	13	100%	98%	1	--	--
Health Science S* (16)	10	10	100%	100%	3	--	--
MSAT (0140 + 0151)	66	66	100%	100%	6	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Aggregate	91	91	100%	100%	10	10	100%
Summary Totals and Pass Rate	271	266	98%	99%	12	12	100%

Institution/Program: **Sonoma State University**

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 2005-2006
(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 practices 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 2005-2006

STEP is a 12-month course of postbaccalaureate study for prospective teachers. The program combines a year of student teaching with 45 credits of coursework leading to an MA in Education and a Preliminary Single Subject Teaching Credential or a Preliminary Multiple Subject Teacher Credential. Through the BCLAD option STEP elementary also prepares teachers to teach bilingually in linguistically diverse classrooms. STEP's small size (between 75 - 90 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 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. Teacher candidates are placed in year-long clinical placements in the classrooms of cooperating teachers in local schools. University supervisors are experienced teachers of the subject matters and grade levels in which they supervise. Together, cooperating teachers and university supervisors provide structured and supportive coaching and mentoring to the STEP teacher candidates. Stanford faculty members and practicing teachers co-teach selected courses of the university-based curriculum, which is designed and sequenced to articulate with the clinical experience. This program of study is designed to help teacher candidates 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.

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 2005-2006

Stanford University has started an elementary teacher preparation program offered to Stanford undergraduates. The first graduating class completed the program in June 2006.

Stanford University continues to be one of eleven institutions of higher education selected to participate in the Teachers for a New Era initiative supported by the Carnegie Corporation. Under the auspices of this initiative, the School of Education is developing strategies to engage faculty from the Humanities and Sciences and from other professional programs in the work of the Teacher Education Program.

STEP continues to be a member of the PACT (Performance Assessment for California Teachers) consortium - a coalition of teacher education programs working on developing, piloting, and evaluating valid and reliable performance assessments for beginning teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
suse-step.stanford.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	70	70	
Education Specialist Candidates			
Totals	90	90	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	20	20	
Single Subject Candidates	69	69	
Education Specialist Candidates			
Totals	89	89	

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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			
In Non-Academic Positions without Rights and Responsibilities	6		
Single Subject Programs	22		
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	22		
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3.3 :1	:1	:1
Single Subject Programs	3.1 :1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	36	720
Single Subject Programs	20	41	820
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	90	90	100%	100%	0	--	--
Aggregate	90	90	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	20	20	100%	98%	0	--	--
Aggregate	20	20	100%	98%	0	--	--
Academic Content Areas							
CSET English I	14	14	100%	100%	0	--	--
CSET English II	14	14	100%	100%	0	--	--
CSET English III	14	14	100%	100%	0	--	--
CSET English IV	14	14	100%	100%	0	--	--
CSET German Subtest I	1	--	--	100%	0	--	--
CSET German Subtest II	1	--	--	100%	0	--	--
CSET German Subtest III	1	--	--	100%	0	--	--
CSET Math I	11	11	100%	100%	0	--	--
CSET Math II	11	11	100%	99%	0	--	--
CSET Math III	8	--	--	95%	0	--	--
CSET Sci III Bio/Life	10	10	100%	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Sci IV Bio/Life	2	--	--	100%	0	--	--
CSET Science I	12	12	100%	100%	0	--	--
CSET Science II	12	12	100%	100%	0	--	--
CSET Social Sci I	20	20	100%	99%	0	--	--
CSET Social Sci II	20	20	100%	100%	0	--	--
CSET Social Sci III	20	20	100%	99%	0	--	--
CSET Spanish Subtest I	5	--	--	100%	0	--	--
CSET Spanish Subtest II	5	--	--	100%	0	--	--
CSET Spanish Subtest III	5	--	--	100%	0	--	--
Aggregate	65	65	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	20	20	100%	100%	0	--	--
CSET MSE II	20	20	100%	100%	0	--	--
CSET MSE III	20	20	100%	100%	0	--	--
Aggregate	20	20	100%	100%	0	--	--
Summary Totals and Pass Rate	90	90	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	66	66	100%	100%	0	--	--
Aggregate	66	66	100%	100%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
English Praxis II	11	11	100%	99%	0	--	--
English S* (01)	12	12	100%	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	8	--	--	100%	0	--	--
Math S* (02)	9	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	4	--	--	96%	0	--	--
Physics S* (04 + 08)	4	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	23	23	100%	100%	0	--	--
Social Science S* (03)	23	23	100%	100%	0	--	--
Spanish S* (10)	4	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	4	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	4	--	--	97%	0	--	--
Aggregate	55	54	98%	98%	0	--	--
Summary Totals and Pass Rate	66	65	98%	99%	0	--	--

Institution/Program: **Stanford University**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Stanislaus County Office of Education**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Whereas there is a critical shortage of special education teachers in this area;
Whereas districts are desirous of replacing emergency permits with intern certificates for their teachers;
Whereas teachers seek programs that are specifically designed for those who are earning a credential while teaching;
Whereas students whose IEP's assign them to special education classrooms deserve teachers who are knowledgeable, prepared, and caring; and
Whereas there is no intern program for Mild/Moderate Special Education teachers currently available in Stanislaus County;

The Stanislaus County Office of Education has written for, been approved to provide, and operates a Special Education Mild/Moderate District Intern Program that:

- provides support for interns who are teaching and earning a credential simultaneously
- sequences courses to meet the most critical needs of teachers and students in a timely way
- provides a comprehensive education as specified by the CCTC program standards
- ensures that candidates who successfully complete the program will be recommended for an Education Specialist credential that has prepared them for a resource, special day or severely emotionally disturbed K-12 classroom assignment in California.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The Stanislaus County Office (SCOE) Mild/Moderate Special Education District Intern Program has a spiraled set of courses, such that critical issues are addressed at the front end of the program and readdressed, in greater depth, later in the program. Additionally, due to the large numbers of English learners in this area, issues pertinent to second language learners are threaded throughout the sequence of courses. The courses may be one unit (15 class hours), two units (thirty class hours), or three units (forty-five class hours) to allow for this flexibility.

The SCOE program has assembled an impressive and diverse faculty, each member with deep experience with special education programs or, for the content specific courses, real expertise in specific curricular areas. This faculty includes practicum supervisors who have experience working in the field of special education, and frequently with observing and providing feedback to special education teachers new to the profession.

The SCOE program has provided a schedule that allows teachers to arrive comfortably after the school day and leave early enough to enjoy their families and prepare for the next teaching day. Interns attend classes two evenings a week, typically, with an evening in between to ensure adequate time to complete homework assignments and be prepared for their teaching responsibilities.

A talented special educator manages the SCOE program; and she conducts informative, one-on-one intake sessions with potential candidates; teaches within the program herself; and works with the faculty. Therefore, she knows each intern well, and they, in turn, feel they have a friendly and knowledgeable contact available in the SCOE office.

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 2005-2006

The faculty of the Stanislaus County Office of Education's Mild/Moderate Special Education District Intern Program has revised the original syllabi to reflect lessons learned from having taught the courses for the first time. The revisions were conducted carefully to ensure adherence to the CCTC program standards and to improve the quality and timing of instruction.

The faculty and program manager constructed and implemented the Tier 2 program. An important lesson learned from participants in Cohort 1 is that life crises arise and can sometimes interfere with the best of intentions. By revising the schedule of courses and moving to another night of the week for certain classes, candidates will have an opportunity to retake any classes they may have missed due to emergencies in their personal lives.

The program manager streamlined and made more overt the expectations for interns during the in-take session. We drafted a promissory note so that interns will sign a legal document clarifying their financial obligations. Additionally, our business office and with individual districts installed a payment option for candidates providing automatic deductions from their paychecks to avoid extensive bookkeeping and billing systems.

The program augmented its curriculum and preservice to provide more focus on appropriate strategies, legislation, and parent support for students with disabilities who are also English language learners.

Lastly, the faculty is continually working on modeling the same expectations we have for teachers of students identified in need of special education. We are working to provide viable options when and flexibility where

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

www.stancoe.org

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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			
Education Specialist Candidates	29		29
Totals	29		29

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates			
Education Specialist Candidates	29		29
Totals	29		29

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			5
In Academic Positions with Rights and Responsibilities			5
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	:1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	:1	:1	5.8 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	3

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	0	--	--	100%	4	--	--
Aggregate	0	--	--	100%	4	--	--
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	2	--	--
Aggregate	0	--	--	98%	2	--	--
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	98%	1	--	--
Aggregate	0	--	--	100%	1	--	--
Summary Totals and Pass Rate	0	--	--	98%	4	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate

Institution/Program: Stanislaus County Office of Education

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 2005-2006
(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 serving students from diverse backgrounds for many years.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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.

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 2005-2006

The Teacher Education Department of The Master's College submitted their Teacher Preparation Program to the California Commission on Teacher Credentialing in August 2003 for approval under S.B.2042 standards and guidelines. The proposed program was implemented in Fall 2003 and Spring 2004 using newly drafted format and strategies. Embedded into the coursework are Teaching Performance Expectations and Standards. The Teaching Performance Assessments (Tasks 1,2,3,&4) have also been embedded into the program. Modifications resulting from evaluation and reflection of procedures may occur as a this new program is implemented. The Program was officially approved March 2004 and officially in place Fall 2004. Use of The Teacher Performance Assessment was implemented as planned.

In March, 2006, our Master of Arts in Education (MAE) program was approved by W.A.S.C. Our first group of students begin their MAE coursework during the Summer of 2007.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.masters.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	11	11	0
Single Subject Candidates	10	10	0
Education Specialist Candidates	0	0	0
Totals	21	21	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	6	6	0
Single Subject Candidates	7	7	0
Education Specialist Candidates	0	0	0
Totals	13	13	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single 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
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 : 1	0 : 1	0 : 1
Single Subject Programs	8 : 1	0 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	11	11	100%	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	6	--	--	98%	0	--	--
Aggregate	6	--	--	98%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	99%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	99%	0	--	--
Aggregate	4	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	6	--	--	100%	0	--	--
CSET MSE II	6	--	--	100%	0	--	--
CSET MSE III	6	--	--	100%	0	--	--
Aggregate	6	--	--	100%	0	--	--
Summary Totals and Pass Rate	11	11	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	30	30	100%	100%	0	--	--
Aggregate	30	30	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	22	22	100%	99%	0	--	--
Aggregate	22	22	100%	99%	0	--	--
Academic Content Areas							
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	3	--	--	100%	0	--	--
Physical Education S* (09)	3	--	--	99%	0	--	--
Aggregate	8	--	--	100%	0	--	--
Summary Totals and Pass Rate	30	29	97%	99%	0	--	--

Institution/Program: **The Master's College and Seminary**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Touro University - California**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The institutional values of Touro University - California are expressed in its vision statement: " Educating Caring Professional To Serve, To Lead, To Teach". Consistent with that vision, the College of Education seeks to fulfill its mission of "promoting social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging and diverse student population". Touro University - California provides graduate level programs in health care and education in concert with the Judiac commitment to social justice, intellectual pursuit, and service to the community.

The College of Education offers teacher preparation programs leading to single subject, multiple subject, and education specialist/special education teaching credentials and the Master of Arts degree in Education. Touro University - California seeks to identify and attract candidates who are committed to teaching students who are historically underserved. The College of Education offers a preparation program that provides a supportive learning environment coupled with early and intensive field experiences that prepare candidates for the challenges and rewards of teaching in California's diverse schools.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Teacher preparation programs offered through the College of Education promote a constructivist approach to learning and are designed so that candidates experience the type of teaching they are expected to practice and display. One feature of the programs is that traditional coursework and field experiences are fully integrated into comprehensive instructional blocks. These instructional blocks are based on multi-dimensional ideas essential to successful teaching (organizers) underscoring the idea that learning is dynamic and active rather than simply incremental. Each instructional block has an associated component of practicum field experience to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations. Seminars within each instructional block provide a structure for candidates to process and reflect on those experiences, to make sense of new ideas in a supportive environment under the guidance of faculty. It is through this construction of personal meaning that candidates learn to understand and develop their craft of teaching.

