Institutional Report of Teacher Preparation Programs in 2006-2007
(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 2006-2007

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 postively 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.

Institution/Program: **Alliant 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 2006-2007

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 as well as the Education Specialist: Mild/Moderate Disabiities Levels I and II for 2007-08. 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/

Institution/Program: **Alliant International University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	13	29
Single Subject Candidates	89	25	64
Education Specialist Candidates	0	0	0
Totals	131	38	93

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	36	8	28
Single Subject Candidates	71	11	60
Education Specialist Candidates	0	0	0
Totals	107	19	88

Institution/Program: **Alliant International University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**4**	**10**	**0**
In Academic Positions with Rights and Responsibilities	4	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**3**	**19**	**0**
In Academic Positions with Rights and Responsibilities	3	19	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :1	3 :1	0 :1
Single Subject Programs	4 :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.*

Institution/Program: **Alliant International University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Alliant International University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	14	14	100%	100%	31	31	100%
Aggregate	14	14	100%	100%	31	31	100%
Professional Knowledge/Pedagogy							
RICA	5	--	--	98%	15	15	100%
Aggregate	5	--	--	98%	15	15	100%
Academic Content Areas							
CSET English I	2	--	--	100%	6	--	--
CSET English II	2	--	--	100%	6	--	--
CSET English III	2	--	--	100%	6	--	--
CSET English IV	2	--	--	100%	6	--	--
CSET Math I	2	--	--	99%	2	--	--
CSET Math II	2	--	--	99%	2	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Science I	0	--	--	100%	3	--	--
CSET Science II	0	--	--	99%	3	--	--
CSET Social Sci I	1	--	--	99%	2	--	--
CSET Social Sci II	1	--	--	100%	2	--	--
CSET Social Sci III	1	--	--	100%	2	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	7	--	--	99%	14	14	100%
Other Content Areas							
CSET MSE I	5	--	--	100%	15	15	100%
CSET MSE II	5	--	--	100%	15	15	100%
CSET MSE III	5	--	--	100%	15	15	100%
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
Aggregate	6	--	--	100%	15	15	100%
Summary Totals and Pass Rate	14	14	100%	99%	31	31	100%

[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.*

Institution/Program: Alliant International University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	44	44	100%	100%	19	19	100%
Aggregate	44	44	100%	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	24	24	100%	99%	3	--	--
Aggregate	24	24	100%	99%	3	--	--
Academic Content Areas							
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	99%	1	--	--
CSET English IV	6	--	--	99%	1	--	--
CSET Math I	0	--	--	99%	3	--	--
CSET Math II	0	--	--	99%	3	--	--
CSET Math III	0	--	--	84%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	4	--	--
CSET Science II	2	--	--	100%	4	--	--
CSET Social Sci I	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
English Praxis II	0	--	--	100%	2	--	--
English S* (01)	0	--	--	100%	3	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Math S* (02)	1	--	--	100%	2	--	--
Music Praxis II (0111 + 0112)	2	--	--	100%	0	--	--
Music S* (13)	2	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Aggregate	17	17	100%	98%	14	14	100%
Other Content Areas							
Business S* (15)	1	--	--	96%	0	--	--
CSET MSE I	7	--	--	100%	2	--	--
CSET MSE II	7	--	--	100%	2	--	--
CSET MSE III	7	--	--	100%	2	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	10	10	100%	100%	1	--	--
Aggregate	19	19	100%	100%	3	--	--
Summary Totals and Pass Rate	45	45	100%	99%	19	19	100%

[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.*

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 2006-2007
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Antioch University Southern California**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master of Arts in Education and Teacher Credentialing Program (MAE/TC) at Antioch University Southern California prepares 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 2006-2007

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.

Institution/Program: **Antioch University Southern California**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

The program began offering an Educational Specialist credential mild to moderate, Level I.

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

Institution/Program: **Antioch University Southern California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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			
Education Specialist Candidates			
Totals	45	45	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

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

Institution/Program: **Antioch University Southern California**

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

Number of Supervising Teachers During 2006-2007
(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	4		
In Non-Academic Positions without Rights and Responsibilities	6		
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10 :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.*

Institution/Program: **Antioch University Southern California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28	20	560
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Antioch University Southern California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	24	24	100%	100%	0	--	--
Aggregate	24	24	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	24	24	100%	98%	0	--	--
Aggregate	24	24	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	23	23	100%	100%	0	--	--
CSET MSE II	23	23	100%	100%	0	--	--
CSET MSE III	23	23	100%	100%	0	--	--
Aggregate	23	23	100%	100%	0	--	--
Summary Totals and Pass Rate	24	24	100%	99%	0	--	--

[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.*

Institution/Program: **Antioch University Southern California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	41	41	100%	100%	0	--	--
Aggregate	41	41	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	41	41	100%	99%	0	--	--
Aggregate	41	41	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	29	29	100%	100%	0	--	--
CSET MSE II	29	29	100%	100%	0	--	--
CSET MSE III	29	29	100%	100%	0	--	--
MSAT (0140 + 0151)	9	--	--	100%	0	--	--
Aggregate	38	38	100%	100%	0	--	--
Summary Totals and Pass Rate	41	41	100%	99%	0	--	--

[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.*

Institution/Program: **Antioch University 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 2006-2007
(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 2006-2007

The Argosy University 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 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. The Argosy University 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.

Institution/Program: **Argosy 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 2006-2007

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.argosy.edu

Institution/Program: **Argosy University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	14	14	0
Single Subject Candidates	12	12	0
Education Specialist Candidates	0	0	0
Totals	26	26	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	4	4	0
Single Subject Candidates	7	7	0
Education Specialist Candidates	0	0	0
Totals	11	11	0

Institution/Program: **Argosy University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Single Subject 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
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :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.*

Institution/Program: **Argosy University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	150
Single Subject Programs	30	15	150
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Argosy 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	46	45	98%	100%	0	--	--
Aggregate	46	45	98%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	15	15	100%	98%	0	--	--
Aggregate	15	15	100%	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	4	--	--	99%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	2	--	--	96%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	5	--	--	99%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
CSET Spanish Subtest I	2	--	--	99%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	19	15	79%	99%	0	--	--
Other Content Areas							
CSET Health Subtest I	3	--	--	97%	0	--	--
CSET Health Subtest II	3	--	--	100%	0	--	--
CSET Health Subtest III	3	--	--	100%	0	--	--
CSET MSE I	16	16	100%	100%	0	--	--
CSET MSE II	16	15	94%	100%	0	--	--
CSET MSE III	16	15	94%	100%	0	--	--
Aggregate	19	17	89%	100%	0	--	--
Summary Totals and Pass Rate	46	40	87%	99%	0	--	--

[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.*

Institution/Program: **Argosy 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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**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	10	10	100%	99%	0	--	--
Aggregate	10	10	100%	99%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	4	--	--	100%	0	--	--
CSET MSE II	4	--	--	100%	0	--	--
CSET MSE III	4	--	--	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
Aggregate	6	--	--	100%	0	--	--
Summary Totals and Pass Rate	15	15	100%	99%	0	--	--

[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.*

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 2006-2007
(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 (APU) is an evangelical Christian University that is located in the City of Azusa in the San Gabriel Valley northeast of Los Angeles. APU has been committed to "God First" and excellence in higher education for over 100 years. The University, through the School of Education, has been educating teachers in state-approved programs since 1963. The University currently offers a B.A. in Liberal Studies and an accelerated B.A. in Human Development, both of which prepare future multiple subject and special education teachers for CSET and the professional teacher education program. Eight state-approved undergraduate subject matter programs are offered as preparation for future highly qualified single subject teachers.

Traditional and intern programs are offered in a convenient late afternoon/evening nine week term format for Multiple Subject, Single Subject, and Special Education Mild/Moderate teacher preparation. Teacher credentialing programs are offered on the Azusa Campus and seven regional centers located in Southern California. Of the graduate student population, 63% are female, 35% ethnic minorities and seven percent are international students that reflect the ethnic and linguistic diversity of the school districts in which the future teachers will serve.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

Azusa Pacific University is regionally accredited by WASC and was reaccredited this past year by the Commission on Teacher Credentialing (CTC) and the National Council on the Accreditation of Teacher Education (NCATE) for a full seven years. Full-time, part-time (50% percent contracts), and adjunct faculty in the Teacher Education Programs at APU represents a broad range of educational experience and expertise.

Adjunct faculty are working professionals who provide significant expertise for programs in which they teach and bring current "real world" issues and solutions to the classroom. They work with full-time faculty and are supported with on-going professional development. Adjuncts provide quality instruction that candidates' rate highly for excellence of instruction commensurate with rating for full-time faculty.

The Conceptual framework for the School of Education states that we desire to produce teacher candidates who are ethical, responsive, and informed practitioners. To achieve this objective we assess our candidates from admission to graduation on disposition, subject matter knowledge, and pedagogy. As early adopters of the California Teacher Performance Assessment (TPA), we have successfully infused assessment of all these areas into our curriculum.

Institution/Program: **Azusa Pacific University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

The implementation of the TPA across all regional centers was accomplished within the last academic year. The teacher education programs continue to use summative data from the TPA to implement program improvement. A second major initiative that the Department of Teacher Education is undertaking for the next academic year is collaboration with the College of Arts and Sciences at APU in developing more subject matter waiver programs for prospective teachers as a way to recruit more mathematics and science teacher candidates. We will collaborate with Arts and Sciences in faculty development and across program course development.

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

Institution/Program: **Azusa Pacific University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	522	377	145
Single Subject Candidates	413	127	286
Education Specialist Candidates	495	83	412
Totals	1,430	587	843

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	304	219	85
Single Subject Candidates	159	59	100
Education Specialist Candidates	169	25	144
Totals	632	303	329

Institution/Program: **Azusa Pacific University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**48**	**32**	**0**
In Academic Positions with Rights and Responsibilities	10	5	0
In Non-Academic Positions without Rights and Responsibilities	38	27	0
Single Subject Programs	**27**	**28**	**0**
In Academic Positions with Rights and Responsibilities	5	4	0
In Non-Academic Positions without Rights and Responsibilities	22	24	0
Education Specialist Programs	**17**	**34**	**0**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	13	30	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	3 :1	0 :1
Single Subject Programs	4 :1	3 :1	0 :1
Education Specialist Programs	3 :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.*

Institution/Program: **Azusa Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Azusa Pacific University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	336	336	100%	100%	240	239	100%
Aggregate	336	336	100%	100%	240	239	100%
Professional Knowledge/Pedagogy							
RICA	257	252	98%	98%	151	150	99%
Aggregate	257	252	98%	98%	151	150	99%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	3	--	--
CSET Art Subtest II	1	--	--	100%	3	--	--
CSET English I	9	--	--	100%	17	17	100%
CSET English II	9	--	--	100%	17	17	100%
CSET English III	9	--	--	100%	17	17	100%
CSET English IV	9	--	--	100%	17	17	100%
CSET Math I	9	--	--	99%	12	12	100%
CSET Math II	9	--	--	99%	12	12	100%
CSET Math III	4	--	--	96%	3	--	--
CSET Music Subtest I	0	--	--	100%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	5	--	--	100%	7	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	96%	1	--	--
CSET Science I	7	--	--	100%	7	--	--
CSET Science II	7	--	--	99%	7	--	--
CSET Social Sci I	15	15	100%	99%	6	--	--
CSET Social Sci II	15	15	100%	100%	6	--	--
CSET Social Sci III	15	15	100%	100%	6	--	--
CSET Spanish Subtest I	1	--	--	99%	5	--	--
CSET Spanish Subtest II	1	--	--	100%	5	--	--
CSET Spanish Subtest III	1	--	--	100%	5	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	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	42	42	100%	99%	55	55	100%
Other Content Areas							
CSET Health Subtest I	1	--	--	97%	2	--	--
CSET Health Subtest II	1	--	--	100%	2	--	--
CSET Health Subtest III	1	--	--	100%	2	--	--
CSET MSE I	246	246	100%	100%	120	120	100%
CSET MSE II	246	246	100%	100%	119	119	100%
CSET MSE III	246	246	100%	100%	119	119	100%
CSET Physical Education Subtest I	1	--	--	100%	3	--	--
CSET Physical Education Subtest II	1	--	--	98%	3	--	--
CSET Physical Education Subtest III	1	--	--	100%	3	--	--
Health Science S* (16)	0	--	--	100%	10	10	100%
Home Economics S* (17)	0	--	--	100%	1	--	--

[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.*

Institution/Program: Azusa Pacific University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	477	476	100%	100%	358	358	100%
Aggregate	477	476	100%	100%	358	358	100%
Professional Knowledge/Pedagogy							
RICA	253	251	99%	99%	341	337	99%
Aggregate	253	251	99%	99%	341	337	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	5	--	--	100%	0	--	--
Biology S* (04 + 05)	5	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET English I	13	13	100%	100%	2	--	--
CSET English II	13	13	100%	100%	2	--	--
CSET English III	13	13	100%	99%	2	--	--
CSET English IV	13	13	100%	99%	2	--	--
CSET Math I	7	--	--	99%	2	--	--
CSET Math II	7	--	--	99%	2	--	--
CSET Math III	2	--	--	84%	1	--	--
CSET Sci III Bio/Life	8	--	--	100%	1	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	12	12	100%	100%	1	--	--
CSET Science II	12	12	100%	100%	1	--	--
CSET Social Sci I	14	13	93%	100%	0	--	--
CSET Social Sci II	14	13	93%	100%	0	--	--
CSET Social Sci III	14	13	93%	100%	0	--	--
English Praxis II	10	10	100%	100%	1	--	--
English S* (01)	13	13	100%	100%	1	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	6	--	--	100%	0	--	--
Math S* (02)	6	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	1	--	--
Music S* (13)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	98%	0	--	--
Social Science S* (03)	8	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	100%	0	--	--
Aggregate	87	84	97%	98%	7	--	--
Other Content Areas							
Business S* (15)	6	--	--	96%	1	--	--
CSET MSE I	109	108	99%	100%	125	124	99%
CSET MSE II	109	108	99%	100%	125	121	97%
CSET MSE III	109	107	98%	100%	125	124	99%
Health Science S* (16)	27	26	96%	100%			

[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.*

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 2006-2007
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Bethany University**

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 university, 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 2006-2007

During the 2006-2007 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.

Institution/Program: **Bethany 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 2006-2007

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

Institution/Program: **Bethany University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	28	5
Single Subject Candidates	22	17	5
Education Specialist Candidates	0	0	0
Totals	55	45	10

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	15	10	5
Single Subject Candidates	7	2	5
Education Specialist Candidates			
Totals	22	12	10

Institution/Program: **Bethany University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**		**4**
In Academic Positions with Rights and Responsibilities	2		1
In Non-Academic Positions without Rights and Responsibilities	7		3
Single Subject Programs	**5**		**3**
In Academic Positions with Rights and Responsibilities	2		2
In Non-Academic Positions without Rights and Responsibilities	3		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 2006-2007*

	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.*

Institution/Program: **Bethany University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Bethany 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	14	14	100%	100%	8	--	--
Aggregate	14	14	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	10	10	100%	98%	4	--	--
Aggregate	10	10	100%	98%	4	--	--
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	0	--	--	99%	1	--	--
CSET Math II	0	--	--	99%	1	--	--
CSET Math III	0	--	--	96%	1	--	--
CSET Music Subtest I	0	--	--	100%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Social Sci I	0	--	--	99%	1	--	--
CSET Social Sci II	0	--	--	100%	1	--	--
CSET Social Sci III	0	--	--	100%	1	--	--
Aggregate	4	--	--	99%	4	--	--
Other Content Areas							
CSET MSE I	9	--	--	100%	4	--	--
CSET MSE II	9	--	--	100%	4	--	--
CSET MSE III	9	--	--	100%	4	--	--
Aggregate	9	--	--	100%	4	--	--
Summary Totals and Pass Rate	14	14	100%	99%	8	--	--

[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.*

Institution/Program: **Bethany 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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**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	20	20	100%	99%	0	--	--
Aggregate	20	20	100%	99%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	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	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	6	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	100%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
MSAT (0140 + 0151)	7	--	--	100%	0	--	--
Aggregate	17	17	100%	100%	0	--	--
Summary Totals and Pass Rate	26	26	100%	99%	0	--	--

[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.*

Institution/Program: **Bethany 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 2006-2007
(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 School of Education strives to fulfill its vision to equip a generation of influential educators focused on God's calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God. For several decades, Biola's School of Education (formerly 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, Biola's teaching credential candidates are offered the opportunity to complete a portion of their student teaching field practicum in a variety of overseas school settings. Through a variety of field placements and challenging coursework, candidates 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 2006-2007

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 credential candidates and provide individual assistance and support throughout the program. Biola University's School 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 candidates 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, candidates 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 candidates while impacting local schools. These experiences have given our candidates 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.

Institution/Program: **Biola University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

1. The Department of Education became the seventh school of Biola University in Fall 2007.

2. Teacher Preparation faculty met regularly over the course of two semesters and revised teacher preparation coursework scope and sequence to address gaps and redundencies.

3. Increased the minimum passing scores on all four TPA tasks within the sequence of Biola's teacher preparation coursework.

4. Implemented a Code of Honor for candidates to submit with each TPA task. This ensures that candidates understand the appropriate and inappropriate support practices for completing their TPA tasks.

5. Improved remediation procedure for candidates whose score does not meet the minimum requirement on any TPA task through a series of individualized mentoring sessions.

6. Renovation of Biola University's School of Education website to provide a more user-friendly vehicle for prospective and current candidates.

7. Student Teaching Field Placement Coordinator dedicates one day per month to visiting local partnership districts and school sites to facilitate stronger relationships and communication with administrators, principals and master teachers.

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

Institution/Program: **Biola University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	199	199	0
Single Subject Candidates	118	114	4
Education Specialist Candidates	0	0	0
Totals	317	313	4

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	53	53	0
Single Subject Candidates	23	19	4
Education Specialist Candidates	0	0	0
Totals	76	72	4

Institution/Program: **Biola University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**	**0**	**0**
In Academic Positions with Rights and Responsibilities	13	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**5**	**1**	**0**
In Academic Positions with Rights and Responsibilities	5	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 2006-2007*

	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.*

Institution/Program: **Biola University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Biola University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	72	72	100%	100%	3	--	--
Aggregate	72	72	100%	100%	3	--	--
Professional Knowledge/Pedagogy							
RICA	52	51	98%	98%	0	--	--
Aggregate	52	51	98%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
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	3	--	--	99%	1	--	--
CSET Math II	3	--	--	99%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Social Sci I	3	--	--	99%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	2	--	--
Other Content Areas							
CSET MSE I	43	43	100%	100%	0	--	--
CSET MSE II	43	43	100%	100%	0	--	--
CSET MSE III	43	43	100%	100%	0	--	--
Aggregate	43	43	100%	100%	0	--	--
Summary Totals and Pass Rate	72	71	99%	99%	3	--	--

[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.*

Institution/Program: Biola University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	82	82	100%	100%	0	--	--
Aggregate	82	82	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	56	56	100%	99%	0	--	--
Aggregate	56	56	100%	99%	0	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	99%	0	--	--
CSET English IV	4	--	--	99%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Aggregate	10	10	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	6	--	--	100%	0	--	--
CSET MSE II	6	--	--	100%	0	--	--
CSET MSE III	6	--	--	100%	0	--	--
MSAT (0140 + 0151)	12	12	100%	100%	0	--	--
Aggregate	18	18	100%	100%	0	--	--
Summary Totals and Pass Rate	82	82	100%	99%	0	--	--

[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.*

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 2006-2007
(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 Metcalf 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 Metcalf 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 Metcalf 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 (stand alone), Mild/Moderate Level II, Moderate/Severe Level I, and Moderate/Severe Level II. 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 2006-2007

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 responsibilites 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 Compentence Assessment (RICA) are provided for them.
- A dual credential option combines elementary and special education preparations for Mild/Moderate candidates.
- Admission into the teaching 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.

Institution/Program: California Baptist University

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

New additions to the overall offerings include an Education Specialist: Mild/Moderate Disabilities internship (December 2006).

New program documents for the English Learner (EL) authorization for the Education Specialist: Mild/Moderate and Moderate Severe were approved by the Commission in June 2007. The Education Specialist: Moderate/Severe Level II program was approved by the Commission in June 2007.

New California assessment Standards 19-21 were approved in 2007. The implementation of the California TPAs is the assessment tool that has been used to address standards 19-21. Cal TPAs are used to assess student proficiency during and at the end of a credential candidate's program. Credential candidates complete professional electronic portfolios using LiveText.

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

Institution/Program: **California Baptist University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	95	79	16
Single Subject Candidates	71	46	25
Education Specialist Candidates	111	88	23
Totals	277	213	64

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	78	71	7
Single Subject Candidates	30	18	12
Education Specialist Candidates	24	20	4
Totals	132	109	23

Institution/Program: **California Baptist University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**25**	**9**	**0**
In Academic Positions with Rights and Responsibilities	25	9	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**17**	**7**	**0**
In Academic Positions with Rights and Responsibilities	17	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**12**	**5**	**0**
In Academic Positions with Rights and Responsibilities	12	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **California Baptist University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **California Baptist University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	109	109	100%	100%	10	10	100%
Aggregate	109	109	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	82	77	94%	98%	4	--	--
Aggregate	82	77	94%	98%	4	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	2	--	--
CSET English II	3	--	--	100%	2	--	--
CSET English III	3	--	--	100%	2	--	--
CSET English IV	3	--	--	100%	2	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	99%	1	--	--
CSET Social Sci II	1	--	--	100%	1	--	--
CSET Social Sci III	1	--	--	100%	1	--	--
Aggregate	9	--	--	99%	3	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	97%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	83	83	100%	100%	4	--	--
CSET MSE II	83	83	100%	100%	4	--	--
CSET MSE III	83	83	100%	100%	4	--	--
CSET Physical Education Subtest I	3	--	--	100%	1	--	--
CSET Physical Education Subtest II	3	--	--	98%	1	--	--
CSET Physical Education Subtest III	3	--	--	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	88	88	100%	100%	5	--	--
Summary Totals and Pass Rate	110	105	95%	99%	10	9	90%

[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.*

Institution/Program: California Baptist University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	146	146	100%	100%	0	--	--
Aggregate	146	146	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	118	116	98%	99%	0	--	--
Aggregate	118	116	98%	99%	0	--	--
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	4	--	--	99%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	3	--	--	84%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	15	13	87%	98%	0	--	--
Other Content Areas							
CSET MSE I	51	51	100%	100%	0	--	--
CSET MSE II	51	50	98%	100%	0	--	--
CSET MSE III	51	51	100%	100%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
MSAT (0140 + 0151)	7	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Aggregate	63	62	98%	100%	0	--	--
Summary Totals and Pass Rate	146	141	97%	99%	0	--	--

[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.*

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 2006-2007
(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, Moderate to Severe, and Deaf and Hard of Hearing 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 2006-2007

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 Moorpark, 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

Institution/Program: **California Lutheran University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

California Lutheran University's professional teacher preparation program is continuing to strengthen its Professional Development School (PDS) in Moorpark, California. This partnership provides an excellent training ground for teacher candidates and a living laboratory for faculty to conduct research. It also provides 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 Cal Lutheran 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/

Institution/Program: **California Lutheran University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	143	6
Single Subject Candidates	114	89	25
Education Specialist Candidates	52	21	31
Totals	315	253	62

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43	41	2
Single Subject Candidates	35	28	7
Education Specialist Candidates	23	10	13
Totals	101	79	22

Institution/Program: **California Lutheran University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**2**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	5	2	0
Single Subject Programs	**10**	**5**	**0**
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	10	4	0
Education Specialist Programs	**3**	**3**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	2	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **California Lutheran University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: California Lutheran University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	79	79	100%	100%	22	22	100%
Aggregate	79	79	100%	100%	22	22	100%
Professional Knowledge/Pedagogy							
RICA	48	48	100%	98%	15	15	100%
Aggregate	48	48	100%	98%	15	15	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	0	--	--	99%	1	--	--
CSET Math II	0	--	--	99%	1	--	--
CSET Math III	0	--	--	96%	1	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	99%	1	--	--
CSET Social Sci I	7	--	--	99%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	15	15	100%	99%	4	--	--
Other Content Areas							
CSET Business Subtest I	0	--	--	100%	1	--	--
CSET Business Subtest II	0	--	--	100%	1	--	--
CSET Business Subtest III	0	--	--	100%	1	--	--
CSET MSE I	45	45	100%	100%	13	13	100%
CSET MSE II	45	45	100%	100%	13	13	100%
CSET MSE III	45	45	100%	100%	13	13	100%
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
Aggregate	49	49	100%	100%	14	14	100%
Summary Totals and Pass Rate	79	79	100%	99%	22	22	100%

[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.*

Institution/Program: California Lutheran University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	103	103	100%	100%	8	--	--
Aggregate	103	103	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	71	71	100%	99%	5	--	--
Aggregate	71	71	100%	99%	5	--	--
Academic Content Areas							
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	99%	0	--	--
CSET English IV	5	--	--	99%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	0	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	15	14	93%	98%	1	--	--
Other Content Areas							
Business S* (15)	1	--	--	96%	0	--	--
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)	6	--	--	100%	1	--	--
MSAT (0140 + 0151)	22	22	100%	100%	2	--	--
Aggregate	40	40	100%	100%	3	--	--
Summary Totals and Pass Rate	103	102	99%	99%	8	--	--

[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.*

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 2006-2007
(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 18,000 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 2006-2007

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 a three-course sequence in mathematics education as well as 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.

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

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

A number of innovative initiatives are moving forward in Cal Poly's College of Education. The College co-chairs the University's 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. 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:
coe.calpoly.edu

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	85	85	0
Single Subject Candidates	69	69	0
Education Specialist Candidates	17	17	0
Totals	171	171	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	85	85	0
Single Subject Candidates	69	69	0
Education Specialist Candidates	17	17	0
Totals	171	171	0

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

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**20**		
In Academic Positions with Rights and Responsibilities	20		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**18**		
In Academic Positions with Rights and Responsibilities	18		
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1	:1	:1
Single Subject Programs	4 :1	:1	:1
Education Specialist Programs	9 :1	:1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	19	22	418
Single Subject Programs	19	22	418
Education Specialist Programs	11	32	352

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	171	171	100%	100%	0	--	--
Aggregate	171	171	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	100	100	100%	98%	0	--	--
Aggregate	100	100	100%	98%	0	--	--
Academic Content Areas							
CSET English I	8	--	--	100%	0	--	--
CSET English II	8	--	--	100%	0	--	--
CSET English III	8	--	--	100%	0	--	--
CSET English IV	8	--	--	100%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Science I	7	--	--	100%	0	--	--
CSET Science II	7	--	--	99%	0	--	--
CSET Social Sci I	8	--	--	99%	0	--	--
CSET Social Sci II	8	--	--	100%	0	--	--
CSET Social Sci III	8	--	--	100%	0	--	--
Aggregate	23	23	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	101	101	100%	100%	0	--	--
CSET MSE II	101	101	100%	100%	0	--	--
CSET MSE III	101	101	100%	100%	0	--	--
Aggregate	101	101	100%	100%	0	--	--
Summary Totals and Pass Rate	171	171	100%	99%	0	--	--

[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.*

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	206	206	100%	100%	0	--	--
Aggregate	206	206	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	124	124	100%	99%	0	--	--
Aggregate	124	124	100%	99%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	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)	3	--	--	98%	0	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Aggregate	18	18	100%	98%	0	--	--
Other Content Areas							
Agriculture S* (14)	1	--	--	100%	0	--	--
CSET MSE I	1	--	--	100%	0	--	--
CSET MSE II	1	--	--	100%	0	--	--
CSET MSE III	1	--	--	100%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	16	16	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Summary Totals and Pass Rate	206	206	100%	99%	0	--	--

[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.*

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

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 2006-2007
(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 2006-2007

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.

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

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 President 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 2006-07 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

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ceis.csupomona.edu/programscredential.html

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	155	142	13
Single Subject Candidates	105	53	52
Education Specialist Candidates	63	6	57
Totals	323	201	122

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	155	142	13
Single Subject Candidates	105	53	52
Education Specialist Candidates	63	6	57
Totals	323	201	122

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

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**22**	**10**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	21	10	0
Single Subject Programs	**24**	**17**	**0**
In Academic Positions with Rights and Responsibilities	9	6	0
In Non-Academic Positions without Rights and Responsibilities	15	11	0
Education Specialist Programs	**5**	**13**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	5	13	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	8	20	160
Single Subject Programs	8	20	160
Education Specialist Programs	8	20	160

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	245	245	100%	100%	124	124	100%
Aggregate	245	245	100%	100%	124	124	100%
Professional Knowledge/Pedagogy							
RICA	168	164	98%	98%	66	64	97%
Aggregate	168	164	98%	98%	66	64	97%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	2	--	--
CSET English II	3	--	--	100%	2	--	--
CSET English III	3	--	--	100%	2	--	--
CSET English IV	3	--	--	100%	2	--	--
CSET Math I	5	--	--	99%	13	13	100%
CSET Math II	5	--	--	99%	13	13	100%
CSET Math III	2	--	--	96%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	96%	1	--	--
CSET Science I	1	--	--	100%	4	--	--
CSET Science II	1	--	--	99%	4	--	--
CSET Social Sci I	3	--	--	99%	2	--	--
CSET Social Sci II	3	--	--	100%	2	--	--
CSET Social Sci III	3	--	--	100%	2	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Aggregate	16	16	100%	99%	22	22	100%
Other Content Areas							
Business S* (15)	0	--	--	100%	2	--	--
CSET Agriculture Subtest I	1	--	--	100%	0	--	--
CSET Agriculture Subtest II	1	--	--	100%	0	--	--
CSET Agriculture Subtest III	1	--	--	100%	0	--	--
CSET Business Subtest I	0	--	--	100%	2	--	--
CSET Business Subtest II	0	--	--	100%	2	--	--
CSET Business Subtest III	0	--	--	100%	2	--	--
CSET MSE I	151	151	100%	100%	55	55	100%
CSET MSE II	152	152	100%	100%	56	55	98%
CSET MSE III	152	152	100%	100%	55	55	100%
CSET Physical Education Subtest I	1	--	--	100%	2	--	--
CSET Physical Education Subtest II	1	--	--	98%	2	--	--
CSET Physical Education Subtest III	1	--	--	100%	2	--	--
MSAT (0140 + 0151)	5	--	--	100%	2	--	--
Aggregate	159	159	100%	100%	64	63	98%
Summary Totals and Pass Rate	246	242	98%	99%	125	123	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.*

Institution/Program: California State Polytechnic University - Pomona

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	245	245	100%	100%	174	174	100%
Aggregate	245	245	100%	100%	174	174	100%
Professional Knowledge/Pedagogy							
RICA	166	166	100%	99%	108	108	100%
Aggregate	166	166	100%	99%	108	108	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	100%	1	--	--
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	99%	1	--	--
CSET English IV	0	--	--	99%	1	--	--
CSET Math I	0	--	--	99%	4	--	--
CSET Math II	0	--	--	99%	4	--	--
CSET Math III	0	--	--	84%	4	--	--
CSET Sci III Bio/Life	2	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	2	--	--
CSET Science II	3	--	--	100%	2	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
English Praxis II	0	--	--	100%	4	--	--
English S* (01)	0	--	--	100%	4	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	4	--	--
Math S* (02)	0	--	--	100%	4	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	8	--	--	98%	19	19	100%
Other Content Areas							
Business S* (15)	2	--	--	96%	0	--	--
CSET MSE I	38	38	100%	100%	14	14	100%
CSET MSE II	39	39	100%	100%	14	14	100%
CSET MSE III	39	39	100%	100%	14	14	100%
Home Economics S* (17)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	54	53	98%	100%	42	41	98%
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	95	94	99%	100%	58	57	98%
Summary Totals and Pass Rate	245	244	100%	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.*

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 2006-2007
(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 2006-2007

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.

Institution/Program: **CalStateTEACH**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

This past year CalStateTEACH continued to pilot implementation of all four tasks of the California Teaching Performance Assessment (CalTPA). 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, Subject Specific Pedagogy, assesses candidates' knowledge of content-specific and developmentally appropriate pedagogy. Task 2, Designing Instruction, asks candidates to connect learning about student characteristics to instructional planning. Task 3, Assessing Learning, has candidates designing standards-based, developmentally appropriate student assessment activities. Task 4, Culminating Teaching Experience, 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 is committed to changes that allow for easier access to the program website, storing all program study guides and handbooks online. On-screen text is interactive with hyperlinks and adjustable-size fonts, and 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. All of the efforts have also produced a positive impact on the environment.

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

Institution/Program: **CalStateTEACH**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,086	714	372
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,086	714	372

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1086	714	372
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,086	714	372

Institution/Program: CalStateTEACH

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**61**	**61**	
In Academic Positions with Rights and Responsibilities	61	61	
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 2006-2007*

	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.*

Institution/Program: **CalStateTEACH**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	15	60	900
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: CalStateTEACH

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	146	145	99%	100%	223	223	100%
Aggregate	146	145	99%	100%	223	223	100%
Professional Knowledge/Pedagogy							
RICA	144	142	99%	98%	214	207	97%
Aggregate	144	142	99%	98%	214	207	97%
Other Content Areas							
CSET MSE I	145	145	100%	100%	218	217	100%
CSET MSE II	145	145	100%	100%	219	219	100%
CSET MSE III	145	145	100%	100%	218	218	100%
MSAT (0140 + 0151)	1	--	--	100%	1	--	--
Aggregate	146	146	100%	100%	220	219	100%
Summary Totals and Pass Rate	146	143	98%	99%	223	215	96%

[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.*

Institution/Program: CalStateTEACH

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	445	445	100%
Aggregate	0	--	--	100%	445	445	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	444	437	98%
Aggregate	0	--	--	99%	444	437	98%
Other Content Areas							
CSET MSE I	0	--	--	100%	65	65	100%
CSET MSE II	0	--	--	100%	65	65	100%
CSET MSE III	0	--	--	100%	65	65	100%
MSAT (0140 + 0151)	0	--	--	100%	304	304	100%
Aggregate	0	--	--	100%	369	369	100%
Summary Totals and Pass Rate	0	--	--	99%	445	438	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.*

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 2006-2007
(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: (1) the School of Education (SOE) on the Orange campus and (2) the Education Division within University College (CUC), which includes its network of regional academic campuses. The deployment of traditional and alternative delivery models has enabled 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 units serve, 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 students to examine their roles as future educators not only through self-reflection, but also through the requirement for them to commit to 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 the 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 2006-2007

There are a variety of factors that have contributed to the current level of success of 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, which is indicative of 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. 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 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.

Institution/Program: **Chapman University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

The School of Education (SOE) on the Orange campus and the University College (CUC) Education Division have several shared and independent initiatives that 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. The two Education units have individually implemented new approved Educational Leadership Programs as well as English Language Learner Standards for the Education Specialist Programs. The University has begun to use the CTC Biennial Report format for all Education program assessment. Finally, the university completed its fifth year of participation in the CSU-Institute for Educational Reform's Teacher Education Survey. Chapman was one of nine private and independent colleges and 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 beneficial 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

Institution/Program: **Chapman University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	1,183	256
Single Subject Candidates	1,033	628	405
Education Specialist Candidates	650	381	269
Totals	3,122	2,192	930

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	611	433	178
Single Subject Candidates	415	174	241
Education Specialist Candidates	295	89	206
Totals	1,321	696	625

Institution/Program: **Chapman University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**129**	**129**	
In Academic Positions with Rights and Responsibilities	129	129	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**108**	**108**	
In Academic Positions with Rights and Responsibilities	108	108	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**62**	**62**	
In Academic Positions with Rights and Responsibilities	62	62	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **Chapman University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Chapman University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	476	476	100%	100%	346	346	100%
Aggregate	476	476	100%	100%	346	346	100%
Professional Knowledge/Pedagogy							
RICA	348	346	99%	98%	196	192	98%
Aggregate	348	346	99%	98%	196	192	98%
Academic Content Areas							
CSET Art Subtest I	3	--	--	98%	2	--	--
CSET Art Subtest II	3	--	--	100%	2	--	--
CSET English I	19	19	100%	100%	22	22	100%
CSET English II	19	19	100%	100%	22	22	100%
CSET English III	19	19	100%	100%	22	22	100%
CSET English IV	19	19	100%	100%	22	22	100%
CSET Math I	15	13	87%	99%	34	34	100%
CSET Math II	15	14	93%	99%	34	34	100%
CSET Math III	4	--	--	96%	8	--	--
CSET Music Subtest I	2	--	--	100%	2	--	--
CSET Music Subtest II	2	--	--	100%	2	--	--
CSET Music Subtest III	2	--	--	100%	2	--	--
CSET Sci III Bio/Life	9	--	--	100%	14	14	100%
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	3	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	2	--	--
CSET Sci IV Chemistry	1	--	--	100%	1	--	--
CSET Science I	9	--	--	100%	14	14	100%
CSET Science II	10	10	100%	99%	14	14	100%
CSET Social Sci I	34	33	97%	99%	25	25	100%
CSET Social Sci II	34	33	97%	100%	25	25	100%
CSET Social Sci III	34	34	100%	100%	25	25	100%
CSET Spanish Subtest I	2	--	--	99%	5	--	--
CSET Spanish Subtest II	2	--	--	100%	5	--	--
CSET Spanish Subtest III	2	--	--	100%	5	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	90	87	97%	99%	108	108	100%
Other Content Areas							
CSET Health Subtest I	2	--	--	97%	5	--	--
CSET Health Subtest II	2	--	--	100%	5	--	--
CSET Health Subtest III	2	--	--	100%	5	--	--
CSET Home Economics Subtest I	0	--	--	100%	1	--	--
CSET Home Economics Subtest II	0	--	--	100%	1	--	--
CSET Home Economics Subtest III	0	--	--	100%	1	--	--
CSET Ind/Tech Educ Subtest I	2	--	--	100%	0	--	--
CSET Ind/Tech Educ Subtest II	2	--	--	100%	0	--	--
CSET MSE I	330	330	100%	100%	173	172	99%
CSET MSE II	330	329	100%	100%	173	172	99%
CSET MSE III	330	329	100%	100%	173	173	100%
CSET Physical Education Subtest I	11	11	100%	100%	6	--	--

[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.*

Institution/Program: **Chapman University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	1404	1404	100%	100%	249	249	100%
Aggregate	1404	1404	100%	100%	249	249	100%
Professional Knowledge/Pedagogy							
RICA	831	828	100%	99%	128	128	100%
Aggregate	831	828	100%	99%	128	128	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	3	--	--	98%	2	--	--
Art S* (12)	3	--	--	100%	2	--	--
Biology Praxis II (0233 + 0433)	9	--	--	100%	2	--	--
Biology S* (04 + 05)	9	--	--	100%	2	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	1	--	--
Chemistry S* (04 + 06)	2	--	--	100%	1	--	--
CSET English I	73	73	100%	100%	17	17	100%
CSET English II	73	73	100%	100%	17	17	100%
CSET English III	73	73	100%	99%	17	17	100%
CSET English IV	73	73	100%	99%	17	17	100%
CSET Math I	38	37	97%	99%	7	--	--
CSET Math II	38	37	97%	99%	7	--	--
CSET Math III	30	17	57%	84%	6	--	--
CSET Sci III Bio/Life	33	33	100%	100%	3	--	--
CSET Sci III Chemistry	5	--	--	100%	4	--	--
CSET Sci III Earth/Planetary	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Science I	42	42	100%	100%	8	--	--
CSET Science II	42	42	100%	100%	8	--	--
CSET Social Sci I	86	86	100%	100%	11	11	100%
CSET Social Sci II	86	86	100%	100%	11	11	100%
CSET Social Sci III	86	86	100%	100%	11	11	100%
CSET Spanish Subtest I	1	--	--	75%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
English Praxis II	31	31	100%	100%	9	--	--
English S* (01)	32	32	100%	100%	9	--	--
French S* (11)	2	--	--	100%	2	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	2	--	--
French: Skills Praxis II (0171)	2	--	--	100%	2	--	--
Geoscience Praxis II (0433)	3	--	--	100%	0	--	--
Geoscience S* (04 + 07)	3	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	9	--	--	100%	9	--	--
Math S* (02)	10	10	100%	100%	9	--	--
Music Praxis II (0111 + 0112)	11	11	100%	100%	0	--	--
Music S* (13)	11	11	100%	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	16	16	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.*

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 2006-2007
(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 2006-2007

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.

The California Intern Grant continues 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.

We began a moderate/severe education specialist credential this year. 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.

Institution/Program: **Claremont Graduate University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

Several exciting initiatives will be launched in the coming year. First, thanks to the California Intern Grant, we have completely redesigned our Phase I practical experiences for Pre-Interns. We are working closely with three local high needs districts and are in the process of hiring CGU Master Teachers that we will train to work with our Pre-Interns. These Master Teachers will be paid well and also have tuition remission benefits at CGU. This reorganization gives us more control over the quality of our Master Teachers, more control over the types of experiences our Pre-Interns are exposed to, and an ability to train Master Teachers throughout the year as this is a multi-year position and not bound by union rotation agreements. We expect this change to significantly enhance the quality and preparedness of our interns as they take their first teaching position during their internship year.

Second, our work with local undergraduate institutions has paid off and we were invited to partner with Harvey Mudd College and the University of Southern California to launch Math for America Los Angeles (MFALA). This is part of a larger effort, begun in New York but now going nation wide, to recruit and train the most outstanding math teachers possible through increased tuition and salary benefits. The premise is to make teaching a financially viable option for a high level math graduate who might otherwise go into industry positions instead of teaching.

Finally, we are working with the Claremont Colleges undergraduate institutions to do research in math and science education and also provide professional development opportunities to local districts in these high need areas.

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

Institution/Program: **Claremont Graduate University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	4	32
Single Subject Candidates	46	1	45
Education Specialist Candidates	10	0	10
Totals	92	5	87

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	36	4	32
Single Subject Candidates	46	1	45
Education Specialist Candidates	10	0	10
Totals	92	5	87

Institution/Program: **Claremont Graduate University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1	8 :1	:1
Single Subject Programs	8 :1	8 :1	:1
Education Specialist Programs	0 :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.*

Institution/Program: **Claremont Graduate University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	26	156
Single Subject Programs	35	26	156
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: Claremont Graduate University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	71	71	100%
Aggregate	0	--	--	100%	71	71	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	31	31	100%
Aggregate	0	--	--	98%	31	31	100%
Academic Content Areas							
CSET English I	0	--	--	100%	11	11	100%
CSET English II	0	--	--	100%	11	11	100%
CSET English III	0	--	--	100%	11	11	100%
CSET English IV	0	--	--	100%	11	11	100%
CSET Math I	0	--	--	99%	7	--	--
CSET Math II	0	--	--	99%	7	--	--
CSET Math III	0	--	--	96%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	5	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	7	--	--
CSET Science II	0	--	--	99%	7	--	--
CSET Social Sci I	0	--	--	99%	9	--	--
CSET Social Sci II	0	--	--	100%	9	--	--
CSET Social Sci III	0	--	--	100%	9	--	--
CSET Spanish Subtest I	0	--	--	99%	2	--	--
CSET Spanish Subtest II	0	--	--	100%	2	--	--
CSET Spanish Subtest III	0	--	--	100%	2	--	--
Aggregate	0	--	--	99%	37	37	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	31	31	100%
CSET MSE II	0	--	--	100%	31	31	100%
CSET MSE III	0	--	--	100%	31	31	100%
Aggregate	0	--	--	100%	31	31	100%
Summary Totals and Pass Rate	0	--	--	99%	71	71	100%

[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.*

Institution/Program: Claremont Graduate University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	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%	54	53	98%
Aggregate	0	--	--	99%	54	53	98%
Academic Content Areas							
CSET English I	0	--	--	100%	8	--	--
CSET English II	0	--	--	100%	8	--	--
CSET English III	0	--	--	99%	8	--	--
CSET English IV	0	--	--	99%	8	--	--
CSET Math I	0	--	--	99%	18	18	100%
CSET Math II	0	--	--	99%	18	18	100%
CSET Math III	0	--	--	84%	11	11	100%
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Social Sci I	0	--	--	100%	7	--	--
CSET Social Sci II	0	--	--	100%	7	--	--
CSET Social Sci III	0	--	--	100%	7	--	--
English Praxis II	0	--	--	100%	4	--	--
English S* (01)	0	--	--	100%	4	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	0	--	--	100%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	98%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	3	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	97%	2	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	2	--	--
Aggregate	0	--	--	98%	47	47	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	33	33	100%
CSET MSE II	0	--	--	100%	33	32	97%
CSET MSE III	0	--	--	100%	32	32	100%
MSAT (0140 + 0151)	0	--	--	100%	13	13	100%
Aggregate	0	--	--	100%	46	45	98%
Summary Totals and Pass Rate	0	--	--	99%	113	111	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.*

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 2006-2007
(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 2006-2007

During the 2006-2007 school year, the program improved its effectiveness in administering the CA-TPA by allotting interns more time to complete Task 1, 2, 3, and 4. The interns were given two months to complete Task 1, 2, 3 and three months to complete Task 4. This new time allottment resulted in a higher passing percentage rate of the California Teaching Performance Assessment.

Institution/Program: **Compton USD**

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 2006-2007

There have been many changes in the program as a result of SB 2042. The major change in 2006-2007 was administering the TPA.

Candidates now are given an increased amount of time to complete the California Teaching Performance Assessment. Also, elements of the TPA was embedded in the coursework. This change reflects an increased amount of time spent learning and reflecting on the interns' teaching practices. In addition, interns learned to reflect on their lesson designs and the modifications/adaptations needed for their focus students.

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:

Institution/Program: **Compton USD**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	11		11

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	11	0	11
Single Subject Candidates	0	0	
Education Specialist Candidates	0	0	
Totals	11	0	11

Institution/Program: **Compton USD**

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

Number of Supervising Teachers During 2006-2007
(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			
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	0 :1	11 :1
Single Subject Programs	:1	0 :1	0 :1
Education Specialist Programs	: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.*

Institution/Program: **Compton USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Compton USD**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	11	11	100%
Aggregate	0	--	--	100%	11	11	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	11	11	100%
Aggregate	0	--	--	98%	11	11	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	11	11	100%
CSET MSE II	0	--	--	100%	11	11	100%
CSET MSE III	0	--	--	100%	11	11	100%
Aggregate	0	--	--	100%	11	11	100%
Summary Totals and Pass Rate	0	--	--	99%	11	11	100%

[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.*

Institution/Program: **Compton USD**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	21	21	100%
Aggregate	0	--	--	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	21	21	100%
Aggregate	0	--	--	99%	21	21	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	4	--	--
CSET MSE II	0	--	--	100%	4	--	--
CSET MSE III	0	--	--	100%	4	--	--
MSAT (0140 + 0151)	0	--	--	100%	17	17	100%
Aggregate	0	--	--	100%	21	20	95%
Summary Totals and Pass Rate	0	--	--	99%	21	20	95%

[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.*

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 2006-2007
(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 2006-2007

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 Program assures quality and propriety of the course content, quality of instruction, and continuity of the admission and advising process. This has lead to a program that supports students who need additional attention throughout credential courses and student teaching. All students successfully complete the TPA before finishing the program.

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.

Institution/Program: **Concordia University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

1. A new delivery system has been added as an option for the post-baccalaureate credential students. The hybrid program allows these students to attend class for 50% of certain courses through the internet. This program allows for quality instruction through a new and more convenient medium.

2. The Assistant Dean of the School of Education continues to assess the success of the program through a structured examination of the TPA results. These results are used to make further adjustments to the content and instruction of the program.