To enhance the learning experience, candidates are grouped in cohorts, progressing through the program together. The cohort provides an ongoing learning community for candidates, offering a peer group for professional reflection as well as a source of strength and support during the challenges and successes that occur during the program. Ideally, relationships formed in the cohort will extend beyond the preparation program and develop into an ongoing collegial professional network. Each cohort is assigned a Faculty Cohort Leader who provides a personal faculty connection for each student in the College 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 2005-2006

In 2005-06 the College of Education admitted its first students pursuing Education Specialist Teaching Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities. The College of Education at Touro University California is the only institution of higher education in the Solano-Napa region that offers the Moderate/Severe Disabilities option for the Level I (Preliminary) and Level II (Professional) teaching credentials.

Additionally, in order to support local districts in expanding the number of teacher candidates in areas of local teacher shortages (mathematics, science, and special education) the College of Education instituted a Touro University Teaching Fellow designation. Touro University Teaching Fellows meet four criteria:

1. Pursuing a credential in Special Education, math, science, or other locally identified shortage areas
2. Securing an offer of employment from a local school district or actively seeking employment in a teaching shortage area
3. Meeting the requirements for an Intern credential or have near-term potential of meeting the requirements
4. Demonstrating potential as a teacher based upon experience working with children and youth with diverse academic, social, cultural, and linguistic needs

The College of Education provides direct grant assistance to Teaching Fellows in the form of a tuition scholarship as well as other benefits to support the recruitment and retention of new teachers in identified teaching areas of high need.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.tu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	13	3
Single Subject Candidates	21	9	12
Education Specialist Candidates	17	6	11
Totals	54	28	26

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	11	8	3
Single Subject Candidates	15	3	12
Education Specialist Candidates	8	1	7
Totals	34	12	22

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	1	1	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	1	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	45 :1	0 :1
Single Subject Programs	15 :1	45 :1	0 :1
Education Specialist Programs	15 :1	45 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	30	15	450
Education Specialist Programs	30	15	450

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	9	--	--	100%	0	--	--
Aggregate	9	--	--	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	98%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Academic Content Areas							
CSET Social Sci I	1	--	--	99%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	99%	0	--	--
Aggregate	1	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	6	--	--	100%	0	--	--
CSET MSE II	6	--	--	100%	0	--	--
CSET MSE III	6	--	--	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Aggregate	7	--	--	100%	0	--	--
Summary Totals and Pass Rate	9	--	--	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate

Institution/Program: Touro University - California

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: UC 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 Graduate School of Education has a dual mission:

-To engage in research and development of the highest quality, and to be at the forefront of educational inquiry and innovation; and

-To use the knowledge gained in research to provide outstanding leadership, training, and service for the field of education, in order to enhance opportunities for diverse communities of learners.

Teacher preparation programs in the Graduate School of Education emphasize school reform, urban education, and the development of educator scholars through exemplary teacher education models. The preparation of teachers to meet the needs of the diverse student population of California schools is a high priority.

Teacher preparation 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;

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

UC Berkeley teacher preparation programs offer:

-The opportunity to study with eminent scholars. Prominent faculty members are encouraged to participate directly in credential programs. 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 diverse, multicultural settings. The Bay Area includes a wide variety of schools, allowing students to encounter a broad range of district policies, curricula, and socio-economic settings.

-The opportunity to benefit from faculty research related to practice; programs are designed to help teacher education 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 UC Extension's program, 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.

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 2005-2006

UC Berkeley's School of Education continues to be actively involved in the California College Preparatory Academy. This charter school opened in September 2005 with 120 students in grades six and seven, and will continue to expand each year until reaching grade 12. As part of its early college program, students can take college classes as electives while still in middle or high school. Much socialization and culture-creation occurred in the past 1 1/2 years, and students have made many performance gains.

Berkeley continues its work in the PACT (Performance Assessment of California Teachers) consortium and, with the consortium, is developing and implementing Embedded Signature Assessments.

The School continues to work on the Arts Education Initiative (funded by grants from the Ford and Heller Foundations), partnering with IHEs and community art organizations in Northern California to successfully infuse the arts in teacher education and educational leadership preparation. The 2006 phase of the project has successfully focused on three areas of activity: Practice, Inquiry, and Dissemination.

The School has been collaborating with several departments at UC Berkeley (Psychology, Public Policy, Public Health, and Social Welfare) to establish an Interdisciplinary Studies Minor in Early Childhood.

The School is also working with math, science, and engineering departments at UC Berkeley to implement Cal Teach, a new program to prepare and support students interested in becoming K-12 math and science teachers. CAL Teach hopes to address the shortage of highly qualified math and science teachers in California.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
gse.berkeley.edu/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	46	46	
Single Subject Candidates	60	60	
Education Specialist Candidates	17		17
Totals	123	106	17

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	46	
Single Subject Candidates	37	37	
Education Specialist Candidates	17		17
Totals	100	83	17

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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			
Single Subject Programs	9		
In Academic Positions with Rights and Responsibilities	9		
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs		7	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities		7	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	:1	:1
Single Subject Programs	8 :1	:1	:1
Education Specialist Programs	:1	5 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	11.3	56	632.8
Single Subject Programs	16.4	32	525
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	52	52	100%	100%	13	13	100%
Aggregate	52	52	100%	100%	13	13	100%
Professional Knowledge/Pedagogy							
RICA	22	22	100%	98%	10	10	100%
Aggregate	22	22	100%	98%	10	10	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	100%	1	--	--
Art S* (12)	0	--	--	100%	1	--	--
CSET English I	15	15	100%	100%	0	--	--
CSET English II	15	15	100%	100%	0	--	--
CSET English III	15	15	100%	100%	0	--	--
CSET English IV	15	15	100%	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	9	--	--	100%	0	--	--
CSET Science II	9	--	--	100%	0	--	--
CSET Social Sci I	0	--	--	99%	1	--	--
CSET Social Sci II	0	--	--	100%	1	--	--
CSET Social Sci III	0	--	--	99%	1	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	100%	1	--	--
Aggregate	25	25	100%	99%	3	--	--
Other Content Areas							
CSET MSE I	20	20	100%	100%	5	--	--
CSET MSE II	20	20	100%	100%	5	--	--
CSET MSE III	20	20	100%	100%	5	--	--
MSAT (0140 + 0151)	2	--	--	98%	1	--	--
Aggregate	22	22	100%	100%	6	--	--
Summary Totals and Pass Rate	52	52	100%	98%	13	13	100%

Institution/Program: UC Berkeley
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**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	63	63	100%	100%	20	20	100%
Aggregate	63	63	100%	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	24	24	100%	99%	20	20	100%
Aggregate	24	24	100%	99%	20	20	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	22	22	100%	99%	0	--	--
English S* (01)	25	25	100%	100%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	0	--	--
Math S* (02)	6	--	--	100%	0	--	--
Aggregate	36	36	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	21	21	100%	100%	19	19	100%
Aggregate	21	21	100%	100%	19	19	100%
Summary Totals and Pass Rate	63	63	100%	99%	20	20	100%

Institution/Program: UC Berkeley

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **UC Davis**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

A core principle of the University of California, Davis Teacher Education Program is to prepare highly qualified teachers who are advocates for equity in learning for all students. We target inquiry about the role of teaching on student learning as the main vehicle to promote equity. We offer a 5 quarter credential/MA program leading to the elementary credential or secondary credential in agriculture, English, foreign language Spanish, mathematics, science, and social science. UC Davis continues to offer qualified candidates the option of enrolling in the BCLAD emphasis.

Our programs are particularly effective in preparing our candidates to work with K-12 students who come from culturally and linguistically diverse communities. Coursework includes methods of teaching a second language and developing academic literacy in all discipline areas. Collaborating K-12 teachers contribute to the programs by participating in the design of the curriculum, teaching some of the required courses, hosting student teachers; and participating in the screening and assessment of program applicants. We have been successful in maintaining a program commitment to creating and serving a diverse community of student teachers, with ethnic minority students representing at least thirty-five percent of our program enrollment.

Key to the success of our graduates is our program's focus on advocacy for equity in learning opportunities, the creation of small learning communities within each credential program, explicit instruction on discipline knowledge and the tools of inquiry essential to design and monitor instruction.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The design, implementation, and assessment of the UC Davis credential program is guided by its mission to prepare teacher-leaders who can assume four key roles in ethnically and linguistically diverse school communities. These roles are: 1) collaborative professionals who work with students, colleagues, and parents to forge effective teaching practice; 2) advocates for educational equity who champion high learning expectations for all students; 3) reflective practitioners who employ classroom inquiry to improve teaching practice and 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. Students work with graduate faculty who engage in research about school-based teaching and learning, and with teacher education faculty who have substantive and exemplary discipline teaching experience in the public schools. The university faculty who supervise the student teaching field experience also instruct credential candidates in the teaching methods classes.

Our research on the UC Davis program accomplishments confirms that these four organizing roles provide our students with critical knowledge and tools for working successfully in California's K-12 classrooms. Seventy-three percent are teaching in schools with a student body that is at least 51% culturally diverse; 69% teach in schools that serve significant numbers of English learners. Feedback from employers and candidate self assessment confirms that our new teachers are well prepared to work in schools that serve culturally and linguistically diverse K-12 students.

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 2005-2006

During the program, all candidates engage in inquiry about their classroom practice. This powerful experience contributes to a richer understanding of teaching and learning. The steps of teacher inquiry in which our candidates engage include: asking questions about students' learning needs; designing an intervention around a set of instructional strategies to address these needs; and planning systematic ways to gather and analyze data to investigate the effects of the intervention.

Credential candidates develop habits of mind that enable these teacher leaders to make instructional decisions that further their students' academic achievement. Program-wide rubrics, developed by the faculty, are used in formative and summative evaluations of these inquiry projects. Our credential/masters graduates present the findings of their classroom teacher inquiry project at a symposium. Most subsequently present their findings to teachers and administrators in their schools and school district. As a result of these presentations, in a number of schools where our graduates work, instructional practices have been re-examined and/or changed.