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

Institution/Program: **Concordia University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	128	128	0
Single Subject Candidates	75	72	3
Education Specialist Candidates	0	0	0
Totals	203	200	3

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	66	66	0
Single Subject Candidates	34	31	3
Education Specialist Candidates	0	0	0
Totals	100	97	3

Institution/Program: **Concordia University**

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

Number of Supervising Teachers During 2006-2007
(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	7	0	0
In Non-Academic Positions without Rights and Responsibilities	11	0	0
Single Subject Programs	**9**	**3**	**0**
In Academic Positions with Rights and Responsibilities	3	2	0
In Non-Academic Positions without Rights and Responsibilities	6	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 2006-2007*

	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.*

Institution/Program: **Concordia University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Concordia University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	89	89	100%	100%	3	--	--
Aggregate	89	89	100%	100%	3	--	--
Professional Knowledge/Pedagogy							
RICA	63	61	97%	98%	0	--	--
Aggregate	63	61	97%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	0	--	--
CSET Art Subtest II	2	--	--	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 Math I	1	--	--	99%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	1	--	--
CSET Science II	2	--	--	99%	1	--	--
CSET Social Sci I	8	--	--	99%	0	--	--
CSET Social Sci II	8	--	--	100%	0	--	--
CSET Social Sci III	8	--	--	100%	0	--	--
CSET Spanish Subtest I	0	--	--	99%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	15	15	100%	99%	3	--	--
Other Content Areas							
CSET MSE I	62	62	100%	100%	0	--	--
CSET MSE II	62	62	100%	100%	0	--	--
CSET MSE III	62	62	100%	100%	0	--	--
CSET Physical Education Subtest I	5	--	--	100%	0	--	--
CSET Physical Education Subtest II	5	--	--	98%	0	--	--
CSET Physical Education Subtest III	5	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	68	68	100%	100%	0	--	--
Summary Totals and Pass Rate	89	87	98%	99%	3	--	--

[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.*

Institution/Program: Concordia University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	121	121	100%	100%	0	--	--
Aggregate	121	121	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	88	88	100%	99%	0	--	--
Aggregate	88	88	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	5	--	--	100%	0	--	--
CSET Science II	5	--	--	100%	0	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	0	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	19	19	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	28	28	100%	100%	0	--	--
CSET MSE II	28	28	100%	100%	0	--	--
CSET MSE III	28	28	100%	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Phys. Educ. Praxis Test II	4	--	--	100%	0	--	--
Physical Education S* (09)	5	--	--	99%	0	--	--
Aggregate	62	62	100%	100%	0	--	--
Summary Totals and Pass Rate	122	122	100%	99%	0	--	--

[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.*

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 2006-2007
(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 2006-2007

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 2006/07 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.

Institution/Program: **CSU Bakersfield**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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

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

Institution/Program: **CSU Bakersfield**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	825	689	136
Single Subject Candidates	480	295	185
Education Specialist Candidates	686	534	152
Totals	1,991	1,518	473

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	330	262	68
Single Subject Candidates	172	117	55
Education Specialist Candidates	114	35	79
Totals	616	414	202

Institution/Program: **CSU Bakersfield**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**17**	**10**	**0**
In Academic Positions with Rights and Responsibilities	17	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**18**	**16**	**0**
In Academic Positions with Rights and Responsibilities	18	16	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**9**	**9**	**0**
In Academic Positions with Rights and Responsibilities	9	9	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

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

Institution/Program: **CSU Bakersfield**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

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

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: CSU Bakersfield

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	329	327	99%	100%	103	103	100%
Aggregate	329	327	99%	100%	103	103	100%
Professional Knowledge/Pedagogy							
RICA	213	206	97%	98%	69	67	97%
Aggregate	213	206	97%	98%	69	67	97%
Academic Content Areas							
CSET Art Subtest I	0	--	--	98%	1	--	--
CSET Art Subtest II	0	--	--	100%	1	--	--
CSET English I	10	10	100%	100%	5	--	--
CSET English II	10	10	100%	100%	5	--	--
CSET English III	10	10	100%	100%	5	--	--
CSET English IV	10	10	100%	100%	5	--	--
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	--	--	99%	1	--	--
CSET Math II	2	--	--	99%	1	--	--
CSET Math III	1	--	--	96%	0	--	--
CSET Music Subtest I	0	--	--	100%	2	--	--
CSET Music Subtest II	0	--	--	100%	2	--	--
CSET Music Subtest III	0	--	--	100%	2	--	--
CSET Sci III Bio/Life	3	--	--	100%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	3	--	--	100%	6	--	--
CSET Science II	3	--	--	99%	6	--	--
CSET Social Sci I	15	15	100%	99%	2	--	--
CSET Social Sci II	15	15	100%	100%	2	--	--
CSET Social Sci III	15	15	100%	100%	2	--	--
CSET Spanish Subtest I	2	--	--	99%	1	--	--
CSET Spanish Subtest II	2	--	--	100%	1	--	--
CSET Spanish Subtest III	2	--	--	100%	1	--	--
Aggregate	34	34	100%	99%	19	19	100%
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
CSET Business Subtest I	2	--	--	100%	0	--	--
CSET Business Subtest II	2	--	--	100%	0	--	--
CSET Business Subtest III	2	--	--	100%	0	--	--
CSET Health Subtest I	1	--	--	97%	3	--	--
CSET Health Subtest II	1	--	--	100%	3	--	--
CSET Health Subtest III	1	--	--	100%	3	--	--
CSET MSE I	186	185	99%	100%	52	52	100%
CSET MSE II	186	185	99%	100%	52	52	100%
CSET MSE III	186	185	99%	100%	52	52	100%
CSET Physical Education Subtest I	3	--	--	100%	0	--	--
CSET Physical Education Subtest II	3	--	--	98%	0	--	--

[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.*

Institution/Program: CSU Bakersfield

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	470	470	100%	100%	94	94	100%
Aggregate	470	470	100%	100%	94	94	100%
Professional Knowledge/Pedagogy							
RICA	375	372	99%	99%	70	68	97%
Aggregate	375	372	99%	99%	70	68	97%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	100%	1	--	--
CSET English I	6	--	--	100%	2	--	--
CSET English II	6	--	--	100%	2	--	--
CSET English III	6	--	--	99%	2	--	--
CSET English IV	6	--	--	99%	2	--	--
CSET Math I	5	--	--	99%	3	--	--
CSET Math II	5	--	--	99%	3	--	--
CSET Math III	2	--	--	84%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	4	--	--
CSET Science II	2	--	--	100%	4	--	--
CSET Social Sci I	8	--	--	100%	1	--	--
CSET Social Sci II	8	--	--	100%	1	--	--
CSET Social Sci III	8	--	--	100%	1	--	--
English Praxis II	3	--	--	100%	2	--	--
English S* (01)	3	--	--	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	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	2	--	--
Social Science S* (03)	2	--	--	100%	2	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	100%	0	--	--
Aggregate	33	33	100%	98%	16	16	100%
Other Content Areas							
Agriculture S* (14)	1	--	--	100%	1	--	--
Business S* (15)	2	--	--	96%	1	--	--
CSET MSE I	110	110	100%	100%	4	--	--
CSET MSE II	110	110	100%	100%	4	--	--
CSET MSE III	110	110	100%	100%			

[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.*

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 2006-2007
(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:

Mission: Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.
CSU 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 2006-2007

The School of Education Programs build from the foundation of undergraduate majors (Early Childhood Studies, 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.

Institution/Program: **CSU Channel Islands**

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 2006-2007

During the 2007-2008 academic year, CSU Channel Islands pilot tested the Performance Assessment for California Teachers (PACT) process with Single Subject and Multiple Subject credential candidates. Using this standardized assessment system, candidates demonstrate their ability to plan and implement lessons and units, engage learners and reflect on their practice.

The School of Education partnered with Pacifica High School's Educator's Academy, preparing high school students for careers as educators. The high school students take college preparatory classes, tutor at local schools and meet with university faculty at the CSU Channel Islands campus and at their school.

The Teacher Credential office began a new database information management system for keeping track of admissions and candidates' program completion information.

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

Institution/Program: **CSU Channel Islands**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	140	140	0
Single Subject Candidates	43	34	9
Education Specialist Candidates	44	24	20
Totals	227	198	29

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	140	140	0
Single Subject Candidates	43	34	9
Education Specialist Candidates	44	24	20
Totals	227	198	29

Institution/Program: **CSU Channel Islands**

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

Number of Supervising Teachers During 2006-2007
(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	0	0	0
In Non-Academic Positions without Rights and Responsibilities	22	0	0
Single Subject Programs	**11**	**7**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	10	7	0
Education Specialist Programs	**11**	**8**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	8	8	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

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

Institution/Program: **CSU Channel Islands**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	32	16	512

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **CSU Channel Islands**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	77	77	100%	100%	8	--	--
Aggregate	77	77	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	61	61	100%	98%	3	--	--
Aggregate	61	61	100%	98%	3	--	--
Academic Content Areas							
CSET English I	8	--	--	100%	0	--	--
CSET English II	8	--	--	100%	0	--	--
CSET English III	8	--	--	100%	0	--	--
CSET English IV	8	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	2	--	--
CSET Math II	1	--	--	99%	2	--	--
CSET Math III	1	--	--	96%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Science I	3	--	--	100%	1	--	--
CSET Science II	3	--	--	99%	1	--	--
Aggregate	13	13	100%	99%	3	--	--
Other Content Areas							
CSET MSE I	60	60	100%	100%	3	--	--
CSET MSE II	60	60	100%	100%	3	--	--
CSET MSE III	60	60	100%	100%	3	--	--
Aggregate	60	60	100%	100%	3	--	--
Summary Totals and Pass Rate	77	77	100%	99%	8	--	--

[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.*

Institution/Program: CSU Channel Islands

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	78	78	100%	100%	2	--	--
Aggregate	78	78	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	77	77	100%	99%	2	--	--
Aggregate	77	77	100%	99%	2	--	--
Other Content Areas							
CSET MSE I	22	22	100%	100%	0	--	--
CSET MSE II	22	22	100%	100%	0	--	--
CSET MSE III	22	22	100%	100%	0	--	--
MSAT (0140 + 0151)	42	42	100%	100%	0	--	--
Aggregate	64	64	100%	100%	0	--	--
Summary Totals and Pass Rate	78	78	100%	99%	2	--	--

[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.*

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 2006-2007
(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:

The foundational belief guiding the programs of the CSU, Chico School of Education is that all individuals in a democratic society have a right to learn and should be prepared by schools for productive lives and civic participation. Educators who complete their professional preparation through the CSU, Chico School of Education are called to imaginative citizenship and effective service to all students, their families and communities to improve the quality of life through education. These educators are informed decision-makers who can work collaboratively to apply the best research-based practices in their fields to enhance and support the learning, growth and welfare of their students. The professional education programs at CSU, Chico inspire their candidates to accept the challenges to remain reflective practitioners, serve as agents of change, exercise responsible leadership, model lifelong learning, and contribute to our democratic society. Our programs prepare candidates for:

Effective Practice: to provide meaningful educational experiences to promote achievement of learning objectives for all learners, based on knowledge of content, learners, and pedagogy and informed by appropriate assessment and analysis.

Reflective Practice: to continuously reflect on and improve their own professional practice, based on information gleaned from data analysis, experts, peers and research.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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, online coursework, 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 both NCATE and California standards, including the California Teaching Performance Expectations (TPEs) and prepares candidates to know and be able to teach in accordance with state and local 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.

Institution/Program: **CSU Chico**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

1. Assistive Technology Lending Library

The Special Education Program has developed a lending library of assistive and educational technology equipment donated by technology companies for use by Education Specialist credential candidates in their classrooms. The equipment is available for loan so that candidates can become familiar with a variety of uses of technology that can assist in the education of their pupils with disabilities.

2. The Noyce Scholarship

The CSU, Chico School of Education and College of Natural Sciences have been jointly awarded a four-year $750,000 National Science Foundation grant. Noyce Scholarships are designed to encourage talented math, science and engineering majors and professionals to enter into the teaching profession. Each Noyce Scholar can receive up to two years of scholarships with stipends of $10,000 per year. Noyce Scholars will be selected by consideration of academic achievement, under-representation and financial need. Scholarships will be awarded on a competitive basis.

3. Partners in Education (PIE) DAY

The Department of Education faculty and advisory board has designed and initiated an annual event for our regional K-12 partners. The Partners in Education (PIE) day is designed to inform new partners about the work of the teacher preparation programs and to help them understand their role, to engage them in meaningful dialogue to enhance our teacher preparation programs, and to solicit ideas and feedback regarding our future directions. The day is co-facilitated by department faculty, students, cooperating

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

Institution/Program: CSU Chico

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	219	216	3
Single Subject Candidates	142	123	19
Education Specialist Candidates	19	1	18
Totals	380	340	40

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	180	177	3
Single Subject Candidates	91	72	19
Education Specialist Candidates	19	1	18
Totals	290	250	40

Institution/Program: CSU Chico

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**19**	**1**	**0**
In Academic Positions with Rights and Responsibilities	19	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**16**	**6**	**0**
In Academic Positions with Rights and Responsibilities	16	6	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**3**	**8**	**0**
In Academic Positions with Rights and Responsibilities	3	8	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

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

Institution/Program: CSU Chico

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	25	18	450
Education Specialist Programs	27	15	405

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: CSU Chico

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	247	246	100%	100%	48	48	100%
Aggregate	247	246	100%	100%	48	48	100%
Professional Knowledge/Pedagogy							
RICA	170	167	98%	98%	11	11	100%
Aggregate	170	167	98%	98%	11	11	100%
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	2	--	--	99%	1	--	--
CSET Math II	2	--	--	99%	1	--	--
CSET Math III	1	--	--	96%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	2	--	--
CSET Science I	1	--	--	100%	2	--	--
CSET Science II	1	--	--	99%	2	--	--
CSET Social Sci I	7	--	--	99%	1	--	--
CSET Social Sci II	7	--	--	100%	1	--	--
CSET Social Sci III	7	--	--	100%	1	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	15	15	100%	99%	5	--	--
Other Content Areas							
CSET Agriculture Subtest I	1	--	--	100%	0	--	--
CSET Agriculture Subtest II	1	--	--	100%	0	--	--
CSET Agriculture Subtest III	1	--	--	100%	0	--	--
CSET MSE I	172	172	100%	100%	3	--	--
CSET MSE II	172	172	100%	100%	3	--	--
CSET MSE III	172	172	100%	100%	3	--	--
Aggregate	173	173	100%	100%	3	--	--
Summary Totals and Pass Rate	253	249	98%	99%	48	48	100%

[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.*

Institution/Program: CSU Chico

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	258	258	100%	100%	71	71	100%
Aggregate	258	258	100%	100%	71	71	100%
Professional Knowledge/Pedagogy							
RICA	177	177	100%	99%	34	34	100%
Aggregate	177	177	100%	99%	34	34	100%
Academic Content Areas							
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
German S* (20)	0	--	--	100%	1	--	--
Aggregate	2	--	--	98%	2	--	--
Other Content Areas							
CSET MSE I	26	25	96%	100%	7	--	--
CSET MSE II	26	26	100%	100%	7	--	--
CSET MSE III	26	26	100%	100%	7	--	--
MSAT (0140 + 0151)	16	16	100%	100%	11	10	91%
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	42	41	98%	100%	19	16	84%
Summary Totals and Pass Rate	258	257	100%	99%	71	68	96%

[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.*

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 2006-2007
(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 College of Education's Teacher Preparation Programs is to prepare teachers to work successfully with culturally and linguisitically diverse learners in urban environments. California State University, Dominguez Hills is the most diverse university west of the Mississippi with no cultural or ethnic group being in the majority. Our teacher candidates and graduates reflect this diversity. CSUDH leads the state in credentialing African-American teachers.

Historically, the region served by CSUDH 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 program 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. For example, the Reading Instruction Competency Assessment (RICA), used to rank Californian teacher preparation programs, is only one assessment among many and is required only of multiple subject and education specialist candidates.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

The College of Education developed an integrated option for the preparation of special education candidates following the model of the award-winning Blended Program, recipient of the American Association of Colleges for Teacher Education (AACTE) Best Practice Award in 1999 for collaboration between teacher education and liberal arts faculty.

The College 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, the College of Education has looked carefully at its teacher preparation processes, and, as a result of these formal evaluative processes, has accomplished the following: 1) has designed expanded evaluation processes to begin to look at achievement results of students in schools of those prepared in COE programs; 2) has prepared all faculty to infuse technology and differentiation of instruction in all teacher preparation coursework; and, 3) has developed blended (teacher preparation/liberal studies) programs in general and special eduaction.

Institution/Program: **CSU Dominguez Hills**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

The Teacher Education Division faculty in the Multiple and Single Subject Programs piloted the Performance Assessment for California Teachers (PACT). The PACT is based on the California Teacher Performance Expectations, and consists of quantitative and qualitative assessment protocols of the PACT Teaching Event (field experience, a videotape of classroom lessons, and reflections on the videotape) that are supported by reliability and validity studies.

The Special Education faculty reorganized the curriculum for two key areas of credentialing, Moderate/Severe Disabilities and Early Childhood Special Education. Key elements included:
•Modifying an assessment class to incorporate theory and methods related to both moderate/severe and early childhood disabilities.
•Adding the Family Systems course (SPE 552) to the moderate/severe program as the student learning outcomes of this class are particularly relevant to teachers working with this population.
•Adding a reading methods course (TED 403) to the ECSE program. Knowledge of emerging literacy skills is critical for ECSE teachers. Additionally, this course includes competencies needed for the English Language Authorization.

In addition all Special Education Programs received the English Learner Authorization.

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

Institution/Program: **CSU Dominguez Hills**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,215	617	598
Single Subject Candidates	1,225	593	632
Education Specialist Candidates	225	1	224
Totals	2,665	1,211	1,454

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	200	141	59
Single Subject Candidates	184	39	145
Education Specialist Candidates	135	1	134
Totals	519	181	338

Institution/Program: **CSU Dominguez Hills**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**18**	**19**	
In Academic Positions with Rights and Responsibilities	18	19	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**7**	**25**	
In Academic Positions with Rights and Responsibilities	7	25	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**1**	**12**	
In Academic Positions with Rights and Responsibilities	1	12	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	36 :1	:1
Single Subject Programs	24 :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.*

Institution/Program: **CSU Dominguez Hills**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	30	15	450
Education Specialist Programs	30	15	450

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: CSU Dominguez Hills

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	205	205	100%	100%	265	265	100%
Aggregate	205	205	100%	100%	265	265	100%
Professional Knowledge/Pedagogy							
RICA	157	157	100%	98%	155	153	99%
Aggregate	157	157	100%	98%	155	153	99%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	8	--	--	100%	20	20	100%
CSET English II	8	--	--	100%	20	20	100%
CSET English III	8	--	--	100%	20	20	100%
CSET English IV	8	--	--	100%	20	20	100%
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	--	--	99%	17	17	100%
CSET Math II	1	--	--	99%	17	17	100%
CSET Math III	0	--	--	96%	6	--	--
CSET Sci III Bio/Life	2	--	--	100%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	8	--	--
CSET Science II	2	--	--	99%	8	--	--
CSET Social Sci I	5	--	--	99%	5	--	--
CSET Social Sci II	5	--	--	100%	5	--	--
CSET Social Sci III	5	--	--	100%	5	--	--
CSET Spanish Subtest I	0	--	--	99%	2	--	--
CSET Spanish Subtest II	0	--	--	100%	2	--	--
CSET Spanish Subtest III	0	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	18	18	100%	99%	53	51	96%
Other Content Areas							
Business S* (15)	0	--	--	100%	1	--	--
CSET Health Subtest I	0	--	--	97%	1	--	--
CSET Health Subtest II	0	--	--	100%	1	--	--
CSET Health Subtest III	0	--	--	100%	1	--	--
CSET MSE I	153	153	100%	100%	115	111	97%
CSET MSE II	153	153	100%	100%	112	109	97%
CSET MSE III	153	153	100%	100%	115	114	99%
CSET Physical Education Subtest I	2	--	--	100%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	3	--	--	100%	4	--	--
Aggregate	158	158	100%	100%	122	116	95%
Summary Totals and Pass Rate	207	207	100%	99%	265	255	96%

[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.*

Institution/Program: CSU Dominguez Hills

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	563	560	99%	100%	720	720	100%
Aggregate	563	560	99%	100%	720	720	100%
Professional Knowledge/Pedagogy							
RICA	410	410	100%	99%	553	553	100%
Aggregate	410	410	100%	99%	553	553	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	100%	1	--	--
Biology Praxis II (0233 + 0433)	5	--	--	100%	5	--	--
Biology S* (04 + 05)	5	--	--	100%	4	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	100%	2	--	--
CSET English I	5	--	--	100%	10	10	100%
CSET English II	5	--	--	100%	10	10	100%
CSET English III	5	--	--	99%	10	10	100%
CSET English IV	5	--	--	99%	10	10	100%
CSET Math I	11	10	91%	99%	6	--	--
CSET Math II	11	10	91%	99%	6	--	--
CSET Math III	10	7	70%	84%	3	--	--
CSET Sci III Bio/Life	5	--	--	100%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Science I	7	--	--	100%	2	--	--
CSET Science II	7	--	--	100%	2	--	--
CSET Social Sci I	13	13	100%	100%	5	--	--
CSET Social Sci II	13	13	100%	100%	5	--	--
CSET Social Sci III	13	13	100%	100%	5	--	--
English Praxis II	7	--	--	100%	13	13	100%
English S* (01)	8	--	--	100%	13	13	100%
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)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Korean S* (25)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	6	--	--	100%	11	10	91%
Math S* (02)	6	--	--	100%	10	9	90%
Music Praxis II (0111 + 0112)	1	--	--	100%	2	--	--
Music S* (13)	1	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	98%	2	--	--
Social Science S* (03)	8	--	--	100%	2	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	97%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	68	64	94%	98%	62	60	97%
Other Content Areas							
Business S* (15)	1	--		96%			

[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.*

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 2006-2007
(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 three school districts in our service area with the two with the highest number of non-credentialed teachers, Oakland Unified and West Contra Costa Unified and another, New Haven Unified School District.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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: CSU East Bay has added the Bachelor's Program Early Pathway (CPEP)for math credential candidates in a blended program format In addition, a variety of program formats for both single subject and multiple subject credential candidates are available including a fully online cohort, another hybrid format with two face-to-face Saturday meetings each quarter, as well as two cohorts that are offered in a face-to-face format but entirely located at K-12 school sites.

Qualities that contribute to the effectiveness of the Education Specialist Credential program include: (1) a high-level of practitioner input in the design, implementation, and evaluation of the program, (2) on site competency-based support with portfolio assessment, and (3) participation of federal grants for student recruitment, support, and mentoring.

Institution/Program: **CSU East Bay**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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/ted/index.html

Institution/Program: **CSU East Bay**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	295	210	85
Single Subject Candidates	185	54	131
Education Specialist Candidates	34	15	19
Totals	514	279	235

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	284	200	84
Single Subject Candidates	175	47	128
Education Specialist Candidates	34	15	19
Totals	493	262	231

Institution/Program: **CSU East Bay**

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

Number of Supervising Teachers During 2006-2007
(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 2006-2007*

	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.*

Institution/Program: **CSU East Bay**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: CSU East Bay

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	213	212	100%	100%	179	179	100%
Aggregate	213	212	100%	100%	179	179	100%
Professional Knowledge/Pedagogy							
RICA	162	161	99%	98%	74	74	100%
Aggregate	162	161	99%	98%	74	74	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	2	--	--
CSET Art Subtest II	2	--	--	100%	2	--	--
CSET English I	4	--	--	100%	19	19	100%
CSET English II	4	--	--	100%	19	19	100%
CSET English III	4	--	--	100%	19	17	89%
CSET English IV	4	--	--	100%	19	18	95%
CSET Mandarin Subtest I	1	--	--	100%	0	--	--
CSET Mandarin Subtest II	1	--	--	100%	0	--	--
CSET Mandarin Subtest III	1	--	--	100%	0	--	--
CSET Math I	3	--	--	99%	27	27	100%
CSET Math II	3	--	--	99%	27	27	100%
CSET Math III	2	--	--	96%	10	10	100%
CSET Music Subtest I	0	--	--	100%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	7	--	--
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	96%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	9	--	--
CSET Science II	1	--	--	99%	9	--	--
CSET Social Sci I	11	11	100%	99%	12	12	100%
CSET Social Sci II	11	11	100%	100%	12	12	100%
CSET Social Sci III	11	11	100%	100%	12	12	100%
CSET Spanish Subtest I	0	--	--	99%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
French S* (11)	0	--	--	0%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	0%	1	--	--
French: Skills Praxis II (0171)	0	--	--	0%	1	--	--
Aggregate	22	21	95%	99%	74	72	97%
Other Content Areas							
CSET MSE I	162	162	100%	100%	72	72	100%
CSET MSE II	162	162	100%	100%	72	72	100%
CSET MSE III	162	161	99%	100%	72	72	100%
CSET Physical Education Subtest I	1	--	--	100%	1	--	--
CSET Physical Education Subtest II	1	--	--	98%	1	--	--
CSET Physical Education Subtest III	1	--	--	100%	1	--	--
Aggregate	163	162	99%	100%	73	73	100%
Summary Totals and Pass Rate	214	210	98%	99%	179	177	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.*

Institution/Program: CSU East Bay

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	252	252	100%	100%	239	239	100%
Aggregate	252	252	100%	100%	239	239	100%
Professional Knowledge/Pedagogy							
RICA	216	215	100%	99%	115	115	100%
Aggregate	216	215	100%	99%	115	115	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	98%	3	--	--
Art S* (12)	0	--	--	100%	3	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	4	--	--
Biology S* (04 + 05)	0	--	--	100%	4	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	2	--	--
Chemistry S* (04 + 06)	1	--	--	100%	2	--	--
CSET English I	2	--	--	100%	2	--	--
CSET English II	2	--	--	100%	2	--	--
CSET English III	2	--	--	99%	2	--	--
CSET English IV	2	--	--	99%	2	--	--
CSET Math I	1	--	--	99%	4	--	--
CSET Math II	1	--	--	99%	4	--	--
CSET Math III	1	--	--	84%	4	--	--
CSET Sci III Bio/Life	1	--	--	100%	4	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	5	--	--
CSET Science II	2	--	--	100%	5	--	--
CSET Social Sci I	2	--	--	100%	5	--	--
CSET Social Sci II	2	--	--	100%	5	--	--
CSET Social Sci III	2	--	--	100%	5	--	--
English Praxis II	1	--	--	100%	15	15	100%
English S* (01)	2	--	--	100%	16	15	94%
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	4	--	--
Math S* (02)	0	--	--	100%	4	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	2	--	--
Music S* (13)	0	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	2	--	--
Social Science S* (03)	4	--	--	100%	2	--	--
Spanish S* (10)	0	--	--	100%	3	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	97%	3	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	3	--	--
Aggregate	17	17	100%	98%	53	49	92%
Other Content Areas							
Business S* (15)	0	--		96%			

[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.*

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 2006-2007
(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 CSU 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 311,784 that includes: American Indian-1%, Asian-8%, Pacific Islander-.4%, Filipino-1.6%, Hispanic-50.6%, African-American-5%, and White Not Hispanic- 33.7%. Teaching Population: Credentialed teachers for the four county region totaled 14,308. Teacher ethnicity is as follows: American Indian- .9%, Asian- 2.5%, Pacific Islander- .1%, Filipino- .5%, Hispanic- 13.1%, African-American- 1.1%, White Not-Hispanic- 81.2%. Program Enrollment: Students enrolled in Teacher Education programs totaled 4,016. Student ethnicity by percentages includes: American Indian- 1.2%, Asian- 11.5%, Hispanic- 35.7%, African-American- 2.5%, and White Not Hispanic- 39.9%, and other (unknown)- 9.2%.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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 Caesar Chavez Conference 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

Institution/Program: **CSU Fresno**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 five different districts.

The Education Specialist Credential Program had its revised program approved to include CLAD standards and to place more instruction and practice on assessment as well as curriculum and instructional support.

KSOEHD is working closely with the College of Science and Math to recruit and prepare Science and Math teachers through various events and projects, as well as in the development of a Blended credential program.

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

Institution/Program: **CSU Fresno**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	788	783	5
Single Subject Candidates	452	412	40
Education Specialist Candidates	175	163	12
Totals	1,415	1,358	57

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	486	481	5
Single Subject Candidates	194	154	40
Education Specialist Candidates	84	72	12
Totals	764	707	57

Institution/Program: **CSU Fresno**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**	**15**	**0**
In Academic Positions with Rights and Responsibilities	12	13	0
In Non-Academic Positions without Rights and Responsibilities	1	2	0
Single Subject Programs	**24**	**30**	**0**
In Academic Positions with Rights and Responsibilities	15	24	0
In Non-Academic Positions without Rights and Responsibilities	9	6	0
Education Specialist Programs	**4**	**4**	**0**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **CSU Fresno**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: CSU Fresno

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	401	401	100%	100%	78	78	100%
Aggregate	401	401	100%	100%	78	78	100%
Professional Knowledge/Pedagogy							
RICA	282	274	97%	98%	28	26	93%
Aggregate	282	274	97%	98%	28	26	93%
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
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	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	2	--	--	96%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
CSET Social Sci I	7	--	--	99%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
Aggregate	16	16	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	266	263	99%	100%	17	17	100%
CSET MSE II	266	262	98%	100%	17	17	100%
CSET MSE III	266	266	100%	100%	17	17	100%
CSET Physical Education Subtest I	2	--	--	100%	1	--	--
CSET Physical Education Subtest II	2	--	--	98%	1	--	--
CSET Physical Education Subtest III	2	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	1	--	--
Aggregate	268	262	98%	100%	19	19	100%
Summary Totals and Pass Rate	402	390	97%	99%	78	76	97%

[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.*

Institution/Program: CSU Fresno

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	729	727	100%	100%	72	72	100%
Aggregate	729	727	100%	100%	72	72	100%
Professional Knowledge/Pedagogy							
RICA	587	568	97%	99%	29	29	100%
Aggregate	587	568	97%	99%	29	29	100%
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Math I	0	--	--	99%	3	--	--
CSET Math II	0	--	--	99%	3	--	--
CSET Math III	0	--	--	84%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	6	--	--	100%	2	--	--
CSET Social Sci II	6	--	--	100%	2	--	--
CSET Social Sci III	6	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	9	--	--	98%	7	--	--
Other Content Areas							
CSET MSE I	74	74	100%	100%	7	--	--
CSET MSE II	74	72	97%	100%	7	--	--
CSET MSE III	74	73	99%	100%	7	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	44	44	100%	100%	9	--	--
Phys. Educ. Praxis Test II	4	--	--	100%	0	--	--
Physical Education S* (09)	4	--	--	99%	0	--	--
Aggregate	122	120	98%	100%	17	17	100%
Summary Totals and Pass Rate	729	708	97%	99%	72	72	100%

[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.*

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 2006-2007
(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:

Data from three sources indicate strengths in our basic credential programs. These are seen immediately below. The data sources are the 1) the exit survey completed by all basic credential program completers, 2) a survey completed by a portion of new teachers one year after graduation, and 3) a survey completed by each of the new teachers' immediate supervisors.

K-8 MULTIPLE SUBJECT:

Reading/LA instruction; Mathematics instruction

Teaching young children; EL instruction

Plan for instruction; Foster motivation

7-12 SINGLE SUBJECT:

English instruction; Science instruction

Teach subjects other than composites B1-B6.

Assess and reflect; Plan for instruction

SPECIAL EDUCATION:

Reading/LA instruction; Mathematics instruction

Data from the same sources have led us to seek ways to improve candidate preparation to work in inclusive settings, an area currently under curriculum revision. The next area of curricular focus will be candidate preparation to work with English learners.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

The college continues to expand its use of educational technologies. For example, the college now houses its own podcasting studio. A faculty retreat focused on faculty development of knowledge and facility with various educational technologies such as expanding ways to engage credential candidates in more meaningful Blackboard discussions, developing and using blogs, using United Streaming, and making podcasts. A portion of our credential candidates are involved in a technology rich credential program with faculty who model using various technologies. Candidates are provided with a laptop for the duration of their program, and student teach in a school with a 1:1 laptop program. The college's goal is to prepare our credential graduates to be educational technology leaders in their schools.

Institution/Program: **CSU Fullerton**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

1) We now have in place a college-wide assessment system that permits electronic data collection.

2) We established a college-wide assessment committee with representatives from each department who provide input to further refine the system, who collectively look at data, and who share department-specific data with department colleagues for curriculum improvement purposes.

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

Institution/Program: **CSU Fullerton**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	565	563	2
Single Subject Candidates	413	365	48
Education Specialist Candidates	478	318	160
Totals	1,456	1,246	210

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	484	483	1
Single Subject Candidates	217	172	45
Education Specialist Candidates	178	91	87
Totals	879	746	133

Institution/Program: **CSU Fullerton**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**64**	**1**	**0**
In Academic Positions with Rights and Responsibilities	64	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**34**	**14**	**0**
In Academic Positions with Rights and Responsibilities	34	14	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**26**	**17**	**0**
In Academic Positions with Rights and Responsibilities	26	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25.7 :1	5.0 :1	:1
Single Subject Programs	29.7 :1	14.8 :1	:1
Education Specialist Programs	12.4 :1	14.6 :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.*

Institution/Program: **CSU Fullerton**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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	30	15	450

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: CSU Fullerton

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	568	568	100%	100%	77	77	100%
Aggregate	568	568	100%	100%	77	77	100%
Professional Knowledge/Pedagogy							
RICA	390	388	99%	98%	29	29	100%
Aggregate	390	388	99%	98%	29	29	100%
Academic Content Areas							
CSET English I	5	--	--	100%	4	--	--
CSET English II	5	--	--	100%	4	--	--
CSET English III	5	--	--	100%	4	--	--
CSET English IV	5	--	--	100%	4	--	--
CSET Math I	9	--	--	99%	11	11	100%
CSET Math II	9	--	--	99%	11	11	100%
CSET Math III	4	--	--	96%	1	--	--
CSET Sci III Bio/Life	6	--	--	100%	5	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Sci IV Bio/Life	0	--	--	96%	1	--	--
CSET Science I	9	--	--	100%	6	--	--
CSET Science II	9	--	--	99%	6	--	--
CSET Social Sci I	17	17	100%	99%	0	--	--
CSET Social Sci II	17	17	100%	100%	0	--	--
CSET Social Sci III	17	17	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	99%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	42	42	100%	99%	23	23	100%
Other Content Areas							
Business S* (15)	0	--	--	100%	3	--	--
CSET MSE I	386	386	100%	100%	24	24	100%
CSET MSE II	386	386	100%	100%	24	24	100%
CSET MSE III	386	386	100%	100%	24	24	100%
CSET Physical Education Subtest I	4	--	--	100%	0	--	--
CSET Physical Education Subtest II	4	--	--	98%	0	--	--
CSET Physical Education Subtest III	4	--	--	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	1	--	--
Aggregate	394	394	100%	100%	28	28	100%
Summary Totals and Pass Rate	568	566	100%	99%	77	77	100%

[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.*

Institution/Program: CSU Fullerton

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	748	748	100%	100%	151	151	100%
Aggregate	748	748	100%	100%	151	151	100%
Professional Knowledge/Pedagogy							
RICA	589	582	99%	99%	94	93	99%
Aggregate	589	582	99%	99%	94	93	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	98%	1	--	--
Art S* (12)	0	--	--	100%	1	--	--
Biology Praxis II (0233 + 0433)	2	--	--	100%	2	--	--
Biology S* (04 + 05)	2	--	--	100%	2	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	100%	1	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Bio/Life	6	--	--	100%	4	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	8	--	--	100%	4	--	--
CSET Science II	8	--	--	100%	4	--	--
English Praxis II	1	--	--	100%	3	--	--
English S* (01)	1	--	--	100%	3	--	--
Mandarin S* (19)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	21	20	95%	98%	13	13	100%
Other Content Areas							
Business S* (15)	5	--	--	96%	1	--	--
CSET MSE I	126	126	100%	100%	2	--	--
CSET MSE II	126	126	100%	100%	2	--	--
CSET MSE III	126	126	100%	100%	2	--	--
MSAT (0140 + 0151)	170	168	99%	100%	17	17	100%
Aggregate	301	298	99%	100%	20	20	100%
Summary Totals and Pass Rate	748	737	99%	99%	151	150	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.*

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 2006-2007
(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) is an urban, comprehensive university with over 35,000 students. Its student body, faculty, and staff reflect the rich diversity of the surrounding communities. The College of Education (CED) offers three initial teacher preparation programs (elementary, secondary, special education) and 15 advanced degree and certificate programs, including an education doctorate in leadership. 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 2006-2007

During the 2006-2007 academic year, the Urban Teaching Academy (UTA) was initiated. The UTA model is one in which pre- and in-service teacher preparation is delivered on-site at local elementary schools. A total of 7 UTA sites were developed in 2006-2007 and more than 125 students participated. The UTA model will be expanded in the years to come with a UTEACH (Urban Teacher Education Academy in a Clinical Home) program which is a residency model for teacher preparation.

The Single Subject Credential Program (SSCP) received an internship grant from the California Commission on Teacher Credentialing (CTC). The SSCP currently has 47 students enrolled in this $117,500 grant. Funds are used to help support the intern, the intern's mentor teacher, and administrative costs. The primary support mechanisms are the site mentor teacher and the intern "coach," who runs monthly seminars for the interns and visits each intern at his/her school site.

Education Specialist Credential Program faculty developed a program assessment plan which refined key benchmark assignments in courses to monitor student progress toward student learning outcomes throughout the program. The program faculty also revised the program competency checklist. This checklist is used to evaluate students during final fieldwork. The checklist was modified to monitor student progress on key benchmarks assignments as they apply the knowledge from courses in the field.

Institution/Program: **CSU Long Beach**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

Through review of the last several system-wide evaluations of teacher preparation programs, the Single Subject Credential Program (SSCP) faculty decided that we needed to improve our candidates' ability to meet the instructional needs of student who are English Language Learners. In response to this, several SSCP faculty collaborated with Long Beach Unified School District (LBUSD) and campus-based The Center for Language Minority Education and Research center (CLMER) on a five-year, $1.5m Title II grant. The Secondary Teacher Education for English Learner Integration (STEELI) grant is a professional development project for teacher educators and teacher candidates. The primary goal of the project is to improve program faculty and candidate understanding of the academic needs of English Learners (EL) and their ability to model and implement instruction that supports English Learners' acquisition of language, literacy, and content.

Education Specialist Credential Program faculty developed an assessment plan to monitor student progress toward student learning outcomes. Part-time faculty met to reach consensus on key benchmark assignments and student learning outcomes in all core program courses in order to ensure consistency across multiple sections of courses. The program started to collect data from benchmark assignments which show candidate impact on K-12 students. Another initiative, which was a collaboration between faculty in ESCP and MSCP, involved embedding the Response to Intervention model in methods courses.

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

Institution/Program: **CSU Long Beach**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	895	885	10
Single Subject Candidates	986	907	79
Education Specialist Candidates	129	87	42
Totals	2,010	1,879	131

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	526	518	8
Single Subject Candidates	377	322	55
Education Specialist Candidates	55	18	37
Totals	958	858	100

Institution/Program: **CSU Long Beach**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**42**	**5**	**0**
In Academic Positions with Rights and Responsibilities	42	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**80**	**29**	**0**
In Academic Positions with Rights and Responsibilities	80	29	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**7**	**8**	**0**
In Academic Positions with Rights and Responsibilities	7	8	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **CSU Long Beach**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: CSU Long Beach

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	775	775	100%	100%	84	84	100%
Aggregate	775	775	100%	100%	84	84	100%
Professional Knowledge/Pedagogy							
RICA	473	466	99%	98%	33	33	100%
Aggregate	473	466	99%	98%	33	33	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	35	35	100%	100%	7	--	--
CSET English II	35	35	100%	100%	7	--	--
CSET English III	35	35	100%	100%	7	--	--
CSET English IV	35	35	100%	100%	7	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Japanese Subtest I	2	--	--	100%	0	--	--
CSET Japanese Subtest II	2	--	--	100%	0	--	--
CSET Japanese Subtest III	2	--	--	100%	0	--	--
CSET Math I	14	14	100%	99%	2	--	--
CSET Math II	14	14	100%	99%	2	--	--
CSET Math III	9	--	--	96%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	6	--	--
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Science I	7	--	--	100%	10	10	100%
CSET Science II	7	--	--	99%	10	10	100%
CSET Social Sci I	29	29	100%	99%	5	--	--
CSET Social Sci II	29	29	100%	100%	5	--	--
CSET Social Sci III	29	29	100%	100%	5	--	--
CSET Spanish Subtest I	0	--	--	99%	2	--	--
CSET Spanish Subtest II	0	--	--	100%	2	--	--
CSET Spanish Subtest III	0	--	--	100%	2	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Aggregate	91	91	100%	99%	26	26	100%
Other Content Areas							
CSET Home Economics Subtest I	1	--	--	100%	1	--	--
CSET Home Economics Subtest II	1	--	--	100%	1	--	--
CSET Home Economics Subtest III	1	--	--	100%	1	--	--
CSET MSE I	458	457	100%	100%	28	28	100%
CSET MSE II	457	456	100%	100%	28	28	100%
CSET MSE III	458	457	100%	100%	28	28	100%
CSET Physical Education Subtest I	2	--	--	100%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	100%	0	--	--
Health Science S* (16)	6	--	--	100%	3	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--

[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.*

Institution/Program: CSU Long Beach

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	998	998	100%	100%	121	121	100%
Aggregate	998	998	100%	100%	121	121	100%
Professional Knowledge/Pedagogy							
RICA	649	649	100%	99%	77	76	99%
Aggregate	649	649	100%	99%	77	76	99%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	5	--	--	100%	1	--	--
Biology S* (04 + 05)	5	--	--	100%	1	--	--
CSET English I	15	15	100%	100%	3	--	--
CSET English II	15	15	100%	100%	3	--	--
CSET English III	15	15	100%	99%	3	--	--
CSET English IV	15	15	100%	99%	3	--	--
CSET Math I	7	--	--	99%	2	--	--
CSET Math II	7	--	--	99%	2	--	--
CSET Math III	6	--	--	84%	2	--	--
CSET Sci III Bio/Life	12	12	100%	100%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	16	16	100%	100%	4	--	--
CSET Science II	16	16	100%	100%	4	--	--
CSET Social Sci I	25	25	100%	100%	2	--	--
CSET Social Sci II	25	25	100%	100%	2	--	--
CSET Social Sci III	25	25	100%	100%	2	--	--
English Praxis II	5	--	--	100%	2	--	--
English S* (01)	5	--	--	100%	2	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
Japanese S* (21)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	2	--	--
Math S* (02)	5	--	--	100%	2	--	--
Music Praxis II (0111 + 0112)	2	--	--	100%	1	--	--
Music S* (13)	3	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	98%	0	--	--
Social Science S* (03)	8	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	1	--	--
Aggregate	93	93	100%	98%	19	19	100%
Other Content Areas							
CSET MSE I	248	247	100%	100%	15	15	100%
CSET MSE II	248	247	100%	100%	15	15	100%
CSET MSE III	248	248	100%	100%	15	15	100%
Health Science S* (16)	12	12	100%	100%	0	--	--
Home Economics S* (17)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	144	144	100%	100%			

[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.*

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 2006-2007
(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 1432 credentials were recommended.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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, 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 areas that could use improvement are related to our candidates' ability and skills to work with English Language Learners and students with disabilities. As a result we have a college wide initiative to improve on these areas. The College has also 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.

Institution/Program: **CSU Los Angeles**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

As part of the Charter College of Education's strategic plan the College is in the process of examining and revising, as necessary, the College's Conceptual Framework, and the status of our "Charter". The College also plans to improve positive student service, increase student voice in the College governance, and strategically increase recruitment efforts.

CSULA has also made the directed teaching observation forms, as well as the final evaluation forms, available online so that the directed teaching supervisors can evaluate the student teachers and submit their evaluations online. This allows us to conduct correlational research and aggregate the data in numerous ways to assist us in program evaluation and improvement. Additionally, the Single and Multiple subject directed teaching faculty have arranged frequent meetings of the directed teaching supervisors for training and information sharing purposes.

The College also plans to launch a new independent doctoral program in 2009. CSULA faculty are in the planning stages and writing curriculum for the new independent program. The joint doctorate program, an Ed.D., with UCI has been discontinued. However, CSULA will continue with the 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

Institution/Program: **CSU Los Angeles**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	503	500	3
Single Subject Candidates	455	382	73
Education Specialist Candidates	483	300	183
Totals	1,441	1,182	259

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	265	262	3
Single Subject Candidates	178	135	43
Education Specialist Candidates	197	116	81
Totals	640	513	127

Institution/Program: **CSU Los Angeles**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**19**	**3**	
In Academic Positions with Rights and Responsibilities	4	0	
In Non-Academic Positions without Rights and Responsibilities	15	3	
Single Subject Programs	**19**	**18**	
In Academic Positions with Rights and Responsibilities	5	6	
In Non-Academic Positions without Rights and Responsibilities	14	12	
Education Specialist Programs	**19**	**19**	
In Academic Positions with Rights and Responsibilities	10	10	
In Non-Academic Positions without Rights and Responsibilities	9	9	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25 :1	25 :1	:1
Single Subject Programs	25 :1	25 :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.*

Institution/Program: **CSU Los Angeles**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	10	300
Single Subject Programs	30	10	300
Education Specialist Programs	30	20	600

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: CSU Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	406	406	100%	100%	95	95	100%
Aggregate	406	406	100%	100%	95	95	100%
Professional Knowledge/Pedagogy							
RICA	269	259	96%	98%	52	47	90%
Aggregate	269	259	96%	98%	52	47	90%
Academic Content Areas							
CSET Art Subtest I	6	--	--	98%	0	--	--
CSET Art Subtest II	6	--	--	100%	0	--	--
CSET English I	11	11	100%	100%	5	--	--
CSET English II	11	11	100%	100%	5	--	--
CSET English III	11	11	100%	100%	5	--	--
CSET English IV	11	11	100%	100%	5	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Mandarin Subtest I	1	--	--	100%	0	--	--
CSET Mandarin Subtest II	1	--	--	100%	0	--	--
CSET Mandarin Subtest III	1	--	--	100%	0	--	--
CSET Math I	12	12	100%	99%	5	--	--
CSET Math II	12	12	100%	99%	5	--	--
CSET Math III	3	--	--	96%	4	--	--
CSET Music Subtest I	1	--	--	100%	2	--	--
CSET Music Subtest II	1	--	--	100%	2	--	--
CSET Music Subtest III	1	--	--	100%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Science I	4	--	--	100%	3	--	--
CSET Science II	4	--	--	99%	3	--	--
CSET Social Sci I	18	18	100%	99%	2	--	--
CSET Social Sci II	18	18	100%	100%	2	--	--
CSET Social Sci III	18	18	100%	100%	2	--	--
CSET Spanish Subtest I	4	--	--	99%	1	--	--
CSET Spanish Subtest II	4	--	--	100%	1	--	--
CSET Spanish Subtest III	4	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Aggregate	60	60	100%	99%	18	18	100%
Other Content Areas							
CSET MSE I	252	252	100%	100%	35	35	100%
CSET MSE II	252	252	100%	100%	35	35	100%
CSET MSE III	252	252	100%	100%	35	35	100%
CSET Physical Education Subtest I	2	--	--	100%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	100%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	2	--	--
MSAT (0140 + 0151)	6	--	--	100%	2	--	--

[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.*

Institution/Program: CSU Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	1074	1074	100%	100%	133	133	100%
Aggregate	1074	1074	100%	100%	133	133	100%
Professional Knowledge/Pedagogy							
RICA	718	706	98%	99%	133	133	100%
Aggregate	718	706	98%	99%	133	133	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET English I	20	20	100%	100%	0	--	--
CSET English II	20	20	100%	100%	0	--	--
CSET English III	20	20	100%	99%	0	--	--
CSET English IV	20	20	100%	99%	0	--	--
CSET Math I	12	12	100%	99%	0	--	--
CSET Math II	12	12	100%	99%	0	--	--
CSET Math III	7	--	--	84%	0	--	--
CSET Sci III Bio/Life	6	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Science I	9	--	--	100%	0	--	--
CSET Science II	9	--	--	100%	0	--	--
CSET Social Sci I	22	22	100%	100%	0	--	--
CSET Social Sci II	22	22	100%	100%	0	--	--
CSET Social Sci III	22	22	100%	100%	0	--	--
English Praxis II	14	14	100%	100%	1	--	--
English S* (01)	14	14	100%	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)	4	--	--	100%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	11	11	100%	98%	0	--	--
Social Science S* (03)	11	11	100%	100%	0	--	--
Spanish S* (10)	6	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	100%	0	--	--
Aggregate	106	106	100%	98%	1	--	--
Other Content Areas							
CSET MSE I	167	167	100%	100%	3	--	--
CSET MSE II	166	166	100%	100%	3	--	--
CSET MSE III	167	167	100%	100%			

[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.*

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 2006-2007
(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/CTEL conventional and internship programs leading to the Multiple Subject, Single Subject, and Education Specialist Preliminary Credentials. Upon completion each preliminary (Level 1) credential in special education, Multiple Subject and Single Subject teachers are eligible for the clear (or Level II) 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 2006-2007

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 under gird the curriculum of the programs.