The website to review the teacher inquiry projects is: <http://education.ucdavis.edu/programs/maininquiry.html>

Embedded in the Program design are opportunities for candidates to develop instructional proficiency to meet the State's Teaching Performance Standards. UC Davis participates in the consortium which developed the PACT teaching performance assessment. Program faculty use the PACT for formative mentoring and support during the credential year. UC Davis faculty were part of the test development teams in every credential authorization for which PACT has developed an assessment.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
education.ucdavis.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	0
Single Subject Candidates	60	60	0
Education Specialist Candidates	0	0	0
Totals	114	114	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	54	54	0
Single Subject Candidates	60	60	0
Education Specialist Candidates	0	0	0
Totals	114	114	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	4		
In Non-Academic Positions without Rights and Responsibilities	4		
Single Subject Programs	8		
In Academic Positions with Rights and Responsibilities	5		
In Non-Academic Positions without Rights and Responsibilities	3		
Education Specialist Programs	0		
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	0		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	:1	:1
Single Subject Programs	24 :1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	25	30	750
Single Subject Programs	25	30	750
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	127	127	100%	100%	0	--	--
Aggregate	127	127	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	64	64	100%	98%	0	--	--
Aggregate	64	64	100%	98%	0	--	--
Academic Content Areas							
CSET English I	18	18	100%	100%	0	--	--
CSET English II	18	18	100%	100%	0	--	--
CSET English III	18	18	100%	100%	0	--	--
CSET English IV	18	18	100%	100%	0	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	99%	0	--	--
CSET Math III	2	--	--	95%	0	--	--
CSET Sci III Bio/Life	9	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	14	14	100%	100%	0	--	--
CSET Science II	14	14	100%	100%	0	--	--
CSET Social Sci I	16	16	100%	99%	0	--	--
CSET Social Sci II	16	16	100%	100%	0	--	--
CSET Social Sci III	16	16	100%	99%	0	--	--
Aggregate	52	52	100%	99%	0	--	--
Other Content Areas							
Agriculture S* (14)	1	--	--	67%	0	--	--
CSET Agriculture Subtest I	4	--	--	100%	0	--	--
CSET Agriculture Subtest II	4	--	--	100%	0	--	--
CSET Agriculture Subtest III	4	--	--	100%	0	--	--
CSET MSE I	64	64	100%	100%	0	--	--
CSET MSE II	64	64	100%	100%	0	--	--
CSET MSE III	64	64	100%	100%	0	--	--
Aggregate	69	69	100%	100%	0	--	--
Summary Totals and Pass Rate	128	128	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	127	127	100%	100%	0	--	--
Aggregate	127	127	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	86	86	100%	99%	0	--	--
Aggregate	86	86	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	4	--	--	98%	0	--	--
Biology S* (04 + 05)	4	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
English Praxis II	8	--	--	99%	0	--	--
English S* (01)	6	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Aggregate	27	27	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	6	--	--	98%	0	--	--
CSET MSE II	6	--	--	96%	0	--	--
CSET MSE III	6	--	--	98%	0	--	--
MSAT (0140 + 0151)	57	57	100%	100%	0	--	--
Aggregate	63	63	100%	100%	0	--	--
Summary Totals and Pass Rate	127	127	100%	99%	0	--	--

Institution/Program: UC Davis

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: UC 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 2005-2006

In collaboration with the other seven UC teacher education programs and other voluntary members of the consortium, UCI implemented the Performance Assessment for California Teachers (PACT) Teaching Event for the fourth time in 2005-06. This teaching performance assessment allows candidates and faculty to look deeply at novice teaching practice and to set clear standards for teaching competency.

Seeking to stay abreast of research in academic literacy, the courses reflected a greater emphasis on developing candidates' ability to provide explicit instruction to all students, whether they are native or non-native speakers of English. Candidates provided feedback on the program in three surveys given at the beginning, after fall quarter coursework, and at the end of the program. These surveys will provide us with annual trends for continuous program improvement and a longitudinal view of candidate responses.

Institution/Program: UC 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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.gse.uci.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	83	83	0
Single Subject Candidates	87	76	11
Education Specialist Candidates	0	0	0
Totals	170	159	11

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	83	83	0
Single Subject Candidates	87	76	11
Education Specialist Candidates	0	0	0
Totals	170	159	11

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10	0	0
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	14	3	0
In Academic Positions with Rights and Responsibilities	14	3	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8.3 :1	0 :1	0 :1
Single Subject Programs	5.4 :1	3.6 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	20	630
Single Subject Programs	15	20	300
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	1
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	144	144	100%	100%	10	10	100%
Aggregate	144	144	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	68	68	100%	98%	0	--	--
Aggregate	68	68	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	12	12	100%	100%	3	--	--
CSET English II	12	12	100%	100%	3	--	--
CSET English III	12	12	100%	100%	3	--	--
CSET English IV	12	12	100%	100%	3	--	--
CSET French Subtest I	2	--	--	100%	0	--	--
CSET French Subtest II	2	--	--	100%	0	--	--
CSET French Subtest III	2	--	--	100%	0	--	--
CSET Math I	17	17	100%	100%	3	--	--
CSET Math II	17	17	100%	99%	3	--	--
CSET Math III	9	--	--	95%	3	--	--
CSET Music Subtest I	2	--	--	97%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	8	--	--	100%	2	--	--
CSET Science II	8	--	--	100%	2	--	--
CSET Social Sci I	20	20	100%	99%	0	--	--
CSET Social Sci II	20	20	100%	100%	0	--	--
CSET Social Sci III	20	20	100%	99%	0	--	--
CSET Spanish Subtest I	3	--	--	100%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
Aggregate	66	65	98%	99%	8	--	--
Other Content Areas							
CSET MSE I	68	68	100%	100%	0	--	--
CSET MSE II	68	68	100%	100%	0	--	--
CSET MSE III	68	68	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	69	69	100%	100%	0	--	--
Summary Totals and Pass Rate	144	143	99%	98%	10	9	90%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	194	194	100%	100%	34	34	100%
Aggregate	194	194	100%	100%	34	34	100%
Professional Knowledge/Pedagogy							
RICA	110	110	100%	99%	12	12	100%
Aggregate	110	110	100%	99%	12	12	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	1	--	--
Biology S* (04 + 05)	3	--	--	100%	2	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	1	--	--
Chemistry S* (04 + 06)	1	--	--	98%	1	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	97%	0	--	--
CSET English III	2	--	--	97%	0	--	--
CSET English IV	2	--	--	91%	0	--	--
CSET Math I	1	--	--	88%	0	--	--
CSET Math II	1	--	--	88%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	2	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	2	--	--
CSET Science II	2	--	--	100%	2	--	--
CSET Social Sci I	5	--	--	90%	0	--	--
CSET Social Sci II	5	--	--	94%	0	--	--
CSET Social Sci III	5	--	--	96%	0	--	--
English Praxis II	24	24	100%	99%	5	--	--
English S* (01)	23	23	100%	100%	5	--	--
Geoscience Praxis II (0433)	2	--	--	94%	1	--	--
Geoscience S* (04 + 07)	2	--	--	96%	1	--	--
Math Praxis II (0063 + 0064)	11	11	100%	100%	2	--	--
Math S* (02)	11	11	100%	100%	2	--	--
Music Praxis II (0111 + 0112)	3	--	--	100%	0	--	--
Music S* (13)	3	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	12	12	100%	100%	4	--	--
Social Science S* (03)	12	12	100%	100%	4	--	--
Spanish S* (10)	3	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	3	--	--	97%	1	--	--
Aggregate	73	70	96%	98%	18	18	100%
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	98	98	100%	100%	12	12	100%
Aggregate	99	99	100%	100%	12	12	100%

Institution/Program: UC Irvine

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: UC 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 Master's 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. TEP offers bilingual emphasis (Spanish) credential authorization (BCLAD).

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 school districts 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 2005-2006

The commitment to blending research and practice is the most outstanding quality of our teacher education programs. 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. Our work with new teachers is more than the transfer of skills and knowledge; it helps them forge new identities as social justice educators as they work in urban schools.

Center Schools were created to form connections and relationships with the faculties, administrators and neighboring urban communities of specific school sites. These Center Schools, located in L.A. County, embody how the program's philosophy is put into action. TEP & Center School personnel select guiding teachers to mentor novice teachers; collaborate around issues of urban schooling & teacher education; and promote novice teachers' involvement & participation in the school. This unique partnership also reinforces the support mechanisms designed to improve teacher quality, development, and student learning.

To build on the program's presence at Center Schools, Neighborhood teams consisting of novice teachers in urban communities of close proximity are placed in specific school sites for course work, observation & participation, & student teaching. These on-site locations allow novice teachers to become an integral part of the school culture to learn about the school, its students, and its resources.

TEP faculty continues its work with a consortium of teacher preparation programs to develop, pilot, and implement a

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 2005-2006

During 2005-2006, the Teacher Education Program expanded work with the Teaching Event (Performance Assessment for California Teachers – PACT). A significant part of this process involved incorporating the use of Planning, Instruction, Assessment, and Reflection at both the elementary and secondary level. All students were instructed in technology to create electronic portfolios consisting of video & text. The grading & feedback process also occurred electronically to ensure each candidate received timely evaluation of their teaching & planning.

Other initiatives included improving math training for all elementary candidates through collaboration with the California Mathematics Project housed at UCLA. Students were provided with a five-day training program that emphasized myriad ideas, strategies, and resources to make the learning of mathematics desirable and accessible for all students.

Another valuable partnership set in motion in 05-06 was with the Inner City Arts program for elementary novice teachers. This joint project recently received a grant, which entails more comprehensive training in integrating the teaching of literacy with the arts.

To improve our candidates' experience with their transition into full-time teaching, the program worked to better coordinate with the local districts in order to streamline the hiring and paperwork process. These measures allowed students to focus on student teaching and eliminated the negative impact of bureaucratic hassle.

The program is continuing to develop its partnership with the UCOP initiative, CalTeach, by coordinating recruitment

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
centerx.gseis.ucla.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	109	85	24
Single Subject Candidates	118	89	29
Education Specialist Candidates	0	0	0
Totals	227	174	53

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	109	85	24
Single Subject Candidates	118	89	29
Education Specialist Candidates	0	0	0
Totals	227	174	53

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	181	3	0
In Academic Positions with Rights and Responsibilities	11	3	0
In Non-Academic Positions without Rights and Responsibilities	170	0	0
Single Subject Programs	189	4	0
In Academic Positions with Rights and Responsibilities	9	4	0
In Non-Academic Positions without Rights and Responsibilities	180	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	8 :1	0 :1
Single Subject Programs	13 :1	7 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	18	432
Single Subject Programs	24	18	432
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1.25
Single Subject Programs	1.25
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	139	139	100%	100%	19	19	100%
Aggregate	139	139	100%	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	52	52	100%	98%	8	--	--
Aggregate	52	52	100%	98%	8	--	--
Academic Content Areas							
CSET English I	15	15	100%	100%	5	--	--
CSET English II	15	15	100%	100%	5	--	--
CSET English III	15	15	100%	100%	5	--	--
CSET English IV	15	15	100%	100%	5	--	--
CSET Math I	2	--	--	100%	3	--	--
CSET Math II	2	--	--	99%	3	--	--
CSET Math III	2	--	--	95%	3	--	--
CSET Sci III Bio/Life	11	11	100%	100%	3	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	11	11	100%	100%	3	--	--
CSET Science II	11	11	100%	100%	3	--	--
CSET Social Sci I	19	18	95%	99%	1	--	--
CSET Social Sci II	19	19	100%	100%	1	--	--
CSET Social Sci III	19	18	95%	99%	1	--	--
Aggregate	48	47	98%	99%	12	10	83%
Other Content Areas							
CSET MSE I	47	47	100%	100%	8	--	--
CSET MSE II	47	47	100%	100%	8	--	--
CSET MSE III	47	47	100%	100%	8	--	--
MSAT (0140 + 0151)	4	--	--	98%	0	--	--
Aggregate	51	51	100%	100%	8	--	--
Summary Totals and Pass Rate	140	139	99%	98%	20	18	90%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	199	199	100%	100%	38	38	100%
Aggregate	199	199	100%	100%	38	38	100%
Professional Knowledge/Pedagogy							
RICA	111	111	100%	99%	34	34	100%
Aggregate	111	111	100%	99%	34	34	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	7	--	--	98%	0	--	--
Biology S* (04 + 05)	9	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
CSET Social Sci I	3	--	--	90%	1	--	--
CSET Social Sci II	3	--	--	94%	1	--	--
CSET Social Sci III	3	--	--	96%	1	--	--
English Praxis II	19	19	100%	99%	0	--	--
English S* (01)	19	19	100%	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	94%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	1	--	--
Math S* (02)	3	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	15	15	100%	100%	0	--	--
Social Science S* (03)	15	15	100%	100%	0	--	--
Aggregate	51	51	100%	98%	2	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	2	--	--
CSET MSE II	1	--	--	96%	2	--	--
CSET MSE III	1	--	--	98%	2	--	--
MSAT (0140 + 0151)	78	78	100%	100%	27	27	100%
Aggregate	79	79	100%	100%	29	29	100%
Summary Totals and Pass Rate	199	199	100%	99%	38	38	100%

Institution/Program: UC Los Angeles

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **UC 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 issues in education. The range of topics 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 2005-2006

Students in the University of California, Riverside's (UCR) Teacher Education Program developed an electronic portfolio to document their professional development as part of a teacher performance assessment system. The electronic portfolio documents the teacher candidate's knowledge and integration of research, instruction and service. Candidates analyze student work, relate the work to instruction, and reflect upon their teaching. This project builds on the foundation of the School's efforts to support the development of professionals prepared for leadership as classroom teachers. The very process of developing the electronic portfolio encourages the candidate's growth in using technology to enhance their teaching and to communicate with a larger learning community.