Institution/Program: **CSU Monterey Bay**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

(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 2007, all candidates in the Multiple and Single Subject programs were required to complete a course in special education inclusionary practices.
(2)By fall 2007, teacher candidates were required to demonstrate competencies in 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) Our faculty are in training in and participating in a program in order to implement a comprehensive unit-based assessment system. This consists of embedded signature assignments and expectations in teaching events, which together measure candidate performance.

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/site/x16164.xml

Institution/Program: **CSU Monterey Bay**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	312	218	94
Single Subject Candidates	80	54	26
Education Specialist Candidates	178	98	80
Totals	570	370	200

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	300	210	90
Single Subject Candidates	80	54	26
Education Specialist Candidates	134	98	36
Totals	514	362	152

Institution/Program: **CSU Monterey Bay**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**29**	**0**
In Academic Positions with Rights and Responsibilities	3	21	0
In Non-Academic Positions without Rights and Responsibilities	9	8	0
Single Subject Programs	**4**	**4**	**0**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**7**	**4**	**0**
In Academic Positions with Rights and Responsibilities	7	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 2006-2007*

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

Institution/Program: **CSU Monterey Bay**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **CSU Monterey Bay**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	94	94	100%	100%	39	39	100%
Aggregate	94	94	100%	100%	39	39	100%
Professional Knowledge/Pedagogy							
RICA	43	43	100%	98%	24	24	100%
Aggregate	43	43	100%	98%	24	24	100%
Academic Content Areas							
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 Japanese Subtest I	1	--	--	100%	0	--	--
CSET Japanese Subtest II	1	--	--	100%	0	--	--
CSET Japanese Subtest III	1	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	2	--	--
CSET Math II	1	--	--	99%	2	--	--
CSET Math III	0	--	--	96%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
CSET Social Sci I	2	--	--	99%	1	--	--
CSET Social Sci II	2	--	--	100%	1	--	--
CSET Social Sci III	2	--	--	100%	1	--	--
Aggregate	7	--	--	99%	5	--	--
Other Content Areas							
CSET MSE I	24	24	100%	100%	14	14	100%
CSET MSE II	24	23	96%	100%	14	14	100%
CSET MSE III	24	24	100%	100%	14	14	100%
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	25	24	96%	100%	14	14	100%
Summary Totals and Pass Rate	96	94	98%	99%	39	38	97%

[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.*

Institution/Program: CSU Monterey Bay

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	180	180	100%	100%	46	46	100%
Aggregate	180	180	100%	100%	46	46	100%
Professional Knowledge/Pedagogy							
RICA	160	159	99%	99%	40	40	100%
Aggregate	160	159	99%	99%	40	40	100%
Academic Content Areas							
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	1	--	--
English S* (01)	1	--	--	100%	1	--	--
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)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	97%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	6	--	--	98%	3	--	--
Other Content Areas							
CSET MSE I	5	--	--	100%	0	--	--
CSET MSE II	5	--	--	100%	0	--	--
CSET MSE III	5	--	--	100%	0	--	--
MSAT (0140 + 0151)	43	43	100%	100%	14	14	100%
Aggregate	48	48	100%	100%	14	14	100%
Summary Totals and Pass Rate	180	179	99%	99%	46	46	100%

[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.*

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 2006-2007
(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, and other discipline-based accreditation boards.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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 third time in 2006 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.

Institution/Program: **CSU Northridge**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

A program document for each credential program offered by the professional education unit was submitted to the California Commission on Teacher Credentialing in January 2008, which signals the beginning of a dialogue between a panel of experts and program faculty regarding the design and delivery of the program. This dialogue constitutes the Program Assessment phase of the revised accreditation system and precedes the site visit that is scheduled for fall 2009.

In preparation for an accreditation site visit in spring 2008 from the Council on Education of the Deaf, faculty in the Deaf and Hard of Hearing specialization within the Special Education Department submitted a self-study report. In fall 2007 the department implemented its revised credential program that allows candidates to earn the English Learner Authorization.

Multiple and Single Subject Credential faculty incorporated the Performance Assessment for California Teachers (PACT) into their respective programs. Both programs are piloting PACT with a subset of candidates and requiring them to upload their videotaped lessons on TaskStream. Faculty were calibrated to score the PACT Teaching Event.

A 12-month full-time Coordinator of Assessment and Evaluation assumed his position in the college in fall 2007. He has generated assessment reports for departments to review and analyze. Refinements continue to be made on the central data warehouse, such as automatizing the dissemination of passwords to evaluators who complete online assessments.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.csun.edu/~sch_educ/

Institution/Program: **CSU Northridge**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,248	1,191	57
Single Subject Candidates	678	456	222
Education Specialist Candidates	720	368	352
Totals	2,646	2,015	631

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	495	483	12
Single Subject Candidates	341	206	135
Education Specialist Candidates	204	79	125
Totals	1,040	768	272

Institution/Program: **CSU Northridge**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**61**	**4**	**0**
In Academic Positions with Rights and Responsibilities	15	1	0
In Non-Academic Positions without Rights and Responsibilities	46	3	0
Single Subject Programs	**53**	**36**	**0**
In Academic Positions with Rights and Responsibilities	13	6	0
In Non-Academic Positions without Rights and Responsibilities	40	30	0
Education Specialist Programs	**19**	**19**	**0**
In Academic Positions with Rights and Responsibilities	4	5	0
In Non-Academic Positions without Rights and Responsibilities	15	14	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **CSU Northridge**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: CSU Northridge

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	524	524	100%	100%	149	149	100%
Aggregate	524	524	100%	100%	149	149	100%
Professional Knowledge/Pedagogy							
RICA	385	383	99%	98%	67	67	100%
Aggregate	385	383	99%	98%	67	67	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	9	--	--	100%	11	11	100%
CSET English II	9	--	--	100%	11	11	100%
CSET English III	9	--	--	100%	11	11	100%
CSET English IV	9	--	--	100%	11	11	100%
CSET Math I	5	--	--	99%	16	16	100%
CSET Math II	5	--	--	99%	16	16	100%
CSET Math III	0	--	--	96%	5	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	5	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Science I	3	--	--	100%	6	--	--
CSET Science II	3	--	--	99%	6	--	--
CSET Social Sci I	20	20	100%	99%	4	--	--
CSET Social Sci II	20	20	100%	100%	4	--	--
CSET Social Sci III	20	20	100%	100%	4	--	--
CSET Spanish Subtest I	2	--	--	99%	1	--	--
CSET Spanish Subtest II	2	--	--	100%	1	--	--
CSET Spanish Subtest III	2	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	0%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	42	42	100%	99%	41	41	100%
Other Content Areas							
CSET Business Subtest I	0	--	--	100%	1	--	--
CSET Business Subtest II	0	--	--	100%	1	--	--
CSET Business Subtest III	0	--	--	100%	1	--	--
CSET Health Subtest I	4	--	--	97%	5	--	--
CSET Health Subtest II	4	--	--	100%	5	--	--
CSET Health Subtest III	4	--	--	100%	5	--	--
CSET MSE I	364	364	100%	100%	44	44	100%
CSET MSE II	364	364	100%	100%	44	44	100%
CSET MSE III	364	364	100%	100%	44	44	100%
CSET Physical Education Subtest I	3	--	--	100%	3	--	--
CSET Physical Education Subtest II	3	--	--	98%	3	--	--

[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.*

Institution/Program: CSU Northridge

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	778	778	100%	100%	283	283	100%
Aggregate	778	778	100%	100%	283	283	100%
Professional Knowledge/Pedagogy							
RICA	575	573	100%	99%	142	142	100%
Aggregate	575	573	100%	99%	142	142	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	100%	1	--	--
Biology S* (04 + 05)	1	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	100%	2	--	--
CSET English I	15	15	100%	100%	7	--	--
CSET English II	15	15	100%	100%	7	--	--
CSET English III	15	15	100%	99%	7	--	--
CSET English IV	15	15	100%	99%	7	--	--
CSET Math I	9	--	--	99%	9	--	--
CSET Math II	9	--	--	99%	9	--	--
CSET Math III	2	--	--	84%	6	--	--
CSET Sci III Bio/Life	6	--	--	100%	6	--	--
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	9	--	--	100%	9	--	--
CSET Science II	9	--	--	100%	9	--	--
CSET Social Sci I	19	19	100%	100%	4	--	--
CSET Social Sci II	19	19	100%	100%	4	--	--
CSET Social Sci III	19	19	100%	100%	4	--	--
English Praxis II	12	12	100%	100%	19	19	100%
English S* (01)	12	12	100%	100%	19	19	100%
Korean S* (25)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	14	14	100%
Math S* (02)	3	--	--	100%	14	14	100%
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	2	--	--
Social Science S* (03)	1	--	--	100%	2	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	2	--	--
Aggregate	73	73	100%	98%	69	69	100%
Other Content Areas							
CSET MSE I	235	235	100%	100%	12	12	100%
CSET MSE II	235	235	100%	100%	12	12	100%
CSET MSE III	235	235	100%	100%	12	12	100%
Health Science S* (16)	32	32	100%	100%	23	23	100%
Home Economics S* (17)	1	--	--	100%	1	--	--
MSAT (0140 + 0151)	114	114	100%	100%	65	65	100%
Phys. Educ. Praxis Test II	2	--		100%			

[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.*

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 2006-2007
(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 2006-2007

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. Some of these collaborative projects involve enriched science and arts curriculum for students at the school, through the implementation of small group, inquiry-based activities designed by teachers and faculty and taught by candidates. Faculty members organized the annual Arts Resource Faire and Multicultural Education Conference, both open to candidates and local educators. Significant professional development in science education, funded by the last year of an Improving Teacher Quality grant, was offered this year. In addition, a federal Teaching American History grant was received during this review period and is being used for professional development for teachers in one particular center (Placer Center) as well as for university faculty in education and the relevant disciplines.

Institution/Program: **CSU Sacramento**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

All three departments offering teacher certification continued with steps towards full implementation of the state mandated performance standards-based assessment of candidate competence. This includes developing a team of 30 faculty members to serve as Trainers for preparing other faculty to score this performance assessment. It also includes new curriculum efforts in the multiple subjects, single subject and education specialist programs to support candidate development of the knowledge and skills evaluated in the assessment.

Our Urban Teacher Education Center received an award from the California Council for Teacher Education as a model Quality Partnership. This same Center also received recognition from the school board of its collaborating district.

In Fall 2007 our campus admitted 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 and will provide a significant service to leadership development in our region.

We continue to implement activities to recruit and retain candidates into the impacted areas of math and science education. A campus STEM (Science, Technology, Engineering, and Mathematics) program and funding from a CSU Chancellor's Office grant have provided resources for this effort. In addition, in Fall 2007 we received notification that our campus would receive the national NSF/Noyce Foundation Scholars

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

Institution/Program: **CSU Sacramento**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	508	508	0
Single Subject Candidates	285	285	0
Education Specialist Candidates	170	170	0
Totals	963	963	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	404	404	0
Single Subject Candidates	196	196	0
Education Specialist Candidates	74	74	0
Totals	674	674	0

Institution/Program: **CSU Sacramento**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**226**	**0**	**0**
In Academic Positions with Rights and Responsibilities	34	0	0
In Non-Academic Positions without Rights and Responsibilities	192	0	0
Single Subject Programs	**66**	**0**	**0**
In Academic Positions with Rights and Responsibilities	38	0	0
In Non-Academic Positions without Rights and Responsibilities	28	0	0
Education Specialist Programs	**17**	**0**	**0**
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	11	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :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.*

Institution/Program: **CSU Sacramento**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: CSU Sacramento

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	442	442	100%	100%	56	56	100%
Aggregate	442	442	100%	100%	56	56	100%
Professional Knowledge/Pedagogy							
RICA	310	309	100%	98%	31	31	100%
Aggregate	310	309	100%	98%	31	31	100%
Academic Content Areas							
CSET English I	8	--	--	100%	6	--	--
CSET English II	8	--	--	100%	6	--	--
CSET English III	8	--	--	100%	6	--	--
CSET English IV	8	--	--	100%	6	--	--
CSET Math I	3	--	--	99%	0	--	--
CSET Math II	3	--	--	99%	0	--	--
CSET Math III	2	--	--	96%	0	--	--
CSET Sci III Bio/Life	14	14	100%	100%	2	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	2	--	--	96%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	15	15	100%	100%	3	--	--
CSET Science II	15	15	100%	99%	3	--	--
CSET Social Sci I	13	13	100%	99%	1	--	--
CSET Social Sci II	13	13	100%	100%	1	--	--
CSET Social Sci III	13	13	100%	100%	1	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	43	43	100%	99%	10	10	100%
Other Content Areas							
CSET Health Subtest I	1	--	--	97%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	305	305	100%	100%	25	25	100%
CSET MSE II	305	305	100%	100%	25	25	100%
CSET MSE III	305	305	100%	100%	25	25	100%
Health Science S* (16)	2	--	--	100%	2	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	3	--	--	100%	2	--	--
Aggregate	312	312	100%	100%	29	29	100%
Summary Totals and Pass Rate	442	441	100%	99%	57	57	100%

[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.*

Institution/Program: CSU Sacramento

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	604	604	100%	100%	89	89	100%
Aggregate	604	604	100%	100%	89	89	100%
Professional Knowledge/Pedagogy							
RICA	408	408	100%	99%	67	67	100%
Aggregate	408	408	100%	99%	67	67	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	2	--	--	84%	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	9	--	--	100%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
English Praxis II	10	10	100%	100%	1	--	--
English S* (01)	9	--	--	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)	6	--	--	100%	1	--	--
Math S* (02)	6	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	10	9	90%	98%	1	--	--
Social Science S* (03)	10	10	100%	100%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	45	44	98%	98%	3	--	--
Other Content Areas							
CSET MSE I	94	94	100%	100%	0	--	--
CSET MSE II	94	94	100%	100%	0	--	--
CSET MSE III	94	94	100%	100%	0	--	--
Health Science S* (16)	0	--	--	100%	3	--	--
MSAT (0140 + 0151)	160	160	100%	100%	41	41	100%
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	254	254	100%	100%	45	45	100%
Summary Totals and Pass Rate	604	603	100%	99%	89	89	100%

[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.*

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 2006-2007
(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 60 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and 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, Natural Sciences, and Social and Behavioral Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership which began 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 which 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 2006-2007

CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize 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.

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 Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the

Institution/Program: **CSU San Bernardino**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

Several new initiatives are underway in CSUSB's College of Education. In the Single Subject Program, education faculty's collaboration with arts and sciences faculty has resulted in three integrated programs that are to begin in 07-08. The Special Education programs all now prepare candidates to work with English Learners in the special education classroom. All intern programs adjusted admission requirements to require increased attention to English Language Learners as a prerequisite to internship. Special Education faculty developed a fully online Level II Credential.

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

Institution/Program: **CSU San Bernardino**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	471	340	131
Single Subject Candidates	362	141	221
Education Specialist Candidates	634	377	257
Totals	1,467	858	609

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	287	223	64
Single Subject Candidates	172	66	106
Education Specialist Candidates	395	148	247
Totals	854	437	417

Institution/Program: **CSU San Bernardino**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**38**	**31**	**0**
In Academic Positions with Rights and Responsibilities	38	31	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**19**	**28**	**0**
In Academic Positions with Rights and Responsibilities	19	28	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**13**	**36**	**0**
In Academic Positions with Rights and Responsibilities	2	4	0
In Non-Academic Positions without Rights and Responsibilities	11	32	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **CSU San Bernardino**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: CSU San Bernardino

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	282	282	100%	100%	217	217	100%
Aggregate	282	282	100%	100%	217	217	100%
Professional Knowledge/Pedagogy							
RICA	210	208	99%	98%	104	101	97%
Aggregate	210	208	99%	98%	104	101	97%
Academic Content Areas							
CSET English I	2	--	--	100%	10	10	100%
CSET English II	2	--	--	100%	10	10	100%
CSET English III	2	--	--	100%	10	10	100%
CSET English IV	2	--	--	100%	10	10	100%
CSET Math I	1	--	--	99%	5	--	--
CSET Math II	1	--	--	99%	5	--	--
CSET Math III	0	--	--	96%	2	--	--
CSET Music Subtest I	0	--	--	100%	2	--	--
CSET Music Subtest II	0	--	--	100%	2	--	--
CSET Music Subtest III	0	--	--	100%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	5	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Science I	7	--	--	100%	7	--	--
CSET Science II	7	--	--	99%	7	--	--
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%	100%	3	--	--
CSET Spanish Subtest I	2	--	--	99%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
French S* (11)	0	--	--	0%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	0%	1	--	--
French: Skills Praxis II (0171)	0	--	--	0%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	25	25	100%	99%	29	29	100%
Other Content Areas							
CSET Health Subtest I	1	--	--	97%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	186	186	100%	100%	85	85	100%
CSET MSE II	187	187	100%	100%	84	84	100%
CSET MSE III	186	186	100%	100%	85	85	100%
CSET Physical Education Subtest I	1	--	--	100%	1	--	--
CSET Physical Education Subtest II	1	--	--	98%	1	--	--
CSET Physical Education Subtest III	1	--	--	100%	1	--	--
Health Science S* (16)	3	--	--	100%	7	--	--
MSAT (0140 + 0151)	0	--	--	100%	1	--	--
Aggregate	192	192	100%	100%	94	94	100%

[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.*

Institution/Program: CSU San Bernardino

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	569	569	100%	100%	393	393	100%
Aggregate	569	569	100%	100%	393	393	100%
Professional Knowledge/Pedagogy							
RICA	423	420	99%	99%	214	214	100%
Aggregate	423	420	99%	99%	214	214	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	10	10	100%
Biology S* (04 + 05)	1	--	--	100%	10	10	100%
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	100%	2	--	--
CSET English I	5	--	--	100%	9	--	--
CSET English II	5	--	--	100%	9	--	--
CSET English III	5	--	--	99%	9	--	--
CSET English IV	5	--	--	99%	9	--	--
CSET Math I	1	--	--	99%	3	--	--
CSET Math II	1	--	--	99%	3	--	--
CSET Math III	1	--	--	84%	2	--	--
CSET Sci III Bio/Life	3	--	--	100%	10	10	100%
CSET Sci III Chemistry	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	6	--	--	100%	13	13	100%
CSET Science II	6	--	--	100%	13	13	100%
CSET Social Sci I	10	10	100%	100%	3	--	--
CSET Social Sci II	10	10	100%	100%	3	--	--
CSET Social Sci III	10	10	100%	100%	3	--	--
English Praxis II	7	--	--	100%	11	11	100%
English S* (01)	7	--	--	100%	11	11	100%
Geoscience Praxis II (0433)	0	--	--	100%	2	--	--
Geoscience S* (04 + 07)	0	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	11	11	100%
Math S* (02)	1	--	--	100%	11	11	100%
Music Praxis II (0111 + 0112)	1	--	--	100%	2	--	--
Music S* (13)	1	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	98%	3	--	--
Social Science S* (03)	0	--	--	100%	3	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	1	--	--
Aggregate	34	34	100%	98%	70	70	100%
Other Content Areas							
Business S* (15)	5	--	--	96%	2	--	--
CSET MSE I	111	111	100%	100%	16	16	100%
CSET MSE II	111	111	100%	100%	16	16	100%
CSET MSE III	111	111	100%	100%	16	16	100%
Health Science S* (16)	26	26	100%	100%			

[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.*

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 2006-2007
(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 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 2006-2007

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.

Institution/Program: **CSU San Marcos**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

Examples of program enhancements and initiatives during the 2007/2008 academic year include:
1) The College of Education has redesigned the curriculum of all credential classes, multiple subject, middle level, single subject, and special education, to prepare for the state mandated Teacher Performance Assessment (TPA) system required for all students entering the program after July 1, 2008. The TPA is an outcome-based model and covers the core skills required of each beginning teacher. In addition to curriculum revision, faculty have gone through a professional development series to assist them in understanding the process, content, and evaluation strategies that make up the TPA. Final implementation requires funding from state legislature.
2) The College continues to build a partnership with San Marcos Unified School District to create a Professional Development School within one of the district's lowest performing elementary schools. Approximately 90% of the student population in the school is Latino and a majority 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. The first pilot cohort completed its preparation and the College will use data collected this spring to begin to understand the impact of the new partnership on teacher preparation.
3) The College has joined two regional partners, UCSD and San Diego State, to implement the Math for America San Diego project. This project targets the training of math educators to increase the number of well-qualified teachers of math in regional public schools. The first cohort of eligible math teacher candidates will enter programs in fall 2008.

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

Institution/Program: **CSU San Marcos**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	464	464	0
Single Subject Candidates	79	79	0
Education Specialist Candidates	101	73	28
Totals	644	616	28

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	378	378	0
Single Subject Candidates	79	79	0
Education Specialist Candidates	74	49	25
Totals	531	506	25

Institution/Program: **CSU San Marcos**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**54**		
In Academic Positions with Rights and Responsibilities	18		
In Non-Academic Positions without Rights and Responsibilities	36		
Single Subject Programs	**14**		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	11		
Education Specialist Programs	**12**	**11**	
In Academic Positions with Rights and Responsibilities	2	1	
In Non-Academic Positions without Rights and Responsibilities	10	10	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

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

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **CSU San Marcos**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: CSU San Marcos

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	388	388	100%	100%	7	--	--
Aggregate	388	388	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	315	315	100%	98%	7	--	--
Aggregate	315	315	100%	98%	7	--	--
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 Math I	4	--	--	99%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	2	--	--	96%	0	--	--
CSET Sci III Bio/Life	7	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Science I	7	--	--	100%	0	--	--
CSET Science II	7	--	--	99%	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%	100%	0	--	--
CSET Spanish Subtest I	5	--	--	99%	0	--	--
CSET Spanish Subtest II	5	--	--	100%	0	--	--
CSET Spanish Subtest III	5	--	--	100%	0	--	--
Aggregate	41	41	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	298	298	100%	100%	6	--	--
CSET MSE II	298	297	100%	100%	6	--	--
CSET MSE III	298	298	100%	100%	6	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	300	299	100%	100%	6	--	--
Summary Totals and Pass Rate	390	389	100%	99%	7	--	--

[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.*

Institution/Program: CSU San Marcos

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	383	383	100%	100%	24	24	100%
Aggregate	383	383	100%	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	320	319	100%	99%	24	24	100%
Aggregate	320	319	100%	99%	24	24	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	12	12	100%	100%	0	--	--
CSET English II	12	12	100%	100%	0	--	--
CSET English III	12	12	100%	99%	0	--	--
CSET English IV	12	12	100%	99%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	2	--	--	84%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	7	--	--	100%	0	--	--
CSET Science II	7	--	--	100%	0	--	--
CSET Social Sci I	7	--	--	100%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	100%	0	--	--
Aggregate	39	39	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	110	110	100%	100%	2	--	--
CSET MSE II	110	110	100%	100%	2	--	--
CSET MSE III	110	110	100%	100%	2	--	--
MSAT (0140 + 0151)	75	75	100%	100%	15	15	100%
Aggregate	185	185	100%	100%	17	17	100%
Summary Totals and Pass Rate	383	382	100%	99%	24	24	100%

[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.*

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 2006-2007
(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 2006-2007

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 and Retention Office serves as a resource center for teacher candidates seeking CSET, CBEST or RICA preparation assistance. The office provides information on a variety of examination preparation options via one-on-one advising sessions with students, group presentations (both on and off campus groups), e-mail correspondence, regular mailing, and the internet. The CSET, CBEST, and RICA examination preparation options include workshops, blackboard tutorial, one-on-one tutoring, live distance video instruction, and internet assistance. Approximately 400 students received resource/referral services regarding preparation assistance during the academic year 2006-07.

Institution/Program: **CSU Stanislaus**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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.

The Special Education Program recently received CCTC approval for an internship program, as did the School Counseling Program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csustan.edu/AcadProg/deptoff.html

Institution/Program: **CSU Stanislaus**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	852	798	54
Single Subject Candidates	632	566	66
Education Specialist Candidates	98	98	0
Totals	1,582	1,462	120

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	295	267	28
Single Subject Candidates	186	126	60
Education Specialist Candidates	11	11	0
Totals	492	404	88

Institution/Program: **CSU Stanislaus**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**24**	**13**	**0**
In Academic Positions with Rights and Responsibilities	10	2	0
In Non-Academic Positions without Rights and Responsibilities	14	11	0
Single Subject Programs	**24**	**20**	**0**
In Academic Positions with Rights and Responsibilities	2	4	0
In Non-Academic Positions without Rights and Responsibilities	22	16	0
Education Specialist Programs	**5**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	16 :1	:1
Single Subject Programs	5.25 :1	3.73 :1	:1
Education Specialist Programs	3 :1	:1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **CSU Stanislaus**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: CSU Stanislaus

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	321	321	100%	100%	73	73	100%
Aggregate	321	321	100%	100%	73	73	100%
Professional Knowledge/Pedagogy							
RICA	276	274	99%	98%	25	24	96%
Aggregate	276	274	99%	98%	25	24	96%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	1	--	--
CSET Art Subtest II	1	--	--	100%	1	--	--
CSET English I	4	--	--	100%	3	--	--
CSET English II	4	--	--	100%	3	--	--
CSET English III	4	--	--	100%	3	--	--
CSET English IV	4	--	--	100%	3	--	--
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	--	--	99%	6	--	--
CSET Math II	2	--	--	99%	6	--	--
CSET Math III	1	--	--	96%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	96%	1	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	0	--	--	100%	3	--	--
CSET Science II	0	--	--	99%	3	--	--
CSET Social Sci I	11	11	100%	99%	4	--	--
CSET Social Sci II	11	11	100%	100%	4	--	--
CSET Social Sci III	11	11	100%	100%	4	--	--
CSET Spanish Subtest I	1	--	--	99%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Aggregate	21	21	100%	99%	19	19	100%
Other Content Areas							
CSET Home Economics Subtest I	0	--	--	100%	1	--	--
CSET Home Economics Subtest II	0	--	--	100%	1	--	--
CSET Home Economics Subtest III	0	--	--	100%	1	--	--
CSET MSE I	267	267	100%	100%	24	24	100%
CSET MSE II	267	267	100%	100%	24	24	100%
CSET MSE III	267	267	100%	100%	24	24	100%
CSET Physical Education Subtest I	0	--	--	100%	2	--	--
CSET Physical Education Subtest II	0	--	--	98%	2	--	--
CSET Physical Education Subtest III	0	--	--	100%	2	--	--
Aggregate	267	267	100%	100%	27	27	100%
Summary Totals and Pass Rate	322	320	99%	99%	74	73	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.*

Institution/Program: CSU Stanislaus

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	483	479	99%	100%	65	65	100%
Aggregate	483	479	99%	100%	65	65	100%
Professional Knowledge/Pedagogy							
RICA	418	408	98%	99%	43	43	100%
Aggregate	418	408	98%	99%	43	43	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	11	11	100%	100%	0	--	--
CSET Social Sci II	11	11	100%	100%	0	--	--
CSET Social Sci III	11	11	100%	100%	0	--	--
English Praxis II	2	--	--	100%	1	--	--
English S* (01)	2	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	1	--	--
Aggregate	19	19	100%	98%	5	--	--
Other Content Areas							
Business S* (15)	2	--	--	96%	0	--	--
CSET MSE I	50	50	100%	100%	6	--	--
CSET MSE II	50	50	100%	100%	6	--	--
CSET MSE III	50	50	100%	100%	6	--	--
MSAT (0140 + 0151)	49	49	100%	100%	12	12	100%
Aggregate	101	101	100%	100%	18	18	100%
Summary Totals and Pass Rate	483	471	98%	99%	65	65	100%

[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.*

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 2006-2007
(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 2006-2007

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).

The Special Education Program received a U.S. Department of Education Grant of $800,000 to support selected candidates with their tuition for this program. Special Education offers one of nine dual credential programs in California.

The multiple subject, single subject, and special education programs in rural Ukiah begin with an early course in August. Candidates continue their program in the evening 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.

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 2006-2007

Courses for the professional preparation program incorporate the Teacher Performance Expectations (TPE). Courses include specific anchor assignments closely related to the TPE's. This is closely followed by Teacher Performance Assessment (TPA).

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

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	105	90	15
Single Subject Candidates	80	56	24
Education Specialist Candidates	68	45	23
Totals	253	191	62

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	20	13	7
Single Subject Candidates	27	14	13
Education Specialist Candidates	31	16	15
Totals	78	43	35

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

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**14**	**12**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	12	12	0
Single Subject Programs	**14**	**12**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	13	12	0
Education Specialist Programs	**5**	**11**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	4	10	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	82	82	100%	100%	30	30	100%
Aggregate	82	82	100%	100%	30	30	100%
Professional Knowledge/Pedagogy							
RICA	62	59	95%	98%	18	17	94%
Aggregate	62	59	95%	98%	18	17	94%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
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 French Subtest I	0	--	--	100%	1	--	--
CSET French Subtest II	0	--	--	100%	1	--	--
CSET French Subtest III	0	--	--	100%	1	--	--
CSET Math I	0	--	--	99%	6	--	--
CSET Math II	0	--	--	99%	6	--	--
CSET Math III	0	--	--	96%	1	--	--
CSET Sci III Bio/Life	3	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	1	--	--
CSET Science II	4	--	--	99%	1	--	--
CSET Social Sci I	7	--	--	99%	1	--	--
CSET Social Sci II	7	--	--	100%	1	--	--
CSET Social Sci III	7	--	--	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	19	19	100%	99%	12	12	100%
Other Content Areas							
CSET Health Subtest I	1	--	--	97%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	61	61	100%	100%	16	16	100%
CSET MSE II	61	61	100%	100%	16	16	100%
CSET MSE III	61	61	100%	100%	16	16	100%
MSAT (0140 + 0151)	0	--	--	100%	1	--	--
Aggregate	62	62	100%	100%	17	17	100%
Summary Totals and Pass Rate	83	80	96%	99%	30	29	97%

[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.*

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 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	138	138	100%	100%	12	12	100%
Aggregate	138	138	100%	100%	12	12	100%
Professional Knowledge/Pedagogy							
RICA	95	95	100%	99%	4	--	--
Aggregate	95	95	100%	99%	4	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	1	--	--
Art S* (12)	1	--	--	100%	1	--	--
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	99%	1	--	--
CSET English IV	6	--	--	99%	1	--	--
CSET Math I	4	--	--	99%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	4	--	--	84%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Social Sci I	8	--	--	100%	0	--	--
CSET Social Sci II	8	--	--	100%	0	--	--
CSET Social Sci III	8	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
French S* (11)	2	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	0	--	--
French: Skills Praxis II (0171)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	30	29	97%	98%	2	--	--
Other Content Areas							
CSET MSE I	47	47	100%	100%	0	--	--
CSET MSE II	47	47	100%	100%	0	--	--
CSET MSE III	47	47	100%	100%	0	--	--
MSAT (0140 + 0151)	23	23	100%	100%	4	--	--
Aggregate	70	70	100%	100%	4	--	--
Summary Totals and Pass Rate	138	137	99%	99%	12	12	100%

[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.*

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 2006-2007
(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.

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 2006-2007

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.

Institution/Program: **Fresno Pacific University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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

Institution/Program: **Fresno Pacific University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	163	143	20
Single Subject Candidates	49	25	24
Education Specialist Candidates	48	23	25
Totals	260	191	69

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	80	73	7
Single Subject Candidates	16	9	7
Education Specialist Candidates	19	0	19
Totals	115	82	33

Institution/Program: **Fresno Pacific University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**16**	**4**	**0**
In Academic Positions with Rights and Responsibilities	16	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**7**	**4**	**0**
In Academic Positions with Rights and Responsibilities	7	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**6**	**0**
In Academic Positions with Rights and Responsibilities	0	6	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4.5 :1	1.75 :1	-- :1
Single Subject Programs	1.3 :1	1.75 :1	-- :1
Education Specialist Programs	-- :1	3.1 :1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Fresno Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Fresno Pacific University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	94	94	100%	100%	24	24	100%
Aggregate	94	94	100%	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	83	83	100%	98%	16	16	100%
Aggregate	83	83	100%	98%	16	16	100%
Academic Content Areas							
CSET English I	0	--	--	100%	2	--	--
CSET English II	0	--	--	100%	2	--	--
CSET English III	0	--	--	100%	2	--	--
CSET English IV	0	--	--	100%	2	--	--
CSET Math I	1	--	--	99%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	99%	1	--	--
CSET Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Aggregate	4	--	--	99%	5	--	--
Other Content Areas							
CSET MSE I	82	82	100%	100%	14	14	100%
CSET MSE II	82	82	100%	100%	14	14	100%
CSET MSE III	82	82	100%	100%	14	14	100%
CSET Physical Education Subtest I	0	--	--	100%	1	--	--
CSET Physical Education Subtest II	0	--	--	98%	1	--	--
CSET Physical Education Subtest III	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	1	--	--
Aggregate	82	82	100%	100%	16	16	100%
Summary Totals and Pass Rate	94	94	100%	99%	24	24	100%

[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.*

Institution/Program: Fresno Pacific University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	111	111	100%	100%	16	16	100%
Aggregate	111	111	100%	100%	16	16	100%
Professional Knowledge/Pedagogy							
RICA	90	86	96%	99%	9	--	--
Aggregate	90	86	96%	99%	9	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	100%	2	--	--
Biology S* (04 + 05)	0	--	--	100%	2	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	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	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	7	--	--	98%	2	--	--
Other Content Areas							
CSET MSE I	13	13	100%	100%	0	--	--
CSET MSE II	13	13	100%	100%	0	--	--
CSET MSE III	13	13	100%	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	10	10	100%	100%	4	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	25	25	100%	100%	4	--	--
Summary Totals and Pass Rate	111	107	96%	99%	16	16	100%

[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.*

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 2006-2007
(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 2006-2007

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.

Institution/Program: **High Tech High Charter 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 2006-2007

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

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	23		23
Education Specialist Candidates			
Totals	23		23

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	23		23
Education Specialist Candidates			
Totals	23		23

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

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

Number of Supervising Teachers During 2006-2007
(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			**9**
In Academic Positions with Rights and Responsibilities			9
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	:1
Single Subject Programs	:1	:1	3 :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.*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	6	--	--
Aggregate	0	--	--	100%	6	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	2	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	4	--	--
CSET Science II	0	--	--	99%	4	--	--
Aggregate	0	--	--	99%	6	--	--
Summary Totals and Pass Rate	0	--	--	99%	6	--	--

[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.*

Institution/Program: High Tech High Charter Schools

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate

[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.*

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 2006-2007
(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 2006-2007

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.

Institution/Program: **Holy Names 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 2006-2007

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

Institution/Program: **Holy Names University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	8	5
Single Subject Candidates	10	2	8
Education Specialist Candidates	33	17	16
Totals	56	27	29

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	13	8	5
Single Subject Candidates	10	2	8
Education Specialist Candidates	33	17	16
Totals	56	27	29

Institution/Program: **Holy Names University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26 :1	26 :1	0 :1
Single Subject Programs	26 :1	26 :1	0 :1
Education Specialist Programs	26 :1	26 :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.*

Institution/Program: **Holy Names University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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	30	16	480

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Holy Names 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	29	29	100%	100%	0	--	--
Aggregate	29	29	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	18	18	100%	98%	0	--	--
Aggregate	18	18	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	3	--	--	99%	0	--	--
CSET Math II	3	--	--	99%	0	--	--
CSET Math III	3	--	--	96%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Social Sci I	3	--	--	99%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
CSET Spanish Subtest I	2	--	--	99%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	11	11	100%	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	--	--
Aggregate	16	16	100%	100%	0	--	--
Summary Totals and Pass Rate	30	30	100%	99%	0	--	--

[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.*

Institution/Program: Holy Names 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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	26	26	100%	100%	14	14	100%
Aggregate	26	26	100%	100%	14	14	100%
Professional Knowledge/Pedagogy							
RICA	21	21	100%	99%	9	--	--
Aggregate	21	21	100%	99%	9	--	--
Academic Content Areas							
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	98%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Aggregate	2	--	--	98%	2	--	--
Other Content Areas							
CSET MSE I	4	--	--	100%	2	--	--
CSET MSE II	4	--	--	100%	2	--	--
CSET MSE III	4	--	--	100%	2	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	10	10	100%	100%	5	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	15	15	100%	100%	8	--	--
Summary Totals and Pass Rate	26	26	100%	99%	14	14	100%

[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.*

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 2006-2007
(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 Program is committed to Christian values in a non-sectarian setting and maintain a focus on applied scholarship. The diverse student population within the districts surrounding the university provides rich opportunities for 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 2006-2007

Founded as a Bible College in 1928, the 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 and refined 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 2006-2007

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

Institution/Program: **Hope International University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	32	32	
Single Subject Candidates			
Education Specialist Candidates			
Totals	32	32	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	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	

Institution/Program: **Hope International University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**3**		
In Academic Positions with Rights and Responsibilities	3		
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :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.*

Institution/Program: **Hope International University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Hope International University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	12	12	100%	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	12	12	100%	98%	0	--	--
Aggregate	12	12	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	12	12	100%	100%	0	--	--
CSET MSE II	12	12	100%	100%	0	--	--
CSET MSE III	12	12	100%	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Summary Totals and Pass Rate	12	12	100%	99%	0	--	--

[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.*

Institution/Program: Hope International University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**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	16	16	100%	100%	0	--	--
CSET MSE II	16	16	100%	100%	0	--	--
CSET MSE III	16	16	100%	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Aggregate	20	20	100%	100%	0	--	--
Summary Totals and Pass Rate	21	21	100%	99%	0	--	--

[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.*

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 2006-2007
(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 2006-2007

Program leaders, coordinators, and faculty in the School of Education at Humboldt State University carefully select high caliber credential candidates for each program and collaborate with local school districts in identifying fieldwork classrooms with committed, well-qualified mentor teachers. A hallmark of our programs is the considerable amount of time spent working in fieldwork classrooms. Our programs offer individual mentorship with a graduation and employment rate among the highest in the country. Each program is a one-year course of study beginning in the fall.

For the past three years, the Elementary Education Program (EED) has partnered with Civicorps Elementary School in Oakland, California to offer a cohort of our multiple subject credential candidates the opportunity to student teach in a socioeconomically and racially diverse urban environment. This EED distance program also served students throughout Northern and Southern Humboldt. The program hired a new probationary faculty member in literacy/social studies in 2007. Single subject credential candidates also have the opportunity to fulfill their fieldwork requirements at the SED partner River School in Napa utilizing distance-education for coursework as well as within the Early College High School at College of the Redwoods.

The Special Education (SPED) Program continues to offer credentials in Mild/Moderate and Moderate/Severe disabilities. The SPED program faculty expanded the use of reading and math clinics for all credential candidates to more consistently prepare them to teach core academic content and to effectively use a variety of

Institution/Program: **Humboldt State University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

The School of Education recently joined the Performance Assessment for California Teachers (PACT) consortium to meet the Teacher Performance Assessment requirements. The pilot of PACT teacher performance assessments is in progress during the 2007-2008 academic year. The Elementary and Secondary Programs are moving toward full implementation of PACT starting in Fall 2008 when funds become available.

The Special Education Program is currently developing an Autism and Communication Disabilities Program. This program is a collaborative effort with the Humboldt County Office of Education and the Redwood Coast Regional Center. The program is designed as the first entrance into public education for individuals with Autism, and offers assessment services, instructional strategies for teachers, and serves as a transition lab for inclusion into the public school system.

The Elementary Education program hopes to hire one new probationary faculty member in mathematics/science to begin in Fall 2009. The Elementary Education faculty member hired in 2007-08 will assume the Directorship of the Liberal Studies Elementary Education Program in the Fall of 2008.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.humboldt.edu/~educ/

Institution/Program: **Humboldt State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	65	54	11
Single Subject Candidates	41	40	1
Education Specialist Candidates	25	21	4
Totals	131	115	16

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	65	54	11
Single Subject Candidates	41	40	1
Education Specialist Candidates	25	21	4
Totals	131	115	16

Institution/Program: **Humboldt State University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**2**	**0**
In Academic Positions with Rights and Responsibilities	12	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**14**	**1**	**0**
In Academic Positions with Rights and Responsibilities	14	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**11**	**5**	**0**
In Academic Positions with Rights and Responsibilities	11	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4.5 :1	5.5 :1	n/a :1
Single Subject Programs	2.86 :1	1 :1	n/a :1
Education Specialist Programs	1.9 :1	0.8 :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.*

Institution/Program: **Humboldt State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	38	1026
Single Subject Programs	22.5	38	855
Education Specialist Programs	26.71	38	1,015

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Humboldt State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	116	116	100%	100%	15	15	100%
Aggregate	116	116	100%	100%	15	15	100%
Professional Knowledge/Pedagogy							
RICA	76	76	100%	98%	14	14	100%
Aggregate	76	76	100%	98%	14	14	100%
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 Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	96%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	7	--	--	99%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	76	76	100%	100%	14	14	100%
CSET MSE II	76	76	100%	100%	14	14	100%
CSET MSE III	76	76	100%	100%	14	14	100%
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	0	--	--	100%	1	--	--
Aggregate	77	77	100%	100%	15	15	100%
Summary Totals and Pass Rate	116	116	100%	99%	15	15	100%

[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.*

Institution/Program: Humboldt State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	158	158	100%	100%	0	--	--
Aggregate	158	158	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	95	93	98%	99%	0	--	--
Aggregate	95	93	98%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Math I	3	--	--	99%	0	--	--
CSET Math II	3	--	--	99%	0	--	--
CSET Math III	3	--	--	84%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Social Sci I	11	11	100%	100%	0	--	--
CSET Social Sci II	11	11	100%	100%	0	--	--
CSET Social Sci III	11	11	100%	100%	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)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	24	24	100%	98%	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	--	--
MSAT (0140 + 0151)	11	11	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	70	70	100%	100%	0	--	--
Summary Totals and Pass Rate	158	156	99%	99%	0	--	--

[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.*

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 2006-2007
(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 program accommodates classes to students' working schedules. The majority of students are bilingual teacher aides. The the other students are educated immigrants who are changing careers to become teachers.

The Education Department prepares competent, 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 providing 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 2006-2007

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. Prerequisite courses address content areas in history and culture of Latinos, civil rights,and educational equity. Candidates attend lectures given by local civic, academic, and political leaders. All candidates complete prerequisite courses in Spanish, in teaching mathematics, linguistics, Mainstreaming Special Needs students, Health for Teachers, and Teaching Physical Education in Elementary Schools.

An effective retention strategy for Latinos is the cohort model. Candidates progress through the program with the same students. The cohort system supports IAC's value of the spirit of "familia." Bilingual instruction and cultural diversity are factors which support the effectiveness of the program. Students help each other by forming study groups when preparing for standardized exams. By scheduling classes in the evenings, the program 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 identify outcomes that are linked to the state frameworks, California student content standards, and certification standards.

Institution/Program: **InterAmerican College**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 applicants 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

Institution/Program: **InterAmerican College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	3	3	0
Single Subject Candidates	4	4	0
Education Specialist Candidates	0	0	0
Totals	7	7	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	3	3	0
Single Subject Candidates	3	3	0
Education Specialist Candidates	0	0	0
Totals	6	6	0

Institution/Program: **InterAmerican College**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**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 2006-2007*

	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	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.*

Institution/Program: **InterAmerican College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **InterAmerican College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	4	--	--	100%	0	--	--
Aggregate	4	--	--	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	2	--	--	98%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Academic Content Areas							
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	100%	0	--	--
CSET MSE II	1	--	--	100%	0	--	--
CSET MSE III	1	--	--	100%	0	--	--
Aggregate	1	--	--	100%	0	--	--
Summary Totals and Pass Rate	4	--	--	99%	0	--	--

[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.*

Institution/Program: **InterAmerican College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	10	10	100%	100%	0	--	--
Aggregate	10	10	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	5	--	--	99%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Academic Content Areas							
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	3	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	100%	0	--	--
CSET MSE II	1	--	--	100%	0	--	--
CSET MSE III	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	2	--	--	100%	0	--	--
Summary Totals and Pass Rate	10	10	100%	99%	0	--	--

[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.*

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 2006-2007
(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 peacefu 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 2006-2007

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.

Institution/Program: **John F. Kennedy University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 estabished 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.

In the 2006-2007 year we continue to be engaged in a university -wide process of program asssessment and review. We are actively involved in evidence collection review and ongoing program assessment.

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

Institution/Program: **John F. Kennedy University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	22	20	2
Single Subject Candidates	20	11	9
Education Specialist Candidates			
Totals	42	31	11

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	7	6	1
Single Subject Candidates	5	3	2
Education Specialist Candidates			
Totals	12	9	3

Institution/Program: **John F. Kennedy University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**1**	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	5	1	
Single Subject Programs	**3**	**1**	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	3	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :1	3 :1	:1
Single Subject Programs	3 :1	5 :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.*

Institution/Program: **John F. Kennedy University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **John F. Kennedy University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	6	--	--	100%	3	--	--
Aggregate	6	--	--	100%	3	--	--
Professional Knowledge/Pedagogy							
RICA	5	--	--	98%	1	--	--
Aggregate	5	--	--	98%	1	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
Aggregate	1	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	5	--	--	100%	1	--	--
CSET MSE II	5	--	--	100%	1	--	--
CSET MSE III	5	--	--	100%	1	--	--
Aggregate	5	--	--	100%	1	--	--
Summary Totals and Pass Rate	6	--	--	99%	3	--	--

[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.*

Institution/Program: **John F. Kennedy University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	15	15	100%	100%	5	--	--
Aggregate	15	15	100%	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	3	--	--
Aggregate	11	11	100%	99%	3	--	--
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Aggregate	3	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	3	--	--	100%	1	--	--
CSET MSE II	3	--	--	100%	1	--	--
CSET MSE III	3	--	--	100%	1	--	--
MSAT (0140 + 0151)	5	--	--	100%	1	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	9	--	--	100%	2	--	--
Summary Totals and Pass Rate	15	15	100%	99%	5	--	--

[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.*

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 2006-2007
(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 humanity.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

La Sierra University (LSU) faculty are committed to continual program improvement, to teaching, and to research. Methods courses now include greater emphasis on multiple intelligences, brain-related learning principles, English language development, technological enrichment, and classroom resilience.