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 2005-2006

UCR's Graduate School of Education (GSOE) was awarded a Title II, Teacher Quality Enhancement Partnership Grant from the U.S. Department of Education in fall 2004. To meet the grant's goal of recruiting and preparing highly qualified science teachers, a pathway from four partnering community colleges was designed and promoted to facilitate a smooth transition for students from a community college to a teacher preparation program. The grant offered summer programs for 7-12 teachers and for community college students to improve the quality of science teaching and to encourage more science majors to become teachers. Science faculty and GSOE have been reviewing syllabi to ensure that early fieldwork, California K-12 Science Content Standards, and pedagogical skills are included in undergraduate baccalaureate courses, making possible a science subject matter program.

A Masters of Education Program was developed and integrated with the Mild/Moderate and Moderate/Severe Specialist Credential Programs. A partnership with UCR Extension has resulted in a Masters of Education with an emphasis in reading.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.education.ucr.edu/teach

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	90	81	9
Single Subject Candidates	50	35	15
Education Specialist Candidates	12	6	6
Totals	152	122	30

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	90	81	9
Single Subject Candidates	49	34	15
Education Specialist Candidates	12	6	6
Totals	151	121	30

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8	3	0
In Academic Positions with Rights and Responsibilities	8	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	4	2	0
In Academic Positions with Rights and Responsibilities	4	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	20 :1	:1
Single Subject Programs	20 :1	20 :1	:1
Education Specialist Programs	20 :1	20 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	103	103	100%	100%	28	28	100%
Aggregate	103	103	100%	100%	28	28	100%
Professional Knowledge/Pedagogy							
RICA	75	74	99%	98%	11	11	100%
Aggregate	75	74	99%	98%	11	11	100%
Academic Content Areas							
CSET English I	5	--	--	100%	2	--	--
CSET English II	5	--	--	100%	2	--	--
CSET English III	5	--	--	100%	2	--	--
CSET English IV	5	--	--	100%	2	--	--
CSET Math I	1	--	--	100%	5	--	--
CSET Math II	1	--	--	99%	5	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	1	--	--
CSET Science II	4	--	--	100%	1	--	--
CSET Social Sci I	5	--	--	99%	1	--	--
CSET Social Sci II	5	--	--	100%	1	--	--
CSET Social Sci III	5	--	--	99%	1	--	--
Aggregate	15	15	100%	99%	9	--	--
Other Content Areas							
CSET MSE I	73	73	100%	100%	11	11	100%
CSET MSE II	73	73	100%	100%	11	11	100%
CSET MSE III	73	73	100%	100%	11	11	100%
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	74	74	100%	100%	11	11	100%
Summary Totals and Pass Rate	105	104	99%	98%	28	28	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	106	106	100%	100%	30	30	100%
Aggregate	106	106	100%	100%	30	30	100%
Professional Knowledge/Pedagogy							
RICA	77	77	100%	99%	19	19	100%
Aggregate	77	77	100%	99%	19	19	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	1	--	--
Biology S* (04 + 05)	3	--	--	100%	1	--	--
English Praxis II	5	--	--	99%	1	--	--
English S* (01)	5	--	--	100%	1	--	--
Japanese S* (21)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	1	--	--
Social Science S* (03)	4	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	14	14	100%	98%	4	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	24	24	100%	100%	8	--	--
Aggregate	25	25	100%	100%	8	--	--
Summary Totals and Pass Rate	106	106	100%	99%	30	30	100%

Institution/Program: UC Riverside

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **UC San Diego**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The faculty of Education Studies (EDS) at the University of California, San Diego are committed to equitable education for all children. We prepare new teachers to systematically reinvent their curriculum and pedagogy in response to the changing needs of their students and the community. EDS offers a 15-month graduate program leading to the Master of Education/California Preliminary Multiple Subject Credential and the Master of Education/California Preliminary Single Subject Credential in English, Mathematics or the Sciences. In addition, EDS offers bilingual emphasis (BCLAD) in Spanish-English and American Sign Language-English.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

To effectively facilitate the equitable participation of all children in public schools requires fundamental changes in our approach to teaching and learning. Standardized approaches to curriculum design and social and cultural awareness training are not sufficient preparation for teachers to make learning accessible and equitable for underserved children in our public institutions. EDS credential candidates learn to assess student and community needs, access and apply current research on teaching and learning, and systematically monitor 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 teach in low-income communities that are often challenged with large numbers of English language learners, low-income families, and a high teacher attrition rate.

Institution/Program: UC 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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
eds.ucsd.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	67	67	0
Single Subject Candidates	36	0	36
Education Specialist Candidates	5	3	2
Totals	108	70	38

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	30	0	30
Education Specialist Candidates	5	3	2
Totals	81	49	32

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	5	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	0	4	0
In Academic Positions with Rights and Responsibilities	0	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	0 :1	0 :1
Single Subject Programs	0 :1	12 :1	0 :1
Education Specialist Programs	12 :1	12 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	30	15	450
Education Specialist Programs	30	24	720

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	1
Education Specialist Programs	.5

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	49	49	100%	100%	33	33	100%
Aggregate	49	49	100%	100%	33	33	100%
Professional Knowledge/Pedagogy							
RICA	48	48	100%	98%	3	--	--
Aggregate	48	48	100%	98%	3	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	7	--	--
CSET English II	0	--	--	100%	7	--	--
CSET English III	0	--	--	100%	7	--	--
CSET English IV	0	--	--	100%	7	--	--
CSET Math I	0	--	--	100%	6	--	--
CSET Math II	0	--	--	99%	6	--	--
CSET Math III	0	--	--	95%	5	--	--
CSET Sci III Bio/Life	0	--	--	100%	6	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	9	--	--
CSET Science II	0	--	--	100%	9	--	--
Aggregate	0	--	--	99%	22	22	100%
Other Content Areas							
CSET MSE I	48	48	100%	100%	3	--	--
CSET MSE II	48	48	100%	100%	3	--	--
CSET MSE III	48	48	100%	100%	3	--	--
Aggregate	48	48	100%	100%	3	--	--
Summary Totals and Pass Rate	49	49	100%	98%	33	32	97%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	40	40	100%	100%	37	37	100%
Aggregate	40	40	100%	100%	37	37	100%
Professional Knowledge/Pedagogy							
RICA	39	39	100%	99%	0	--	--
Aggregate	39	39	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	98%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	98%	1	--	--
English Praxis II	0	--	--	99%	3	--	--
English S* (01)	0	--	--	100%	3	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	3	--	--
Math S* (02)	0	--	--	100%	3	--	--
Aggregate	0	--	--	98%	8	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	33	33	100%	100%	0	--	--
Aggregate	34	34	100%	100%	0	--	--
Summary Totals and Pass Rate	40	40	100%	99%	37	37	100%

Institution/Program: UC San Diego

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **UC Santa Barbara**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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,

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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: UC 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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.education.ucsb.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	50	0
Single Subject Candidates	52	52	0
Education Specialist Candidates	12	12	0
Totals	114	114	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	50	50	0
Single Subject Candidates	52	52	0
Education Specialist Candidates	12	12	0
Totals	114	114	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	7	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	1	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	0 :1	0 :1
Single Subject Programs	20 :1	0 :1	0 :1
Education Specialist Programs	20 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	16	30	480

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	108	108	100%	100%	0	--	--
Aggregate	108	108	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	56	56	100%	98%	0	--	--
Aggregate	56	56	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	3	--	--	100%	0	--	--
CSET Art Subtest II	3	--	--	100%	0	--	--
CSET English I	12	12	100%	100%	0	--	--
CSET English II	12	12	100%	100%	0	--	--
CSET English III	12	12	100%	100%	0	--	--
CSET English IV	12	12	100%	100%	0	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	99%	0	--	--
CSET Math III	2	--	--	95%	0	--	--
CSET Sci III Bio/Life	9	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	10	10	100%	100%	0	--	--
CSET Science II	10	10	100%	100%	0	--	--
CSET Social Sci I	12	12	100%	99%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	99%	0	--	--
CSET Spanish Subtest I	3	--	--	100%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
Aggregate	43	43	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	49	49	100%	100%	0	--	--
CSET MSE II	49	49	100%	100%	0	--	--
CSET MSE III	49	49	100%	100%	0	--	--
Health Science S* (16)	5	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	55	55	100%	100%	0	--	--
Summary Totals and Pass Rate	108	108	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
--	--------------------------	--------------------------	----------------------	--------------------------------	--------------------------	--------------------------	----------------------

Basic Skills							
CBEST	113	113	100%	100%	0	--	--
Aggregate	113	113	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	56	56	100%	99%	0	--	--
Aggregate	56	56	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	7	--	--	98%	0	--	--
Biology S* (04 + 05)	7	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
CSET Social Sci I	1	--	--	90%	0	--	--
CSET Social Sci II	1	--	--	94%	0	--	--
CSET Social Sci III	1	--	--	96%	0	--	--
English Praxis II	15	15	100%	99%	0	--	--
English S* (01)	15	15	100%	100%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Geoscience Praxis II (0433)	3	--	--	94%	0	--	--
Geoscience S* (04 + 07)	3	--	--	96%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	7	--	--	100%	0	--	--
Math S* (02)	7	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	43	43	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	45	45	100%	100%	0	--	--
Aggregate	45	45	100%	100%	0	--	--
Summary Totals and Pass Rate	113	113	100%	99%	0	--	--

Institution/Program: UC Santa Barbara

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **UC 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 gradate 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 between faculty and students, independent student research, supervised teaching experience, and interdisciplinary work. The UCSC teacher preparation program is a combined Masters of Arts in Education and credential program spanning five academic quarters including Summer. The program offers both the Multiple Subjects and Single Subject credential. Single Subject areas offered are, English, Math, Science and Social Science. The Bilingual, Crosscultural Language and Academic Development (BCLAD) emphasis is also offered. 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 2005-2006

The UCSC program conceives of teacher development as a seamless continuum beginning in the undergraduate years and extending throughout the teacher preparation program and beyond throughout the career of a teacher. Through our undergraduate Minor in Education and content -specific undergraduate pathway programs, UCSC provides undergraduates with opportunities to develop theoretical and practical understandings that will prepare them to pursue a career in teaching. Increasing numbers of graduates who have completed the Minor are enrolling in the UCSC teacher preparation program, enriching it with their academic background and classroom experience.

Institution/Program: UC 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 2005-2006

Continued full compliance with SB 2042 content standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
education.ucsc.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	46	46	
Single Subject Candidates	45	45	
Education Specialist Candidates			
Totals	91	91	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	46	
Single Subject Candidates	45	45	
Education Specialist Candidates			
Totals	91	91	

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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	4		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	4		
In Academic Positions with Rights and Responsibilities	4		
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	:1	:1
Single Subject Programs	15 :1	:1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	24	440
Single Subject Programs	15	24	360
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	n/a
Single Subject Programs	n/a
Education Specialist Programs	n/a

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	89	89	100%	100%	0	--	--
Aggregate	89	89	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	43	43	100%	98%	0	--	--
Aggregate	43	43	100%	98%	0	--	--
Academic Content Areas							
CSET English I	11	11	100%	100%	0	--	--
CSET English II	11	11	100%	100%	0	--	--
CSET English III	11	11	100%	100%	0	--	--
CSET English IV	11	11	100%	100%	0	--	--
CSET Math I	5	--	--	100%	0	--	--
CSET Math II	5	--	--	99%	0	--	--
CSET Math III	5	--	--	95%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	8	--	--	100%	0	--	--
CSET Science II	8	--	--	100%	0	--	--
CSET Social Sci I	12	12	100%	99%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	99%	0	--	--
Aggregate	36	36	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	44	44	100%	100%	0	--	--
CSET MSE II	44	44	100%	100%	0	--	--
CSET MSE III	44	44	100%	100%	0	--	--
Aggregate	44	44	100%	100%	0	--	--
Summary Totals and Pass Rate	89	89	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	129	129	100%	100%	0	--	--
Aggregate	129	129	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	83	83	100%	99%	0	--	--
Aggregate	83	83	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	6	--	--	98%	0	--	--
Biology S* (04 + 05)	6	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	90%	0	--	--
CSET Social Sci II	2	--	--	94%	0	--	--
CSET Social Sci III	2	--	--	96%	0	--	--
English Praxis II	10	10	100%	99%	0	--	--
English S* (01)	10	10	100%	100%	0	--	--
Physics Praxis II (0262 + 0433)	3	--	--	96%	0	--	--
Physics S* (04 + 08)	3	--	--	96%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	15	15	100%	100%	0	--	--
Social Science S* (03)	15	15	100%	100%	0	--	--
Aggregate	37	37	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	67	67	100%	100%	0	--	--
Aggregate	67	67	100%	100%	0	--	--
Summary Totals and Pass Rate	129	129	100%	99%	0	--	--

Institution/Program: UC Santa Cruz

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 2005-2006
(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 University of La Verne Teacher Education Program is approved under the California SB2042 requirements. Methodologies are integrated throughout to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. The BCLAD credential is also available. The program fosters 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. The Education Department Mission Statement supports this rationale: "The mission of the Education Department is to provide students with the knowledge, skills, and value orientation to become competent facilitators of human development. Small class size and access to professional staff characterize the education environment. 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." University of La Verne's prospective teachers represent the diversity found in the student population of California, and the program is founded on the belief that all California teachers need a variety of skills to serve diverse populations. Students are trained on the main campus in La Verne, and off campus, in Bakersfield, Newhall, Ventura, Cerritos, Central Coast and High Desert.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Program excellence indicators are found in the following areas: (1) The quality of the reading preparation in the program: Candidates in the Multiple Subject program participate in 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 99% passage rate for the RICA in the 2004-2005 year. (2) The diversity of the candidates in the program, and the commitment to serve the needs of California's diverse populations: Candidates in the Multiple Subject Program and the Single Subject Program represent the diversity found in the classrooms in California. The candidate pool is 40% Caucasian, 30% Hispanic/Latino, 6% African American, 5% Asian, and 19% Other/Not Provided. 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 Intern Teachers: The University is committed to support intern teachers. Weekly visits are a part of the student teaching phase, and the small class environment provides opportunity for learning growth in teaching strategies. (4) Teacher Performance Assessments 2, 3, and 4 are fully implemented on the main campus. TPA's 2 and 3 are implemented in the off campuses. Full implementation will occur by September 2007.

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 2005-2006

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 2006-2007 include: (1) Increase the number of full-time faculty to coordinate and teach in off campus sites: to date four 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 60% white, 25% Latino, and 15% African-American. As the program grows, commitment to hiring diverse faculty is a priority. (3) Full implementation of TPA's 2,3, and 4 both on and off campus. (4) 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. (5) 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. (6) Prepare for national accreditation through NCATE in spring 2011.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.ulv.edu/education/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	577	539	38
Single Subject Candidates	357	287	70
Education Specialist Candidates	61	47	14
Totals	995	873	122

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	193	170	23
Single Subject Candidates	138	70	68
Education Specialist Candidates	24	17	7
Totals	355	257	98

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	36	15	0
In Academic Positions with Rights and Responsibilities	8	4	0
In Non-Academic Positions without Rights and Responsibilities	28	11	0
Single Subject Programs	29	15	0
In Academic Positions with Rights and Responsibilities	3	5	0
In Non-Academic Positions without Rights and Responsibilities	26	10	0
Education Specialist Programs	3	2	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	2	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 : 1	5 : 1	: 1
Single Subject Programs	5 : 1	5 : 1	: 1
Education Specialist Programs	5 : 1	5 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	1

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	218	218	100%	100%	102	102	100%
Aggregate	218	218	100%	100%	102	102	100%
Professional Knowledge/Pedagogy							
RICA	154	153	99%	98%	43	43	100%
Aggregate	154	153	99%	98%	43	43	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	100%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
CSET Art Subtest I	4	--	--	100%	0	--	--
CSET Art Subtest II	4	--	--	100%	0	--	--
CSET English I	14	14	100%	100%	16	16	100%
CSET English II	14	14	100%	100%	16	16	100%
CSET English III	14	14	100%	100%	16	16	100%
CSET English IV	14	14	100%	100%	16	16	100%
CSET Math I	4	--	--	100%	12	11	92%
CSET Math II	4	--	--	99%	12	11	92%
CSET Math III	0	--	--	95%	3	--	--
CSET Sci III Bio/Life	1	--	--	100%	4	--	--
CSET Science I	1	--	--	100%	3	--	--
CSET Science II	1	--	--	100%	3	--	--
CSET Social Sci I	12	12	100%	99%	3	--	--
CSET Social Sci II	12	12	100%	100%	3	--	--
CSET Social Sci III	12	12	100%	99%	3	--	--
CSET Spanish Subtest I	3	--	--	100%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	39	39	100%	99%	36	35	97%
Other Content Areas							
Business S* (15)	0	--	--	94%	1	--	--
CSET MSE I	144	144	100%	100%	32	32	100%
CSET MSE II	144	144	100%	100%	32	32	100%
CSET MSE III	144	144	100%	100%	32	32	100%
CSET Physical Education Subtest I	5	--	--	98%	1	--	--
CSET Physical Education Subtest II	5	--	--	98%	1	--	--
CSET Physical Education Subtest III	5	--	--	98%	1	--	--
Health Science S* (16)	4	--	--	100%	3	--	--
MSAT (0140 + 0151)	2	--	--	98%	2	--	--
Aggregate	155	154	99%	100%	39	39	100%
Summary Totals and Pass Rate	219	217	99%	98%	102	101	99%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	208	208	100%	100%	94	94	100%
Aggregate	208	208	100%	100%	94	94	100%
Professional Knowledge/Pedagogy							
RICA	134	134	100%	99%	61	61	100%
Aggregate	134	134	100%	99%	61	61	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	7	--	--	98%	1	--	--
Biology S* (04 + 05)	7	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	1	--	--
Chemistry S* (04 + 06)	1	--	--	98%	1	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	97%	0	--	--
CSET English III	1	--	--	97%	0	--	--
CSET English IV	1	--	--	91%	0	--	--
CSET Social Sci I	1	--	--	90%	0	--	--
English Praxis II	8	--	--	99%	4	--	--
English S* (01)	8	--	--	100%	4	--	--
Geoscience Praxis II (0433)	1	--	--	94%	1	--	--
Geoscience S* (04 + 07)	1	--	--	96%	1	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	3	--	--
Math S* (02)	5	--	--	100%	3	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Spanish S* (10)	5	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	97%	0	--	--
Aggregate	34	33	97%	98%	10	10	100%
Other Content Areas							
Business S* (15)	1	--	--	97%	3	--	--
CSET MSE I	3	--	--	98%	1	--	--
CSET MSE II	3	--	--	96%	1	--	--
CSET MSE III	3	--	--	98%	1	--	--
Health Science S* (16)	4	--	--	100%	1	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Industrial + Tech Ed. S* (18)	0	--	--	95%	1	--	--
MSAT (0140 + 0151)	65	65	100%	100%	25	24	96%
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Aggregate	75	75	100%	100%	32	30	94%
Summary Totals and Pass Rate	208	207	100%	99%	94	92	98%

Institution/Program: **University of La Verne**

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 2005-2006 (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 University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

PURPOSES

- To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student’s work place.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students’ opportunities for career success.
- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classrooms not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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

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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
phoenix.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,125	2,109	16
Single Subject Candidates	484	461	23
Education Specialist Candidates			
Totals	2,609	2,570	39

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	764	757	7
Single Subject Candidates	174	164	10
Education Specialist Candidates			
Totals	938	921	17

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	374	374	
In Academic Positions with Rights and Responsibilities	22	22	
In Non-Academic Positions without Rights and Responsibilities	352	352	
Single Subject Programs	374	374	
In Academic Positions with Rights and Responsibilities	22	22	
In Non-Academic Positions without Rights and Responsibilities	352	352	
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	11 :1	11 :1	:1
Single Subject Programs	11 :1	11 :1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	544	544	100%	100%	13	13	100%
Aggregate	544	544	100%	100%	13	13	100%
Professional Knowledge/Pedagogy							
RICA	355	352	99%	98%	5	--	--
Aggregate	355	352	99%	98%	5	--	--
Academic Content Areas							
CSET English I	52	52	100%	100%	3	--	--
CSET English II	52	52	100%	100%	3	--	--
CSET English III	52	52	100%	100%	3	--	--
CSET English IV	52	52	100%	100%	3	--	--
CSET Math I	47	47	100%	100%	0	--	--
CSET Math II	47	47	100%	99%	0	--	--
CSET Math III	10	8	80%	95%	0	--	--
CSET Sci III Bio/Life	25	25	100%	100%	2	--	--
CSET Sci III Chemistry	7	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	6	--	--	100%	0	--	--
CSET Sci IV Bio/Life	4	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	31	31	100%	100%	2	--	--
CSET Science II	31	31	100%	100%	2	--	--
CSET Social Sci I	34	33	97%	99%	1	--	--
CSET Social Sci II	34	34	100%	100%	1	--	--
CSET Social Sci III	34	33	97%	99%	1	--	--
English S* (01)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	174	171	98%	99%	6	--	--
Other Content Areas							
CSET MSE I	335	335	100%	100%	5	--	--
CSET MSE II	335	334	100%	100%	5	--	--
CSET MSE III	335	335	100%	100%	5	--	--
MSAT (0140 + 0151)	9	--	--	98%	0	--	--
Aggregate	344	343	100%	100%	5	--	--
Summary Totals and Pass Rate	545	539	99%	98%	13	13	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Institution/Program: University of Phoenix
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**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 2002-2003 Cohort Update**

Regular Program CompletersAlternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	272	271	100%	100%	0	--	--
Aggregate	272	271	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	272	271	100%	99%	0	--	--
Aggregate	272	271	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	13	12	92%	98%	0	--	--
CSET MSE II	13	10	77%	96%	0	--	--
CSET MSE III	13	12	92%	98%	0	--	--
MSAT (0140 + 0151)	232	231	100%	100%	0	--	--
Aggregate	245	241	98%	100%	0	--	--
Summary Totals and Pass Rate	272	268	99%	99%	0	--	--

Institution/Program: **University of Phoenix**

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 2005-2006
(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 rigorous academic preparation, scholarly inquiry, and professionally supervised field experiences that blend theory and practice. All of our programs carry forth our mission to provide skills in realizing educational equity for all learners, promote social justice, and nurture personal growth through reflection and self-evaluation. We are keenly aware our students will serve a widely diverse student population and they must be well prepared to work toward achieving effectiveness with people from diverse cultural and linguistic backgrounds. Our Preliminary Teacher Credential Preparation Program which is aligned with SB 2042 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 2005-2006

The University of Redlands School of Education is proud of its tradition of academic excellence through its implementation of innovative programs. Its diverse faculty adherence to effective practices that are informed by research and theory, small class size, and infusion of technology, classroom management, and language acquisition-related issues throughout each course and across the curriculum contribute to program excellence. The new school facility allows for student meetings, professor-students conferences, student group projects, and computer work through TaskStream, Blackboard, Powerpoint, Inspiration, and other technological tools.