Web-assisted features enhance most coursework in the teacher education program (TEP). This modeling of technological applications prepares candidates to incorporate similar applications later in lessons they will teach in fieldwork placements.

LSU seeks to develop professional teachers who can create warm, caring classroom climates where effective learning takes place. Faculty espouse the concept that professionalism and Christian principles are not mutually exclusive.

The TEP encourages an understanding of the privileges of citizenship, importance of loyalty to country, and need for improved social order through education--whether public or private. Increased emphasis on English language learning and on appreciation for cultural diversity under girds all methods courses.

In alignment with the state's emphasis on teaching performance assessment (TPA), this is now integral to the entire TEP. All faculty are calibrated in TPA scoring and remain current through regular involvement in the

Institution/Program: **La Sierra University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

A new (parttime) faculty member oversees Teaching Performance Assessments (TPAs). Additionally, five Curriculum and Instruction faculty, one adjunct faculty member, and a full-time support staff member in the Curriculum and Instruction department all are trained in scoring of TPAs. The decision to have multiple faculty acquire training was taken to insure that methods coursework aligns well with TPA expectations AND to insure that LSU's TEP remains relevant to student context and with teaching standards. TEP faculty commonly agree that TPA training provides a valuable component to teacher training/assessment and that it should contribute significantly to the overall quality of LSU's TEP.

LSU faculty wish to express gratitude to CCTC for providing TPA training.

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

Institution/Program: La Sierra University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	92	90	2
Single Subject Candidates	79	77	2
Education Specialist Candidates	0	0	0
Totals	171	167	4

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	8	2
Single Subject Candidates	4	2	2
Education Specialist Candidates	0	0	0
Totals	14	10	4

Institution/Program: **La Sierra University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**	**8**	**1**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	4	4	1
Single Subject Programs	**8**	**8**	**1**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	4	4	1
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 :1	1 :1	1 :1
Single Subject Programs	2 :1	1 :1	1 :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.*

Institution/Program: **La Sierra University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	Number of Years
Multiple Subject Programs	.5
Single Subject Programs	.5
Education Specialist Programs	0

Institution/Program: La Sierra University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	10	10	100%	100%	4	--	--
Aggregate	10	10	100%	100%	4	--	--
Professional Knowledge/Pedagogy							
RICA	7	--	--	98%	2	--	--
Aggregate	7	--	--	98%	2	--	--
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	0	--	--	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	99%	1	--	--
CSET Spanish Subtest I	0	--	--	99%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	2	--	--	99%	2	--	--
Other Content Areas							
CSET MSE I	8	--	--	100%	2	--	--
CSET MSE II	8	--	--	100%	2	--	--
CSET MSE III	8	--	--	100%	2	--	--
Aggregate	8	--	--	100%	2	--	--
Summary Totals and Pass Rate	10	9	90%	99%	4	--	--

[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.*

Institution/Program: La Sierra University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	17	17	100%	100%	10	10	100%
Aggregate	17	17	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	9	--	--	99%	5	--	--
Aggregate	9	--	--	99%	5	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	99%	1	--	--
CSET English IV	1	--	--	99%	1	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	2	--	--	100%	2	--	--
CSET Social Sci II	2	--	--	100%	2	--	--
CSET Social Sci III	2	--	--	100%	2	--	--
Aggregate	4	--	--	98%	4	--	--
Other Content Areas							
CSET MSE I	3	--	--	100%	1	--	--
CSET MSE II	3	--	--	100%	1	--	--
CSET MSE III	3	--	--	100%	1	--	--
MSAT (0140 + 0151)	3	--	--	100%	1	--	--
Aggregate	6	--	--	100%	2	--	--
Summary Totals and Pass Rate	17	14	82%	99%	10	10	100%

[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.*

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 2006-2007
(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 2006-2007

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).

Institution/Program: **Los Angeles USD**

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 2006-2007

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. Additonally 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

Institution/Program: **Los Angeles USD**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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
Single Subject Candidates	149		149
Education Specialist Candidates	142		142
Totals	327		327

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	36		36
Single Subject Candidates	149		149
Education Specialist Candidates	142		142
Totals	327		327

Institution/Program: **Los Angeles USD**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**149**
In Academic Positions with Rights and Responsibilities			17
In Non-Academic Positions without Rights and Responsibilities			132
Single Subject Programs			**380**
In Academic Positions with Rights and Responsibilities			105
In Non-Academic Positions without Rights and Responsibilities			275
Education Specialist Programs			**363**
In Academic Positions with Rights and Responsibilities			95
In Non-Academic Positions without Rights and Responsibilities			268

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

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

Institution/Program: **Los Angeles USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			120
Single Subject Programs			120
Education Specialist Programs			120

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Los Angeles USD**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	166	166	100%
Aggregate	0	--	--	100%	166	166	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	92	92	100%
Aggregate	0	--	--	98%	92	92	100%
Summary Totals and Pass Rate	0	--	--	99%	166	166	100%

[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.*

Institution/Program: Los Angeles USD

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	464	464	100%
Aggregate	0	--	--	100%	464	464	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	373	373	100%
Aggregate	0	--	--	99%	373	373	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	100%	5	--	--
Biology S* (04 + 05)	0	--	--	100%	5	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	4	--	--
Chemistry S* (04 + 06)	0	--	--	100%	4	--	--
English Praxis II	0	--	--	100%	60	60	100%
English S* (01)	0	--	--	100%	62	62	100%
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	15	15	100%
Math S* (02)	0	--	--	100%	15	15	100%
Aggregate	0	--	--	98%	87	87	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	353	353	100%
Aggregate	0	--	--	100%	353	353	100%
Summary Totals and Pass Rate	0	--	--	99%	464	464	100%

[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.*

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 2006-2007
(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 2006-2007

* Cultural Diversity Experience: Teacher candidates in the Loyola Marymount University program complete their credential equipped to teach students of diverse backgrounds.

* Highly Qualified Faculty: Teacher candidates interact with highly qualified faculty who are committed to teaching and research. Schools districts in California recruit students from the program.

* Low Student-Professor Ratio: Students receive individual attention and benefit from small class sizes.

* Integrated Use of Technology: The students have access to classrooms that are equipped with the latest technology, which allows them to experience teaching and learning with technology.

* Supervised Field Experiences: Candidates who are graduate students participate in supervised field experiences at the beginning of the program.

* Scholarships: Loyola Marymount University provides scholarships that allow greater access for all students.

Institution/Program: **Loyola Marymount University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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

Institution/Program: **Loyola Marymount University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	379	238	141
Single Subject Candidates	354	182	172
Education Specialist Candidates	91	12	79
Totals	824	432	392

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	241	139	102
Single Subject Candidates	245	115	130
Education Specialist Candidates	59	1	58
Totals	545	255	290

Institution/Program: **Loyola Marymount University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**21**	**14**	
In Academic Positions with Rights and Responsibilities	21	14	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**24**	**24**	
In Academic Positions with Rights and Responsibilities	24	24	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**1**	**9**	
In Academic Positions with Rights and Responsibilities	1	9	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	8 :1	:1
Single Subject Programs	6 :1	8 :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.*

Institution/Program: **Loyola Marymount University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Loyola Marymount University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	173	173	100%	100%	134	134	100%
Aggregate	173	173	100%	100%	134	134	100%
Professional Knowledge/Pedagogy							
RICA	105	103	98%	98%	69	69	100%
Aggregate	105	103	98%	98%	69	69	100%
Academic Content Areas							
CSET English I	20	20	100%	100%	22	22	100%
CSET English II	20	20	100%	100%	22	22	100%
CSET English III	20	20	100%	100%	22	22	100%
CSET English IV	20	20	100%	100%	22	22	100%
CSET Math I	7	--	--	99%	6	--	--
CSET Math II	7	--	--	99%	6	--	--
CSET Math III	4	--	--	96%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	19	19	100%
CSET Sci III Chemistry	1	--	--	100%	4	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Sci IV Physics	0	--	--	100%	1	--	--
CSET Science I	5	--	--	100%	23	23	100%
CSET Science II	5	--	--	99%	23	23	100%
CSET Social Sci I	15	14	93%	99%	3	--	--
CSET Social Sci II	15	15	100%	100%	3	--	--
CSET Social Sci III	15	15	100%	100%	3	--	--
CSET Spanish Subtest I	3	--	--	99%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Aggregate	52	49	94%	99%	55	55	100%
Other Content Areas							
CSET MSE I	104	104	100%	100%	74	73	99%
CSET MSE II	104	104	100%	100%	74	73	99%
CSET MSE III	104	104	100%	100%	74	74	100%
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	0	--	--	100%	1	--	--
Aggregate	105	105	100%	100%	75	74	99%
Summary Totals and Pass Rate	173	168	97%	99%	135	134	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.*

Institution/Program: Loyola Marymount University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	145	145	100%	100%	74	74	100%
Aggregate	145	145	100%	100%	74	74	100%
Professional Knowledge/Pedagogy							
RICA	94	94	100%	99%	54	54	100%
Aggregate	94	94	100%	99%	54	54	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	100%	2	--	--
Biology S* (04 + 05)	2	--	--	100%	3	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	100%	2	--	--
CSET English I	11	11	100%	100%	1	--	--
CSET English II	11	11	100%	100%	1	--	--
CSET English III	11	11	100%	99%	1	--	--
CSET English IV	11	11	100%	99%	1	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	2	--	--
CSET Science II	3	--	--	100%	2	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
English Praxis II	0	--	--	100%	6	--	--
English S* (01)	0	--	--	100%	8	--	--
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)	2	--	--	100%	1	--	--
Math S* (02)	2	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	1	--	--
Social Science S* (03)	2	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	32	31	97%	98%	18	18	100%
Other Content Areas							
CSET MSE I	51	51	100%	100%	7	--	--
CSET MSE II	51	51	100%	100%	7	--	--
CSET MSE III	51	51	100%	100%	7	--	--
MSAT (0140 + 0151)	16	15	94%	100%	37	37	100%
Aggregate	67	66	99%	100%	44	44	100%
Summary Totals and Pass Rate	145	143	99%	99%	74	74	100%

[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.*

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 2006-2007
(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 2006-2007

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.

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 2006-2007

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.mills.edu/academics/graduate/educ/

Institution/Program: **Mills College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	30	0
Single Subject Candidates	20	20	0
Education Specialist Candidates	1	1	0
Totals	51	51	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	30	30	0
Single Subject Candidates	20	20	0
Education Specialist Candidates	1	1	0
Totals	51	51	0

Institution/Program: **Mills College**

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

Number of Supervising Teachers During 2006-2007
(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	**10**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	10	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3.75 :1	0 :1	0 :1
Single Subject Programs	2 :1	0 :1	0 :1
Education Specialist Programs	1 :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.*

Institution/Program: **Mills College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Mills College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	35	35	100%	100%	0	--	--
Aggregate	35	35	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	15	15	100%	98%	0	--	--
Aggregate	15	15	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	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	99%	0	--	--
CSET Social Sci I	9	--	--	99%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
Aggregate	13	13	100%	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	--	--
Aggregate	15	15	100%	100%	0	--	--
Summary Totals and Pass Rate	35	35	100%	99%	0	--	--

[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.*

Institution/Program: Mills College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	55	53	96%	100%	0	--	--
Aggregate	55	53	96%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	26	25	96%	99%	0	--	--
Aggregate	26	25	96%	99%	0	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	99%	0	--	--
CSET English IV	4	--	--	99%	0	--	--
CSET Math I	4	--	--	99%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	3	--	--	84%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Social Sci I	9	--	--	100%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Aggregate	21	19	90%	98%	0	--	--
Other Content Areas							
CSET MSE I	18	17	94%	100%	0	--	--
CSET MSE II	17	16	94%	100%	0	--	--
CSET MSE III	17	17	100%	100%	0	--	--
MSAT (0140 + 0151)	8	--	--	100%	0	--	--
Aggregate	26	24	92%	100%	0	--	--
Summary Totals and Pass Rate	55	49	89%	99%	0	--	--

[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.*

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 2006-2007
(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 2006-2007

The Teaching Performance Assessment that was piloted in 2003-2004 was fully implemented in Fall 2005 and continues to be utilized. The results have been used to identify program strengths and weaknesses annually and courses are revised to enhance candidate preparation. The passing score is 12 out of 16 possible points.

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

Institution/Program: **Mount Saint Mary's College**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

In May 2007 the faculty reviewed the TPA results and identified areas for program improvement for the coming year. The faculty then proposed and received a Program Enhancement Grant through our institution called "Meeting Pre-K-12 Students 'Special Needs' in the General Curriculum for Teacher Preparation". This initiative will involve embedding special education modules in all preliminary methods courses. We will begin implementation of this program improvement initiative in Fall 2008.

Three new Intern programs were approved in 2007. We have obtained CCTC approval for Intern programs in Multiple Subjects, Single Subject, and Education Specialist in Mild/Moderate Disabilities. Programs will begin with cohorts in Fall 2008.

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

Institution/Program: **Mount Saint Mary's College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	91	91	0
Single Subject Candidates	66	66	0
Education Specialist Candidates	13	13	0
Totals	170	170	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	28	28	0
Single Subject Candidates	27	27	0
Education Specialist Candidates	2	2	0
Totals	57	57	0

Institution/Program: **Mount Saint Mary's College**

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

Number of Supervising Teachers During 2006-2007
(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	4	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Single Subject Programs	**8**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	**3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :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.*

Institution/Program: **Mount Saint Mary's College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Mount Saint Mary's College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	42	42	100%	100%	3	--	--
Aggregate	42	42	100%	100%	3	--	--
Professional Knowledge/Pedagogy							
RICA	23	21	91%	98%	2	--	--
Aggregate	23	21	91%	98%	2	--	--
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	9	--	--	100%	0	--	--
CSET English II	9	--	--	100%	0	--	--
CSET English III	9	--	--	100%	0	--	--
CSET English IV	9	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
CSET Social Sci I	4	--	--	99%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Aggregate	17	17	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	18	18	100%	100%	1	--	--
CSET MSE II	18	18	100%	100%	1	--	--
CSET MSE III	18	18	100%	100%	1	--	--
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	20	20	100%	100%	2	--	--
Summary Totals and Pass Rate	43	41	95%	99%	3	--	--

[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.*

Institution/Program: Mount Saint Mary's College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	53	53	100%	100%	7	--	--
Aggregate	53	53	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	37	36	97%	99%	3	--	--
Aggregate	37	36	97%	99%	3	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	99%	1	--	--
CSET English IV	0	--	--	99%	1	--	--
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	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
English Praxis II	2	--	--	100%	1	--	--
English S* (01)	2	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	8	--	--	98%	3	--	--
Other Content Areas							
CSET MSE I	11	11	100%	100%	1	--	--
CSET MSE II	11	11	100%	100%	1	--	--
CSET MSE III	11	11	100%	100%	1	--	--
MSAT (0140 + 0151)	10	10	100%	100%	2	--	--
Aggregate	21	21	100%	100%	3	--	--
Summary Totals and Pass Rate	53	52	98%	99%	7	--	--

[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.*

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 2006-2007
(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 2006-2007

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 2006 -07 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 improvement of the program along with the addition of the Special Education Mild/Moderate Tier 1 Credential. Continued integration of the Cal TPA 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 TPAs added to the abilities of staff. NHU teacher candidates gained additional knowledge and skills at the Academic Success ELL Conference for 450 people that NHU cosponsored with the Santa Clara County Office of Education. Three RICA preparation workshops were conducted by NHU faculty to better prepare teachers for the exam. Three hybrid on-line courses were initiated as 2042 professional clear courses. NHU was the cosponsor with the SCCOE of a Paraprofessional Teacher Training Program for three elementary school districts and the Eastside High School District.

Institution/Program: **National Hispanic University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

NHU is one of six universities in the State that has been approved to offer the new CTEL (CLAD) certificate.

The Tier II Education Specialist for Mild to Moderate Credential is to be written and submitted for approval to CCTC in summer 2008.

The California Teaching Performance Assessment (CalTPA) will be expanded to include Spanish and PE. 2007-2008 will see all four required Teaching Performance Assessments implemented.

NHU will continue training of supervisors and key personnel as assessors to use the ETS developed TPAs and new credential expectations.

NHU will increase its outside professional development activities for schools and teachers in strategies for second language students and struggling readers.

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

Institution/Program: **National Hispanic University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	65	34	31
Single Subject Candidates	57	23	34
Education Specialist Candidates	11	5	6
Totals	133	62	71

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	3	16
Single Subject Candidates	17	3	14
Education Specialist Candidates	2	0	2
Totals	38	6	32

Institution/Program: **National Hispanic University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple 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
Single Subject Programs	**3**	**4**	**0**
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	1	2	0
Education Specialist Programs	**0**	**1**	**0**
In Academic Positions with Rights and Responsibilities	0	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 2006-2007*

	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	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.*

Institution/Program: **National Hispanic University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	12	480
Single Subject Programs	40	12	480
Education Specialist Programs	40	12	480

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: National Hispanic University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	9	--	--	100%	31	31	100%
Aggregate	9	--	--	100%	31	31	100%
Professional Knowledge/Pedagogy							
RICA	5	--	--	98%	16	16	100%
Aggregate	5	--	--	98%	16	16	100%
Academic Content Areas							
CSET Art Subtest I	0	--	--	98%	1	--	--
CSET Art Subtest II	0	--	--	100%	1	--	--
CSET English I	1	--	--	100%	3	--	--
CSET English II	1	--	--	100%	3	--	--
CSET English III	1	--	--	100%	3	--	--
CSET English IV	1	--	--	100%	3	--	--
CSET Math I	0	--	--	99%	1	--	--
CSET Math II	0	--	--	99%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
CSET Social Sci I	1	--	--	99%	2	--	--
CSET Social Sci II	1	--	--	100%	2	--	--
CSET Social Sci III	1	--	--	100%	2	--	--
CSET Spanish Subtest I	0	--	--	99%	2	--	--
CSET Spanish Subtest II	0	--	--	100%	2	--	--
CSET Spanish Subtest III	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	4	--	--	99%	11	11	100%
Other Content Areas							
CSET MSE I	5	--	--	100%	16	16	100%
CSET MSE II	5	--	--	100%	16	16	100%
CSET MSE III	5	--	--	100%	16	16	100%
CSET Physical Education Subtest I	0	--	--	100%	1	--	--
CSET Physical Education Subtest II	0	--	--	98%	1	--	--
CSET Physical Education Subtest III	0	--	--	100%	1	--	--
Aggregate	5	--	--	100%	17	17	100%
Summary Totals and Pass Rate	9	--	--	99%	32	32	100%

[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.*

Institution/Program: National Hispanic University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	30	30	100%	100%	40	40	100%
Aggregate	30	30	100%	100%	40	40	100%
Professional Knowledge/Pedagogy							
RICA	26	26	100%	99%	40	40	100%
Aggregate	26	26	100%	99%	40	40	100%
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	10	10	100%
CSET MSE II	15	15	100%	100%	10	10	100%
CSET MSE III	15	15	100%	100%	10	10	100%
MSAT (0140 + 0151)	7	--	--	100%	17	17	100%
Aggregate	22	22	100%	100%	27	27	100%
Summary Totals and Pass Rate	30	30	100%	99%	40	40	100%

[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.*

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 2006-2007
(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 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 offers the Preliminary Level I and Professional Level II Education Specialist Credential program with an emphasis in mild/moderate, moderate/severe disabilities,and deaf and hard of hearing along with internship options.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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 are used 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 ongoing assistance from both a university support provider 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 2006-2007

National University is in the process of training and preparation for the implementation of the Teaching Performance Assessment and the new CTC 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. In addition, National University has rolled out its new blended bachelor programs and will be seeing students complete these programs in the upcoming year.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.nu.edu/Admissions/Credential.html

Institution/Program: **National University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,965	2,844	121
Single Subject Candidates	2,870	2,424	446
Education Specialist Candidates	2,248	1,664	584
Totals	8,083	6,932	1,151

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	738	658	80
Single Subject Candidates	914	577	337
Education Specialist Candidates	746	269	477
Totals	2,398	1,504	894

Institution/Program: **National University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**175**	**107**	**0**
In Academic Positions with Rights and Responsibilities	175	107	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**161**	**145**	**0**
In Academic Positions with Rights and Responsibilities	161	145	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**76**	**94**	**0**
In Academic Positions with Rights and Responsibilities	76	94	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

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

Institution/Program: **National University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: National University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	1381	1380	100%	100%	532	532	100%
Aggregate	1381	1380	100%	100%	532	532	100%
Professional Knowledge/Pedagogy							
RICA	801	761	95%	98%	292	275	94%
Aggregate	801	761	95%	98%	292	275	94%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	0%	1	--	--
Biology S* (04 + 05)	0	--	--	0%	1	--	--
CSET Art Subtest I	12	12	100%	98%	3	--	--
CSET Art Subtest II	12	12	100%	100%	3	--	--
CSET English I	81	81	100%	100%	24	24	100%
CSET English II	81	81	100%	100%	24	24	100%
CSET English III	81	81	100%	100%	24	24	100%
CSET English IV	81	81	100%	100%	24	24	100%
CSET French Subtest I	2	--	--	100%	2	--	--
CSET French Subtest II	2	--	--	100%	2	--	--
CSET French Subtest III	2	--	--	100%	2	--	--
CSET Math I	64	64	100%	99%	44	44	100%
CSET Math II	64	64	100%	99%	44	44	100%
CSET Math III	18	18	100%	96%	4	--	--
CSET Music Subtest I	14	14	100%	100%	3	--	--
CSET Music Subtest II	14	14	100%	100%	3	--	--
CSET Music Subtest III	14	14	100%	100%	3	--	--
CSET Sci III Bio/Life	36	36	100%	100%	17	17	100%
CSET Sci III Chemistry	6	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	8	--	--	100%	2	--	--
CSET Sci III Physics	2	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	96%	1	--	--
CSET Sci IV Chemistry	1	--	--	100%	1	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Science I	49	49	100%	100%	20	20	100%
CSET Science II	49	49	100%	99%	20	20	100%
CSET Social Sci I	110	110	100%	99%	34	34	100%
CSET Social Sci II	110	110	100%	100%	34	34	100%
CSET Social Sci III	110	110	100%	100%	34	34	100%
CSET Spanish Subtest I	24	23	96%	99%	9	--	--
CSET Spanish Subtest II	24	24	100%	100%	9	--	--
CSET Spanish Subtest III	24	24	100%	100%	9	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	3	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Russian S* (22)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	365	364	100%	99%	144	144	100%
Other Content Areas							

[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.*

Institution/Program: National University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	3140	3140	100%	100%	31	31	100%
Aggregate	3140	3140	100%	100%	31	31	100%
Professional Knowledge/Pedagogy							
RICA	1905	1875	98%	99%	19	19	100%
Aggregate	1905	1875	98%	99%	19	19	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	11	11	100%	98%	0	--	--
Art S* (12)	11	11	100%	100%	0	--	--
Biology Praxis II (0233 + 0433)	15	15	100%	100%	0	--	--
Biology S* (04 + 05)	15	15	100%	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	3	--	--	100%	0	--	--
CSET English I	116	116	100%	100%	1	--	--
CSET English II	116	116	100%	100%	1	--	--
CSET English III	116	116	100%	99%	1	--	--
CSET English IV	116	116	100%	99%	1	--	--
CSET Math I	69	69	100%	99%	1	--	--
CSET Math II	69	69	100%	99%	1	--	--
CSET Math III	25	25	100%	84%	1	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	77	77	100%	100%	0	--	--
CSET Sci III Chemistry	8	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	12	12	100%	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	99	98	99%	100%	0	--	--
CSET Science II	99	99	100%	100%	0	--	--
CSET Social Sci I	146	146	100%	100%	0	--	--
CSET Social Sci II	146	146	100%	100%	0	--	--
CSET Social Sci III	146	146	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	75%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
English Praxis II	85	85	100%	100%	4	--	--
English S* (01)	85	85	100%	100%	4	--	--
French S* (11)	5	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	5	--	--	100%	0	--	--
French: Skills Praxis II (0171)	5	--	--	100%	0	--	--
Geoscience Praxis II (0433)	4	--	--	100%	0	--	--
Geoscience S* (04 + 07)	4	--	--	100%	0	--	--
German S* (20)	2	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Korean S* (25)	1	--	--	100%	0	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	38	38	100%	100%	1	--	--
Math S* (02)	39	39	100%	100%			

[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.*

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 2006-2007
(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 2006-2007

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.