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 2005-2006

1. Implementation of the CCTC-ETS Teaching Performance Assessment.
2. Including a Language Learning/Diversity course as an additional prerequisite for admission to the preliminary teacher credential program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.redlands.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	133	108	25
Single Subject Candidates	71	37	34
Education Specialist Candidates	0	0	0
Totals	204	145	59

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	133	108	25
Single Subject Candidates	71	37	34
Education Specialist Candidates	0	0	0
Totals	204	145	59

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20	14	0
In Academic Positions with Rights and Responsibilities	3	4	0
In Non-Academic Positions without Rights and Responsibilities	17	10	0
Single Subject Programs	15	14	0
In Academic Positions with Rights and Responsibilities	5	6	0
In Non-Academic Positions without Rights and Responsibilities	10	8	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 : 1	3 : 1	0 : 1
Single Subject Programs	5 : 1	3 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	145	145	100%	100%	59	59	100%
Aggregate	145	145	100%	100%	59	59	100%
Professional Knowledge/Pedagogy							
RICA	106	105	99%	98%	24	23	96%
Aggregate	106	105	99%	98%	24	23	96%
Academic Content Areas							
CSET English I	4	--	--	100%	6	--	--
CSET English II	4	--	--	100%	6	--	--
CSET English III	4	--	--	100%	6	--	--
CSET English IV	4	--	--	100%	6	--	--
CSET Math I	1	--	--	100%	5	--	--
CSET Math II	1	--	--	99%	5	--	--
CSET Math III	0	--	--	95%	3	--	--
CSET Music Subtest I	0	--	--	97%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	4	--	--
CSET Science II	0	--	--	100%	4	--	--
CSET Social Sci I	7	--	--	99%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	99%	0	--	--
CSET Spanish Subtest I	3	--	--	100%	2	--	--
CSET Spanish Subtest II	3	--	--	100%	2	--	--
CSET Spanish Subtest III	3	--	--	100%	2	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	15	15	100%	99%	19	19	100%
Other Content Areas							
CSET MSE I	107	107	100%	100%	25	25	100%
CSET MSE II	107	107	100%	100%	25	25	100%
CSET MSE III	107	107	100%	100%	25	25	100%
CSET Physical Education Subtest I	0	--	--	98%	2	--	--
CSET Physical Education Subtest II	0	--	--	98%	2	--	--
CSET Physical Education Subtest III	0	--	--	98%	2	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	98%	0	--	--
Aggregate	109	109	100%	100%	27	27	100%
Summary Totals and Pass Rate	145	144	99%	98%	59	58	98%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	112	112	100%	100%	73	73	100%
Aggregate	112	112	100%	100%	73	73	100%
Professional Knowledge/Pedagogy							
RICA	92	88	96%	99%	41	41	100%
Aggregate	92	88	96%	99%	41	41	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	3	--	--
Art S* (12)	1	--	--	97%	3	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	3	--	--
Biology S* (04 + 05)	1	--	--	100%	2	--	--
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	97%	1	--	--
CSET English III	0	--	--	97%	1	--	--
CSET English IV	0	--	--	91%	1	--	--
English Praxis II	3	--	--	99%	5	--	--
English S* (01)	4	--	--	100%	6	--	--
Geoscience Praxis II (0433)	0	--	--	94%	2	--	--
Geoscience S* (04 + 07)	1	--	--	96%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	4	--	--
Math S* (02)	0	--	--	100%	4	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	2	--	--
Social Science S* (03)	1	--	--	100%	2	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	97%	1	--	--
Aggregate	8	--	--	98%	22	22	100%
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	4	--	--	98%	0	--	--
CSET MSE II	4	--	--	96%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	33	33	100%	100%	16	16	100%
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	39	39	100%	100%	17	17	100%
Summary Totals and Pass Rate	112	108	96%	99%	73	73	100%

Institution/Program: **University of Redlands**

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 2005-2006
(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 University of San Diego is an independent Catholic institution located in San Diego. The University was founded in 1949 by the Catholic bishop of San Diego and the sisters of the Religious Congregation of the Sacred Heart. In 1972 the colleges and law school merged to form the University of San Diego. Today, the USD is a nationally ranked institution with more than 7,000 undergraduate, graduate and law students. USD includes a School of Leadership and Education Sciences, a College of Arts and Sciences, the Philip Y. Hahn School of Nursing and Health Science, a School of Law, and a School of Business Administration and Engineering. USD offers the Ph.D. (Nursing and Education), the J.D. (Law), the master's degree in twenty-two fields, and undergraduate majors in thirty-five fields. The University of San Diego is committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service. The mission of the School of Leadership and Education Sciences (SOLES) is derived from that of the University. It shares a commitment to principles associated with respect for human dignity. To this end, faculty, students, and staff are dedicated to the pursuit of truth, academic excellence, and a community enriched by a diversity of viewpoints. This commitment manifests itself in a dedication to provide and instill consistent leadership regarding issues of social justice. As a result, faculty infuse all programs and course offerings with values, concepts, and themes that help students become knowledgeable, reflective, ethical, and committed leaders and advocates who improve the lives of others.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The Department of Learning and Teaching within SOLES prepares candidates for a variety of P-12 professional positions including: elementary education (Multiple Subject credential), secondary education (Single Subject credentials), Special education (Level I and Level II education specialist credentials), Masters of Education, Masters of Arts in Teaching, and Doctor of Education. Credential programs are open to both USD undergraduate students and to holders of bachelors degrees. Above all, the department is proud of the attention the faculty give to teaching. Their reputation as outstanding instructors, as well as productive scholars, continues to distinguish them in their fields of specialization and in the educational community. During 2005-2006, the School of Leadership and Education Sciences entered into three new partnerships, with Keiller Leadership Academy, with Los Angeles-based John Tracy Clinic, and with Cherokee Point Elementary School. SOLES continued to work on issues of teaching in the border regions and to strengthen its partnerships with Universidad Pedegógica Nacional and Universidad Iberoamericana in Baja California through joint sponsoring of the annual Border Pedagogy Conference. The Masters in Math, Science, and Technology Education program was created with the support of the National Science Foundation and the Ruben H. Fleet Science Center, and a TESOL specialization was added to the Masters in Literacy, Language and Culture. The School is scheduled to open the 2007-2008 school year in a new state-of-the-art building. The facility will contain observation rooms and fully equipped demonstration classrooms, allowing students to hone their craft in practice settings that permit observation and feedback.

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 2005-2006

The SOLES Department of Learning and Teaching joined the Performance Assessment for California Teachers (PACT) Consortium in Fall 2006. Prior to this time, the SOLES TPA consisted of course-level centerpiece assignments and a summative assessment consisting of the student teaching evaluation and a final portfolio. Looking at program data, faculty saw the need to more closely align the summative assessment with authentic teacher practice. The PACT Teaching Event provides this authentic assessment of best teaching practices. In addition, membership in the consortium provides opportunities to discuss important pre-service education issues and trends with other leaders in teacher education in California. In the Special Education program, the Autism Institute was founded and hosted the first educational conference in January, 2007, and preparation began for CCTC approval for Level II Education Specialist: Deaf and Hard of Hearing program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sandiego.edu/academics/soles/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	83	83	
Single Subject Candidates	54	54	
Education Specialist Candidates	34	20	14
Totals	171	157	14

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	45	45	0
Single Subject Candidates	31	31	0
Education Specialist Candidates	24	10	14
Totals	100	86	14

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	10	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	8	7	10
In Academic Positions with Rights and Responsibilities	1	0	10
In Non-Academic Positions without Rights and Responsibilities	7	7	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 : 1	0 : 1	0 : 1
Single Subject Programs	4 : 1	0 : 1	0 : 1
Education Specialist Programs	4 : 1	4 : 1	4 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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	40	16	640

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	NA
Single Subject Programs	NA
Education Specialist Programs	1-2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	82	82	100%	100%	5	--	--
Aggregate	82	82	100%	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	52	52	100%	98%	4	--	--
Aggregate	52	52	100%	98%	4	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	100%	0	--	--
CSET English IV	6	--	--	100%	0	--	--
CSET Music Subtest I	1	--	--	97%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Social Sci I	5	--	--	99%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	99%	0	--	--
Aggregate	13	13	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	42	42	100%	100%	4	--	--
CSET MSE II	42	42	100%	100%	4	--	--
CSET MSE III	42	42	100%	100%	4	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Aggregate	44	44	100%	100%	4	--	--
Summary Totals and Pass Rate	83	83	100%	98%	5	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	109	109	100%	100%	2	--	--
Aggregate	109	109	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	85	85	100%	99%	2	--	--
Aggregate	85	85	100%	99%	2	--	--
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
English Praxis II	2	--	--	99%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Other Content Areas							
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	20	20	100%	100%	1	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	22	22	100%	100%	1	--	--
Summary Totals and Pass Rate	109	109	100%	99%	2	--	--

Institution/Program: **University of San Diego**

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 2005-2006
(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 education specialist and the multiple and single subject preliminary (SB 2042/1059) credentials with option to add a Bilingual (BCLAD) emphasis. The education specialist credential, in the Learning and Instruction Department, is a two year internship program. The Teacher Education program also provides internship opportunities in the multiple and single subject credential programs. 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 2005-2006

The Mild/Moderate Education Specialist Credential Program, a two-year on-the-job training program, is housed in the Learning and Instruction Department. Curriculum is taught by faculty and doctoral students in Special Education. Instruction is aligned with job demands. Upon completion of the 37-unit credential program, candidates are eligible to earn a Masters degree by completing 6 additional units. On an intern credential, candidates earn a teacher's salary and benefits. Scholarship funds are available (Office of Special Education Programs, AmeriCorps Education Awards program).

The Multiple and Single Subject Preliminary (2042/1059) Credential Program, with option for a Bilingual emphasis (BCLAD in Spanish or Filipino), is housed in the Teacher Education Department. An internship program, similar to the Special Education program, is available. It provides on-the-job training during which candidates earn a teacher's salary and benefits while completing credential requirements. Combined credential/masters programs vary in units depending on the options selected, but typically take two years. Masters options (7) include the Master of Arts in Teaching, Educational Technology, Teaching English as a Second Language, Teaching Reading, and Catholic School Teaching or Catholic School Leadership. 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, AmeriCorps Education Awards 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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.soe.usfca.edu/

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	169	164	5
Single Subject Candidates	134	113	21
Education Specialist Candidates	39	0	39
Totals	342	277	65

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	132	127	5
Single Subject Candidates	108	87	21
Education Specialist Candidates	39	0	39
Totals	279	214	65

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5	5	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	3	3	0
Single Subject Programs	7	7	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	5	5	0
Education Specialist Programs	0	20	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	20	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	32 :1	32 :1	0 :1
Single Subject Programs	32 :1	32 :1	0 :1
Education Specialist Programs	0 :1	32 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	2

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	109	109	100%	100%	34	34	100%
Aggregate	109	109	100%	100%	34	34	100%
Professional Knowledge/Pedagogy							
RICA	64	64	100%	98%	25	24	96%
Aggregate	64	64	100%	98%	25	24	96%
Academic Content Areas							
CSET English I	5	--	--	100%	2	--	--
CSET English II	5	--	--	100%	2	--	--
CSET English III	5	--	--	100%	2	--	--
CSET English IV	5	--	--	100%	2	--	--
CSET Math I	1	--	--	100%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Social Sci I	10	10	100%	99%	1	--	--
CSET Social Sci II	10	10	100%	100%	1	--	--
CSET Social Sci III	10	10	100%	99%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	17	17	100%	99%	4	--	--
Other Content Areas							
CSET MSE I	65	65	100%	100%	23	23	100%
CSET MSE II	65	65	100%	100%	23	23	100%
CSET MSE III	65	65	100%	100%	23	23	100%
MSAT (0140 + 0151)	1	--	--	98%	1	--	--
Aggregate	66	66	100%	100%	24	24	100%
Summary Totals and Pass Rate	109	109	100%	98%	34	33	97%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	122	122	100%	100%	4	--	--
Aggregate	122	122	100%	100%	4	--	--
Professional Knowledge/Pedagogy							
RICA	83	82	99%	99%	4	--	--
Aggregate	83	82	99%	99%	4	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
English Praxis II	9	--	--	99%	0	--	--
English S* (01)	9	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	0	--	--
Math S* (02)	5	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	22	22	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	35	35	100%	100%	0	--	--
Aggregate	35	35	100%	100%	0	--	--
Summary Totals and Pass Rate	122	121	99%	99%	4	--	--

Institution/Program: **University of San Francisco**

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 2005-2006
(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:

MISSION

The mission of the USC Rossier School of Education to improve urban education locally, nationally, and globally. Educators in urban areas face a unique set of challenges, including poverty, density, mobility and immigration, strained social conditions around housing, healthcare and crime, and cultural and linguistic diversity. Urban education takes place within many contexts including prekindergarten through high school, in human services settings, in higher education and in diverse workplace settings.

We seek to transform urban education by:

- Preparing and developing educational leaders who are change agents with a commitment to improving urban education and competencies to address the complex educational and social issues facing urban communities.

- Leading the search for innovative, efficacious, and just solutions to the challenges in urban education by engaging in research on educational practices and policy.

- Creating mutually beneficial partnerships to rethink curriculum, improve educational environments, and develop sound policy.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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.

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 2005-2006

Fully accredited under new state legislation, we continue to add new programs and options to better serve the needs of our teaching candidates and k-12 students in our cooperating schools. An example of this is a renewed focus on our Professional Development Schools, and a clearer articulation of our elementary school-university relationships.

In June 2007, The USC Rossier School of Education begins its fourth cohort of a 13 month, Masters of Arts in Teaching. A post-baccalaureate population will earn a preliminary teaching credential focused on teaching in urban environments. It will include observation and fieldwork throughout the program.

An electronic portfolio system continues to be used by all courses to prove mastery of Professional Preparation standards. Students embed their portfolio into a professional website which will hold artifacts related to mastery of standards. Faculty continues to explore a variety of culminating Teacher Performance Assessments to assure candidate competency and credential eligibility through use of this electronic format.

Currently, USC Rossier School of Education is been rated 27 of the top 50 Schools of Education in the United States. They also have achieved a rating of ninth, nationally, among private universities.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.usc.edu/dept/education/academic/ugte/academic_ugte_program_mat.htm

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	60	60	0
Single Subject Candidates	50	50	0
Education Specialist Candidates	0	0	0
Totals	110	110	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	60	60	0
Single Subject Candidates	50	50	0
Education Specialist Candidates	0	0	0
Totals	110	110	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	11	0	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Single Subject Programs	13	0	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	9	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 Teachers and Full-time Supervisors of Student Teachers During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 : 1	0 : 1	0 : 1
Single Subject Programs	3 : 1	0 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	22	24	528
Single Subject Programs	22	24	528
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	96	96	100%	100%	0	--	--
Aggregate	96	96	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	65	65	100%	98%	0	--	--
Aggregate	65	65	100%	98%	0	--	--
Academic Content Areas							
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Music Subtest I	1	--	--	97%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	99%	0	--	--
Aggregate	8	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	65	65	100%	100%	0	--	--
CSET MSE II	65	65	100%	100%	0	--	--
CSET MSE III	65	65	100%	100%	0	--	--
Aggregate	65	65	100%	100%	0	--	--
Summary Totals and Pass Rate	96	95	99%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	57	57	100%	100%	0	--	--
Aggregate	57	57	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	45	45	100%	99%	0	--	--
Aggregate	45	45	100%	99%	0	--	--
Academic Content Areas							
English Praxis II	2	--	--	99%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	11	11	100%	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Summary Totals and Pass Rate	57	57	100%	99%	0	--	--

Institution/Program: **University of Southern California**

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 2005-2006
(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, MS-BCLAD, Single Subject, Mild/Moderate and Moderate/Severe Disabilities prepare candidates to teach all students in California schools. Single Subject content areas include English, Social Sciences, Mathematics, Sciences, Physical Education, Spanish, Art, 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), teaching literacy and reading, 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 2005-2006

The Multiple Subject program and the Lodi Unified School District with Comprehensive Teacher Education Institute grant funds (CDE funds) continued collaboration for early field experiences, student teaching placements, preparation of cooperation teachers, professional development forums for cooperating teachers and student teachers, and program formative assessment.

The teacher education credential programs developed feedback surveys from cooperating teachers, student teachers, university supervisors, and graduates as teachers one year into their teaching positions. These surveys are being used in place of the CSU survey that we participated with over a three year period. Data from our surveys were used for teacher education program review of courses and experiences. Program faculty started work in spring 2005 on articulation among courses in teacher education to accommodate new assignments, new instructors, and to improve content delivery and field-based experiences. The department researched program data systems and chose "Task Stream" as a multi-media tool for program assessment. Also, the program selected the PACT consortium for the Teaching Performance Assessment system. The faculty planned a pilot for fall semester 2006 for student teachers to use the PACT Teaching Experience and developed signature assignments in four courses for teacher education students.

The Education Specialist Program also developed signature assignments. Work on the English Language Authorization submission to CCTC was completed.

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 2005-2006

Teaching Performance Assessment: The teacher education programs piloted the Performance Assessment for California Teachers (PACT) in the fall semester 2006 with master of education candidates. All student teachers and interns in the spring semester 2007 are completing PACT Teaching Event/Experience protocol, again, as a pilot prior to full implementation targeted for fall semester 2007. Two program faculty will be trained by the PACT consortium to do scoring of the Teaching Event/Experience protocol for literacy and mathematics in April and May 2007. They will be trainers of scorers, such as local classroom teachers and university faculty and supervisors. These scorers will score the PACT Teaching Event/Experience in fall semester 2007 and thereafter. A Teaching Performance Assessment will be required for new candidates after July 1, 2008.

The Curriculum and Instruction department will complete CCTC program standards for the Multiple and Single Subject credentials (Standards 19, 20, and 21), due by January 1, 2008.

The new Biennial Report will be completed according to deadlines for the orange group in the accreditation cycle for CCTC.

Task Stream is being used with teacher education candidates for program signature assignments and for the PACT Teaching Event/Experience.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.pacific.edu/education

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	117	114	3
Single Subject Candidates	99	96	3
Education Specialist Candidates	24	22	2
Totals	240	232	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	29	26	3
Single Subject Candidates	27	24	3
Education Specialist Candidates	7	5	2
Totals	63	55	8

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7	2	0
In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Single Subject Programs	7	3	0
In Academic Positions with Rights and Responsibilities	7	2	0
In Non-Academic Positions without Rights and Responsibilities	0	1	0
Education Specialist Programs	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	27 :1	0 :1
Single Subject Programs	15 :1	27 :1	0 :1
Education Specialist Programs	15 :1	27 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	45	16	720
Single Subject Programs	45	16	720
Education Specialist Programs	45	16	720

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	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 2005-2006**

Test category	Regular Program Completers			Alternate Route Program Completers			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	55	55	100%	100%	8	--	--
Aggregate	55	55	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	30	28	93%	98%	5	--	--
Aggregate	30	28	93%	98%	5	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Social Sci I	0	--	--	99%	1	--	--
CSET Social Sci II	0	--	--	100%	1	--	--
CSET Social Sci III	0	--	--	99%	1	--	--
Aggregate	1	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	30	30	100%	100%	4	--	--
CSET MSE II	29	29	100%	100%	4	--	--
CSET MSE III	30	30	100%	100%	4	--	--
Aggregate	30	30	100%	100%	4	--	--
Summary Totals and Pass Rate	55	53	96%	98%	8	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

Institution/Program: University of the Pacific
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**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	57	57	100%	100%	20	20	100%
Aggregate	57	57	100%	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	46	44	96%	99%	2	--	--
Aggregate	46	44	96%	99%	2	--	--
Academic Content Areas							
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	8	--	--	100%	2	--	--
Aggregate	9	--	--	100%	2	--	--
Summary Totals and Pass Rate	57	55	96%	99%	20	20	100%

Institution/Program: **University of the Pacific**

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 2005-2006
(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 under SB 2042 guidelines to offer a Multiple Subject Credential, Single Subject Credential and a CLAD Certificate. Eligible students may apply their Vanguard University (VU) credential coursework, CLAD Certificate coursework, or district induction work 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 is to provide a supportive, reflective learning community in which teachers develop the professional relationships, skills, and knowledge base necessary to empower ALL students to reach their highest potential. This program integrates vibrant Christian faith with all facets of learning and life.

A former Superintendent of Schools of a large urban district in Orange County 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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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 (such as Newport Mesa Unified, Santa Ana Unified, Anaheim City, Saddleback Unified and Capistrano Unified 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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.graded.vanguard.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
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	0
Single Subject Candidates	14	14	0
Education Specialist Candidates	0	0	0
Totals	45	45	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	31	31	0
Single Subject Candidates	14	14	0
Education Specialist Candidates	0	0	0
Totals	45	45	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Single 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
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	0 :1	0 :1
Single Subject Programs	18 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	14	420
Single Subject Programs	25	16	400
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			Pass rate
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	
Basic Skills							
CBEST	45	45	100%	100%	0	--	--
Aggregate	45	45	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	31	31	100%	98%	0	--	--
Aggregate	31	31	100%	98%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Social Sci I	3	--	--	99%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	99%	0	--	--
Aggregate	7	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	31	31	100%	100%	0	--	--
CSET MSE II	31	31	100%	100%	0	--	--
CSET MSE III	31	31	100%	100%	0	--	--
Aggregate	31	31	100%	100%	0	--	--
Summary Totals and Pass Rate	45	45	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	51	51	100%	100%	0	--	--
Aggregate	51	51	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	43	43	100%	99%	0	--	--
Aggregate	43	43	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	98%	0	--	--
CSET MSE II	1	--	--	96%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
MSAT (0140 + 0151)	24	24	100%	100%	0	--	--
Aggregate	25	25	100%	100%	0	--	--
Summary Totals and Pass Rate	51	51	100%	99%	0	--	--

Institution/Program: Vanguard University of Southern California

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **Western Governor's University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Western Governors University (WGU) is the only regionally accredited university in the U.S. offering competency-based, online degrees. WGU was founded by the governors of 11 western states (a number that has since grown to 19 member states) who anticipated the potential of distance learning technologies to assist in addressing one of their most pressing problems—rapid population growth confronted by limited public funds for educational services. The university was incorporated in 1997 and enrolled its first degree-seeking candidates in 1999. The Teachers College enrolled its first candidates in March of 2003, and has as a consistent element of its mission to be a truly national college of education, providing avenues for certification in all 50 states and the District of Columbia.

Institutional Vision and Mission

Western Governors University's vision is to deliver exemplary, lower-cost higher education opportunities; and, as a result, be recognized as the premier competency-based, online, and truly national university.

The mission of Western Governors University is to improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time and place and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

The Bachelor of Arts in Interdisciplinary Studies builds logically on the University's general education foundation. Currently, the program is approved for initial licensure in AZ, CA, NM, TN, and UT. Over the past eighteen months, the program has gained acceptance in 19 additional states. As a result, through these program agreements and additional reciprocity agreements with other states, students matriculated in the elementary education pre-K – 8 B.A. degree programs are eligible for initial teacher licensure either through acceptance/approval or reciprocity in 48 of the US, Washington, DC and Guam. The path students take to licensure is carefully monitored by WGU-TC staff to assure that it is the most cost-effective and least duplicative for the student. It typically takes an additional two to four months following program graduation for students to receive initial licensure (due to state processing requirements). Reciprocity takes longer.

Our assessment items are of two types: 1) objective test items for comprehensive competency exams, and 2) performance tasks. The faculty helped to rewrite performance tasks, realign aspects of the grading rubrics and identify learning resources for sourcing the tasks. We hired outside writers to help our faculty write objective assessment items and align them to resources. Over the course of these six months, we will write, review and edit more than 1500 juried test items to flesh out our database while increasing our item pool. We apply a robust, multi-level review process of style, content, and contextual fit to all items we develop. This resulting increased item pool will enable multiple versions of each assessment that can be provided for our students.

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 2005-2006

Many challenges face us in the degree programs as we address credentialing and licensing students that complete our academic programs. Most universities license students in one state. We are working to license in all fifty states. Placing and supervising students wishing to certify in all fifty states (not to mention constant pressure to offer Demonstration Teaching experiences outside the fifty states) is a constant challenge to Teachers College staff. We are challenged on a daily basis to keep our processes up to date, require the appropriate assessments, and to keep the licensure processes as simple as possible for WGU students. Managing the many individual state requirements has required the addition of staff to the administrative arm of the Teachers College.

Perhaps the greatest challenge in the degree programs is articulating the nature of the program to prospective students. Student survey results indicate that students often find the programs confusing and they don't always know what to do next. Students enter WGU degree programs with an unreasonable sense of the time commitment one must make in order to complete their degrees and gain initial certification within 48 months (the traditional time to completion expectation for bachelor degree programs). Another area of frustration for students is the twelve-week requirement for Demonstration Teaching. Adult students with full-time jobs and family obligations have a difficult time quitting their jobs in order to complete this requirement.

The location of additional learning resources in the key curriculum areas of Precalculus, Calculus, and Linear Algebra remains a challenge for the mathematics faculty. We have made important progress in these areas.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.wgu.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	284	142	142
Single Subject Candidates	282	141	141
Education Specialist Candidates			
Totals	566	283	283

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	22	11	11
Single Subject Candidates	20	10	10
Education Specialist Candidates			
Totals	42	21	21

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4	4	
In Academic Positions with Rights and Responsibilities	4	4	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	4	4	
In Academic Positions with Rights and Responsibilities	4	4	
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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2.75 :1	2.75 :1	:1
Single Subject Programs	2.50 :1	2.50 :1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40		
Single Subject Programs	40		
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	.5 (6 months)
Single Subject Programs	.5 (6 months)
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	23	23	100%	100%	2	--	--
Aggregate	23	23	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	98%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Summary Totals and Pass Rate	23	23	100%	98%	2	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate

Institution/Program: **Western Governor's University**

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 2005-2006
(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 Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

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.

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 2005-2006

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.westmont.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	11	11	0
Single Subject Candidates	5	5	0
Education Specialist Candidates	0	0	0
Totals	16	16	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	11	11	0
Single Subject Candidates	5	5	0
Education Specialist Candidates	0	0	0
Totals	16	16	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	0 :1	0 :1
Single Subject Programs	15 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	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 2005-2006

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 2005-2006**

Test category	<u>Regular Program Completers</u>			<u>Alternate Route Program Completers</u>			
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	15	15	100%	100%	0	--	--
Aggregate	15	15	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	98%	0	--	--
Aggregate	11	11	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	11	11	100%	100%	0	--	--
CSET MSE II	11	11	100%	100%	0	--	--
CSET MSE III	11	11	100%	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Summary Totals and Pass Rate	15	15	100%	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller 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 2002-2003 Cohort Update**

Regular Program CompletersAlternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	13	13	100%	100%	0	--	--
Aggregate	13	13	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Summary Totals and Pass Rate	13	13	100%	99%	0	--	--

Institution/Program: **Westmont College**

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 2005-2006
(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 teacher credential preparation programs: (1) Multiple Subject and (2) Single Subject.

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 one's 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 2005-2006

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.

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 2005-2006

All multiple subject and single subjects credential candidates have been transitioned into the SB2042 credential program. Both MS and SS preliminary credential programs have been reconfigured to meet new SB2042 standards, which feature embedded Teacher Performance Assessment (TPA) practice in most courses, enhanced curriculum and pedagogy coursework, and new coursework in working with special populations and promoting students' health and safety. A focus on technology continues to be emphasized in all coursework. Partnerships with local school district capitalize on using National Board Certified teachers as adjunct faculty and/or master teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.whittier.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	71	69	2
Single Subject Candidates	48	33	15
Education Specialist Candidates			
Totals	119	102	17

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	30	28	2
Single Subject Candidates	23	8	15
Education Specialist Candidates			
Totals	53	36	17

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8	1	
In Academic Positions with Rights and Responsibilities	2	0	
In Non-Academic Positions without Rights and Responsibilities	6	1	
Single Subject Programs	8	11	
In Academic Positions with Rights and Responsibilities	0	1	
In Non-Academic Positions without Rights and Responsibilities	8	10	
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1	2 :1	:1
Single Subject Programs	2 :1	2 :1	:1
Education Specialist Programs	: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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	30	15	450
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	35	35	100%	100%	16	16	100%
Aggregate	35	35	100%	100%	16	16	100%
Professional Knowledge/Pedagogy							
RICA	27	27	100%	98%	2	--	--
Aggregate	27	27	100%	98%	2	--	--
Academic Content Areas							
CSET Art Subtest I	0	--	--	100%	1	--	--
CSET Art Subtest II	0	--	--	100%	1	--	--
CSET English I	0	--	--	100%	5	--	--
CSET English II	0	--	--	100%	5	--	--
CSET English III	0	--	--	100%	5	--	--
CSET English IV	0	--	--	100%	5	--	--
CSET Math I	1	--	--	100%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	1	--	--
CSET Science II	2	--	--	100%	1	--	--
CSET Social Sci I	0	--	--	99%	1	--	--
CSET Social Sci II	0	--	--	100%	1	--	--
CSET Social Sci III	0	--	--	99%	1	--	--
Aggregate	3	--	--	99%	9	--	--
Other Content Areas							
CSET MSE I	27	27	100%	100%	2	--	--
CSET MSE II	27	27	100%	100%	2	--	--
CSET MSE III	27	27	100%	100%	2	--	--
Phys. Educ. Praxis Test II	0	--	--	94%	1	--	--
Physical Education S* (09)	0	--	--	100%	1	--	--
Aggregate	27	27	100%	100%	3	--	--
Summary Totals and Pass Rate	35	35	100%	98%	16	16	100%

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

Regular Program Completers

Alternate Route Program Completers

	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
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Basic Skills							
CBEST	29	29	100%	100%	39	39	100%
Aggregate	29	29	100%	100%	39	39	100%
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	29	29	100%
Aggregate	16	16	100%	99%	29	29	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	1	--	--
Art S* (12)	1	--	--	97%	1	--	--
English Praxis II	1	--	--	99%	1	--	--
English S* (01)	1	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	1	--	--
Social Science S* (03)	1	--	--	100%	1	--	--
Aggregate	3	--	--	98%	4	--	--
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	14	14	100%
Aggregate	5	--	--	100%	14	14	100%
Summary Totals and Pass Rate	29	29	100%	99%	39	39	100%

Institution/Program: **Whittier College**

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 2005-2006
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

Institution/Program: **William Jessup University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

We seek to:

- * empower candidates with vocational and interpersonal confidence and competence demonstrated by the candidate's ability to deliver curriculum compliant with state and federal standards and produce lessons that support significant academic growth, allowing students to reach and exceed grade level skill expectations,
- * develop specific character attributes in the candidates that will reflect their faith in the Bible, Jesus Christ, the Church, others, and self, demonstrated by the longevity of the candidate's teaching career and evidence of their successful community leadership, and the candidate's ability to motivate their students to become active and enthusiastic engravers of their own lives and character, and
- * instill the love of knowledge and wisdom gained from all cultures and ages, demonstrated by the candidate's efforts to fulfill the spirit and law of the No Child Left Behind policies.

William Jessup University's Credentials with Character (CWC) program is fully compliant with SB2042 and offered in both four-year undergraduate and three-semester post-baccalaureate formats. In the undergraduate format, the student completes a bachelor of arts degree with a major in liberal studies and a minor in Bible and theology concurrent with requirements leading to a recommendation for a California preliminary multiple subject teaching credential.

For those already possessing a regionally-accredited bachelor's degree, the CWC program is offered in a post-baccalaureate format. The program consists of 34 units to be completed in three or more semesters including three

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2005-2006

Program distinctives include:

- * Christ-centered, faith-based courses
- * Character development
- * Experienced, highly educated faculty
- * Smaller classes
- * Personalized advising
- * Accessible credential analyst
- * Ample fieldwork opportunities in local school districts
- * Annual job fair
- * High placement rate in public and private schools

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 2005-2006

In order to improve transferability into the Credentials with Character undergraduate program, articulation agreements with area community colleges have been developed and posted on the www.jessup.edu website.

Additional TPA assessors were trained and calibrated to provide authentic input for program enhancement.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.jessup.edu

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2005-2006
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	11	11	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	11	11	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2005-2006

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	11	11	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	11	11	0

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2005-2006
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3	0	0
In Academic Positions with Rights and Responsibilities	3	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 Teachers and Full-time Supervisors of Student Teachers
During 2005-2006*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 : 1	0 : 1	0 : 1
Single Subject Programs	0 : 1	0 : 1	0 : 1
Education Specialist Programs	0 : 1	0 : 1	0 : 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.

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2005-2006

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	33	10	330
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2005-2006

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

**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 2005-2006**

Test category	<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
	Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate
Basic Skills							
CBEST	6	--	--	100%	0	--	--
Aggregate	6	--	--	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	6	--	--	98%	0	--	--
Aggregate	6	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	6	--	--	100%	0	--	--
CSET MSE II	6	--	--	100%	0	--	--
CSET MSE III	6	--	--	100%	0	--	--
Aggregate	6	--	--	100%	0	--	--
Summary Totals and Pass Rate	6	--	--	98%	0	--	--

Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.

**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 2002-2003 Cohort Update**

<u>Regular Program Completers</u>				<u>Alternate Route Program Completers</u>		
Number Tested	Number Passed	Pass rate	Statewide Pass rate	Number Tested	Number Passed	Pass rate

Institution/Program: William Jessup University

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.