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 2006-2007

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

Institution/Program: New College of California

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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 2006-2007

	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	

Institution/Program: New College of California

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	5		
Single Subject Programs			
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :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.*

Institution/Program: **New College of California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	27	27	100%	100%	0	--	--
Aggregate	27	27	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	28	27	96%	98%	0	--	--
Aggregate	28	27	96%	98%	0	--	--
Other Content Areas							
CSET MSE I	28	28	100%	100%	0	--	--
CSET MSE II	28	28	100%	100%	0	--	--
CSET MSE III	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	100%	0	--	--
Summary Totals and Pass Rate	28	27	96%	99%	0	--	--

[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.*

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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	24	24	100%	100%	0	--	--
Aggregate	24	24	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	24	24	100%	99%	0	--	--
Aggregate	24	24	100%	99%	0	--	--
Summary Totals and Pass Rate	24	24	100%	99%	0	--	--

[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.*

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 2006-2007
(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:

Notre Dame de Namur University currently offers the following credentials and certificate:

Preliminary Multiple Subject, Preliminary Single Subject
Fifth Year Program for a Clear Multiple/Single Subject
Education Specialist (Mild-Moderate, Moderate-Severe) Level 1
Education Specialist (Mild-Moderate, Moderate-Severe) Level 2
Administrative Services, Tier I, Reading Certificate
Specialist in Reading and Language Arts

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, research and storage of information in the development of future teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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 2006-2007

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ndnu.edu/academics/schools-programs/school-educational-leadership/default.aspx

Institution/Program: **Notre Dame de Namur University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	95	90	5
Single Subject Candidates	73	71	2
Education Specialist Candidates	22	10	12
Totals	190	171	19

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43	38	5
Single Subject Candidates	46	44	2
Education Specialist Candidates	15	3	12
Totals	104	85	19

Institution/Program: **Notre Dame de Namur University**

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

Number of Supervising Teachers During 2006-2007
(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**	**3**	
In Academic Positions with Rights and Responsibilities	1	3	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **Notre Dame de Namur University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Notre Dame de Namur 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	64	64	100%	100%	13	13	100%
Aggregate	64	64	100%	100%	13	13	100%
Professional Knowledge/Pedagogy							
RICA	42	42	100%	98%	13	11	85%
Aggregate	42	42	100%	98%	13	11	85%
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 Mandarin Subtest I	1	--	--	100%	0	--	--
CSET Mandarin Subtest II	1	--	--	100%	0	--	--
CSET Mandarin Subtest III	1	--	--	100%	0	--	--
CSET Math I	4	--	--	99%	1	--	--
CSET Math II	4	--	--	99%	1	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	4	--	--	99%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Aggregate	14	14	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	42	42	100%	100%	9	--	--
CSET MSE II	42	42	100%	100%	9	--	--
CSET MSE III	42	42	100%	100%	9	--	--
CSET Physical Education Subtest I	2	--	--	100%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	100%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
Aggregate	44	44	100%	100%	10	10	100%
Summary Totals and Pass Rate	64	64	100%	99%	13	11	85%

[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.*

Institution/Program: Notre Dame de Namur 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 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	94	94	100%	100%	23	23	100%
Aggregate	94	94	100%	100%	23	23	100%
Professional Knowledge/Pedagogy							
RICA	61	60	98%	99%	12	12	100%
Aggregate	61	60	98%	99%	12	12	100%
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET English I	0	--	--	100%	2	--	--
CSET English II	0	--	--	100%	2	--	--
CSET English III	0	--	--	99%	2	--	--
CSET English IV	0	--	--	99%	2	--	--
CSET Math I	2	--	--	99%	1	--	--
CSET Math II	2	--	--	99%	1	--	--
CSET Math III	0	--	--	84%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	3	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	2	--	--
CSET Science II	1	--	--	100%	2	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	0	--	--
English S* (01)	3	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	14	14	100%	98%	6	--	--
Other Content Areas							
CSET MSE I	28	28	100%	100%	3	--	--
CSET MSE II	28	28	100%	100%	3	--	--
CSET MSE III	28	28	100%	100%	3	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	22	22	100%	100%	3	--	--
Phys. Educ. Praxis Test II	3	--	--	100%	0	--	--
Physical Education S* (09)	3	--	--	99%	0	--	--
Aggregate	54	54	100%	100%	6	--	--
Summary Totals and Pass Rate	94	93	99%	99%	23	23	100%

[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.*

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 2006-2007
(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 2006-2007

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 2006-2007

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

Institution/Program: **Nova Southeastern University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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			
Totals			

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

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

Institution/Program: **Nova Southeastern University**

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

Number of Supervising Teachers During 2006-2007
(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			
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 2006-2007*

	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	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: Nova Southeastern University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Nova Southeastern University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate

[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.*

Institution/Program: Nova Southeastern University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	6	--	--	100%	4	--	--
Aggregate	6	--	--	100%	4	--	--
Professional Knowledge/Pedagogy							
RICA	6	--	--	99%	4	--	--
Aggregate	6	--	--	99%	4	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	2	--	--
CSET MSE II	0	--	--	100%	2	--	--
CSET MSE III	0	--	--	100%	2	--	--
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
Aggregate	2	--	--	100%	2	--	--
Summary Totals and Pass Rate	6	--	--	99%	4	--	--

[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.*

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 2006-2007
(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 2006-2007

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 2006-2007

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

Institution/Program: **Occidental College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	12	12	
Single Subject Candidates	9	9	
Education Specialist Candidates			
Totals	21	21	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	12	12	
Single Subject Candidates	9	9	
Education Specialist Candidates			
Totals	21	21	

Institution/Program: Occidental College

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

Number of Supervising Teachers During 2006-2007
(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	1		
In Non-Academic Positions without Rights and Responsibilities	1		
Single Subject Programs	**2**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	:1	:1
Single Subject Programs	5 :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.*

Institution/Program: **Occidental College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28.5	20	570
Single Subject Programs	28.5	20	570
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: Occidental College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	12	12	100%	98%	0	--	--
Aggregate	12	12	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	3	--	--	99%	0	--	--
CSET Math II	3	--	--	99%	0	--	--
CSET Math III	3	--	--	96%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	3	--	--	99%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
Aggregate	10	9	90%	99%	0	--	--
Other Content Areas							
CSET MSE I	12	12	100%	100%	0	--	--
CSET MSE II	12	12	100%	100%	0	--	--
CSET MSE III	12	12	100%	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Summary Totals and Pass Rate	22	21	95%	99%	0	--	--

[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.*

Institution/Program: Occidental College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	12	12	100%	99%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	10	10	100%	98%	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)	4	--	--	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Summary Totals and Pass Rate	22	22	100%	99%	0	--	--

[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.*

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 2006-2007
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Ontario-Montclair School District Intern Academy**

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 Preliminary Multiple Subjects Credential by the Board of Trustees.

The mission of OMSD is to guarantee our committment to the highest quality education for all students. 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 one of the largest elementary district in California, with 23,700 students. The district has been experiencing declining enrollment since 2003-2004. Ethnicity includes: American Indian, Asian, Pacific Islander, Filipino, Hispanic, Black and White with 49.6% classified as limited English proficient.

The OMSD Intern academy was fully accredited by CCTC in January, 2001. This affordable alternative credentialing route is for teachers who desire a different way to become an effective teacher. Interns have the opportunity to apply what they learn as they learn instead of waiting until the completion of their program. Interns are hired and responsible for multiple subjects, self contained teaching assignments. Interns who are selected for OMSD Intern Academy earn full salaries and benefits.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

"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 courswork. All instructors possess appropriate qualifications for the courses they teach.

A system of support is provided: master teachers, assessment coaches, support providers, 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

Institution/Program: **Ontario-Montclair School District Intern Academy**

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 2006-2007

There have been no new initiatives put into place that were not in place in 2006-2007, however, due to a significant drop in district enrollment and applications to the Ontario-Montclair School District Intern Academy, a request was submitted to the California Commission on Teacher Credentialing (CCTC) to put the Intern Academy on a temporary inactive status after the current cohort of interns has completed their program. Since the CCTC does not currently have provisions for putting a program "on hold," the CCTC response was to close the program effective June 30, 2008. It is the district's hope that if and when enrollment increases, the Intern Academy can be reinstated.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.omsd.k12.ca.us

Institution/Program: **Ontario-Montclair School District Intern Academy**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	18		18
Single Subject Candidates			
Education Specialist Candidates			
Totals	18		18

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18		18
Single Subject Candidates			
Education Specialist Candidates			
Totals	18		18

Institution/Program: **Ontario-Montclair School District Intern Academy**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**2**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			2
Single Subject Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	9 :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.*

Institution/Program: **Ontario-Montclair School District Intern Academy**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Ontario-Montclair School District Intern Academy**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	10	10	100%
Aggregate	0	--	--	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	10	10	100%
Aggregate	0	--	--	98%	10	10	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	10	10	100%
CSET MSE II	0	--	--	100%	10	10	100%
CSET MSE III	0	--	--	100%	10	10	100%
Aggregate	0	--	--	100%	10	10	100%
Summary Totals and Pass Rate	0	--	--	99%	10	10	100%

[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.*

Institution/Program: **Ontario-Montclair School District Intern Academy**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	27	27	100%
Aggregate	0	--	--	100%	27	27	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	27	27	100%
Aggregate	0	--	--	99%	27	27	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	3	--	--
CSET MSE II	0	--	--	100%	3	--	--
CSET MSE III	0	--	--	100%	3	--	--
MSAT (0140 + 0151)	0	--	--	100%	14	14	100%
Aggregate	0	--	--	100%	17	17	100%
Summary Totals and Pass Rate	0	--	--	99%	27	27	100%

[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.*

Institution/Program: **Ontario-Montclair School District Intern Academy**

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 2006-2007
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Orange County Consortium District Intern Program**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Orange County Department of Education District Intern Program serves a consortium of school districts by offering a two-year alternative credentialing program,Education Specialist Mild/Moderate. The program's mission is to educate novice teachers to become reflective practitioners committed to continual professional growth and the integration of current theory and best practices to foster the academic, social, and emotional development of all their students. Intern teachers are supported and instructed by a community of professional educators including course instructors, practicum supervisors, academic advisors, a school-based peer coach, a principal, and a district human resource administrator. The program's 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 Teaching 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 2006-2007

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

Institution/Program: **Orange County Consortium District Intern Program**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

The Orange County Consortium District Intern Program was reviewed for continuing accreditation by the California Commission on Teacher Credentialing during 2007-2008 for compliance with the Standards of Quality and Effectiveness for Education Specialist Credential Programs for Education Specialist: Mild to Moderate. The review team will recommend to the Commission that all 29 standards have been met by the District Intern Program.

Due to an ongoing need for qualified Special Education teachers in every district, the Orange County Consortium District Intern Program will continue to offer a two-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/

Institution/Program: **Orange County Consortium District Intern Program**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	59	0	59
Totals	59	0	59

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	59	0	59
Totals	59	0	59

Institution/Program: **Orange County Consortium District Intern Program**

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

Number of Supervising Teachers During 2006-2007
(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	**0**	**0**	**19**
In Academic Positions with Rights and Responsibilities	0	0	3
In Non-Academic Positions without Rights and Responsibilities	0	0	16

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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	0 :1
Education Specialist Programs	0 :1	0 :1	3 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Orange County Consortium District Intern Program**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs	6.09	47	286

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Orange County Consortium District Intern Program**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	21	21	100%
Aggregate	0	--	--	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	19	18	95%
Aggregate	0	--	--	98%	19	18	95%
Summary Totals and Pass Rate	0	--	--	99%	21	20	95%

[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.*

Institution/Program: **Orange County Consortium District Intern Program**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	19	19	100%
Aggregate	0	--	--	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	19	19	100%
Aggregate	0	--	--	99%	19	19	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	17	17	100%
Aggregate	0	--	--	100%	17	17	100%
Summary Totals and Pass Rate	0	--	--	99%	19	19	100%

[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.*

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 2006-2007
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Pacific Oaks College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher Education Program is embedded within a college-wide context that values social justice, respect for diversity, and the uniqueness of each individual. The shared vision for Teacher Education is expressed in the Mission Statement:
The mission of the Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children.

We believe that
-awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language, and ability, and where discrimination against others is identified and challenged;
-teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support; courses must model learning environments that take current knowledge about human development into account;
-to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, effective standards-based instruction, and technology within a challenging and interesting curriculum.
Students in the Teacher Education Program are non-traditional mature learners who are balancing their academic pursuits with work and families. Many are from underrepresented ethnically and racially diverse communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

In 2007, Pacific Oaks College re-committed itself to providing our Education Specialist Mild/Moderate Level I and Level II candidates with coursework and fieldwork that prepares them to teach and support English Learners. We enhanced our courses and increased the fieldwork hour requirement in the area of English Language Learners.

Institution/Program: **Pacific Oaks College**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

The Teacher Education Program is working hard to develop the Teaching Performance Assessment Program that supports our philosophy and state requirements.

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

Institution/Program: **Pacific Oaks College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	101	101	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	26	21	5
Totals	127	122	5

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	19	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	14	9	5
Totals	33	28	5

Institution/Program: **Pacific Oaks College**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	4	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**	**1**	**5**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	2	0	5

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1	0 :1	0 :1
Single Subject Programs	0 :1	0 :1	0 :1
Education Specialist Programs	3 :1	5 :1	1 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Pacific Oaks College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	36
Single Subject Programs	0	0	0
Education Specialist Programs	40	15	36

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Pacific Oaks College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	27	27	100%	100%	5	--	--
Aggregate	27	27	100%	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	25	25	100%	98%	3	--	--
Aggregate	25	25	100%	98%	3	--	--
Other Content Areas							
CSET MSE I	24	24	100%	100%	3	--	--
CSET MSE II	24	23	96%	100%	3	--	--
CSET MSE III	24	24	100%	100%	3	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	25	24	96%	100%	3	--	--
Summary Totals and Pass Rate	27	26	96%	99%	5	--	--

[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.*

Institution/Program: Pacific Oaks College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	37	37	100%	100%	5	--	--
Aggregate	37	37	100%	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	36	34	94%	99%	5	--	--
Aggregate	36	34	94%	99%	5	--	--
Other Content Areas							
CSET MSE I	18	18	100%	100%	2	--	--
CSET MSE II	18	18	100%	100%	2	--	--
CSET MSE III	18	18	100%	100%	2	--	--
Health Science S* (16)	7	--	--	100%	0	--	--
MSAT (0140 + 0151)	8	--	--	100%	3	--	--
Aggregate	33	33	100%	100%	5	--	--
Summary Totals and Pass Rate	37	35	95%	99%	5	--	--

[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.*

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 2006-2007
(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 SB2042 preliminary and clear 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.
*Subject matter proficiency as demonstrated by academic performance and a dedication to excellence.
The department is currently preparing 40 teachers for preliminary credentials and eventual placement in K-12 classrooms. In addition, 49 practicing teachers are being prepared for clear credentials.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

*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

Institution/Program: **Pacific Union College**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

*Faculty continued training to become Teacher Performance Assessment assessors.

*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.

*The department increased its emphasis on recruiting quality individuals into the teacher preparation program and teaching profession.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.puc.edu/PUC/academics/Academic_Departments/Education_Dept/

Institution/Program: **Pacific Union College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	29	29	
Single Subject Candidates	25	25	
Education Specialist Candidates	0		
Totals	54	54	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	19	
Single Subject Candidates	10	10	
Education Specialist Candidates	0		
Totals	29	29	0

Institution/Program: **Pacific Union College**

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

Number of Supervising Teachers During 2006-2007
(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	2		
In Non-Academic Positions without Rights and Responsibilities	9		
Single Subject Programs	**8**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	8		
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10 :1	n/a :1	n/a :1
Single Subject Programs	10 :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.*

Institution/Program: **Pacific Union College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Pacific Union College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	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	16	16	100%	98%	0	--	--
Aggregate	16	16	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 Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	12	12	100%	100%	0	--	--
CSET MSE II	12	12	100%	100%	0	--	--
CSET MSE III	12	12	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
Aggregate	13	13	100%	100%	0	--	--
Summary Totals and Pass Rate	23	23	100%	99%	0	--	--

[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.*

Institution/Program: Pacific Union College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**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	17	17	100%	99%	0	--	--
Aggregate	17	17	100%	99%	0	--	--
Academic Content Areas							
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	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	3	--	--	100%	0	--	--
CSET MSE II	3	--	--	100%	0	--	--
CSET MSE III	3	--	--	100%	0	--	--
MSAT (0140 + 0151)	6	--	--	100%	0	--	--
Aggregate	9	--	--	100%	0	--	--
Summary Totals and Pass Rate	31	31	100%	99%	0	--	--

[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.*

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 2006-2007
(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 2006-2007

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

Institution/Program: **Patten 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 2006-2007

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 Commitee, 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 three of the TPA Tasks and five other

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.patten.edu/AcademicPrograms_DE_TC.htm (program info)

Institution/Program: **Patten University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	17	15	2
Single Subject Candidates	20	11	9
Education Specialist Candidates	0	0	0
Totals	37	26	11

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	9	7	2
Single Subject Candidates	9	1	8
Education Specialist Candidates	0	0	0
Totals	18	8	10

Institution/Program: **Patten University**

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

Number of Supervising Teachers During 2006-2007
(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 2006-2007*

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

Institution/Program: **Patten University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	8	320
Single Subject Programs	40	8	320
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Patten 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	15	15	100%	100%	1	--	--
Aggregate	15	15	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	98%	0	--	--
Aggregate	8	--	--	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 Math I	2	--	--	99%	1	--	--
CSET Math II	2	--	--	99%	1	--	--
CSET Math III	1	--	--	96%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	99%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	6	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	8	--	--	100%	0	--	--
CSET MSE II	8	--	--	100%	0	--	--
CSET MSE III	8	--	--	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	10	10	100%	100%	0	--	--
Summary Totals and Pass Rate	16	16	100%	99%	1	--	--

[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.*

Institution/Program: Patten 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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	11	11	100%	100%	4	--	--
Aggregate	11	11	100%	100%	4	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	4	--	--
Aggregate	11	11	100%	99%	4	--	--
Other Content Areas							
CSET MSE I	4	--	--	100%	0	--	--
CSET MSE II	4	--	--	100%	0	--	--
CSET MSE III	4	--	--	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	100%	4	--	--
Aggregate	9	--	--	100%	4	--	--
Summary Totals and Pass Rate	11	11	100%	99%	4	--	--

[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.*

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 2006-2007
(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/. The Graduate School of Education and Psychology teacher education program information website is: http://gsep.pepperdine.edu/education/ma-education-teaching-credential/.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

Pepperdine's candidates study and teach in one of the most culturally and linguistically diverse locations in the nation. The university supports the reading and language arts program of the schools by providing supplemental tutoring to English Speaking and English Language Learners through a supervised practicum experience. This unique course contributes to the students' success in methods and reading instruction,preparation for the Reading Instruction Competency Assessment, while serving the needs of neighborhood schools.

The Teaching Performance Expectations has provided the opportunity for Pepperdine to more closely align coursework with the students' practicum experience in the public schools. All of the teacher candidates (multiple and single subject) in the in the SB 2042 Master of Arts in Education and Teacher Credential (MAETC) program at Pepperdine University's Graduate School of Education and Psychology (GSEP) are participating in the Performance Assessment for California Teachers (PACT). The Seaver College program has implemented the CA TPAs.

As of September, 07, The Graduate School of Education and Psychology at Pepperdine University has been approved by California Commission on Teacher Credential to include a University Intern Program within our Masters of Education and Teacher Credential Program. We currently participate with 11 partnering school districts in the Los Angeles and Ventura County area. The University Intern Program provides districts in need of teachers with the opportunity to offer contracts to students who are enrolled in a CA credentialed teacher

Institution/Program: **Pepperdine University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

Pepperdine University sucessfully launched the SB2042 Credential program for Multiple and Single Subject Teaching Credentials. Teacher Education faculty have engaged in 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:
www.pepperdine.edu/

Institution/Program: **Pepperdine University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	337	180	157
Single Subject Candidates	172	90	82
Education Specialist Candidates	0		
Totals	509	270	239

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	172	166	6
Single Subject Candidates	95	77	18
Education Specialist Candidates	0		
Totals	267	243	24

Institution/Program: **Pepperdine University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**53**	**17**	**0**
In Academic Positions with Rights and Responsibilities	7	5	
In Non-Academic Positions without Rights and Responsibilities	46	12	
Single Subject Programs	**30**	**7**	**0**
In Academic Positions with Rights and Responsibilities	6	4	
In Non-Academic Positions without Rights and Responsibilities	24	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	32 :1	2 :1	:1
Single Subject Programs	32 :1	6 :1	:1
Education Specialist Programs	n/a :1	n/a :1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Pepperdine University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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	n/a	n/a	

Duration of Required Candidate Participation in Intern Programs in 2006-2007

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	n/a

Institution/Program: **Pepperdine University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	162	162	100%	100%	14	14	100%
Aggregate	162	162	100%	100%	14	14	100%
Professional Knowledge/Pedagogy							
RICA	120	119	99%	98%	1	--	--
Aggregate	120	119	99%	98%	1	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	3	--	--
CSET Science II	2	--	--	99%	3	--	--
CSET Social Sci I	3	--	--	99%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
CSET Spanish Subtest I	2	--	--	99%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	3	--	--
Other Content Areas							
CSET MSE I	121	121	100%	100%	1	--	--
CSET MSE II	121	121	100%	100%	1	--	--
CSET MSE III	121	121	100%	100%	1	--	--
Aggregate	121	121	100%	100%	1	--	--
Summary Totals and Pass Rate	162	161	99%	99%	14	14	100%

[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.*

Institution/Program: Pepperdine University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	310	310	100%	100%	0	--	--
Aggregate	310	310	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	238	236	99%	99%	0	--	--
Aggregate	238	236	99%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET English I	11	11	100%	100%	0	--	--
CSET English II	11	11	100%	100%	0	--	--
CSET English III	11	11	100%	99%	0	--	--
CSET English IV	11	11	100%	99%	0	--	--
CSET Math I	7	--	--	99%	0	--	--
CSET Math II	7	--	--	99%	0	--	--
CSET Math III	4	--	--	84%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	5	--	--	100%	0	--	--
CSET Science II	5	--	--	100%	0	--	--
CSET Social Sci I	11	11	100%	100%	0	--	--
CSET Social Sci II	11	11	100%	100%	0	--	--
CSET Social Sci III	11	11	100%	100%	0	--	--
English Praxis II	6	--	--	100%	0	--	--
English S* (01)	6	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	100%	0	--	--
Aggregate	52	52	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	105	105	100%	100%	0	--	--
CSET MSE II	105	105	100%	100%	0	--	--
CSET MSE III	105	105	100%	100%	0	--	--
MSAT (0140 + 0151)	75	75	100%	100%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Aggregate	182	182	100%	100%	0	--	--
Summary Totals and Pass Rate	310	308	99%	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.*

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 2006-2007
(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 2006-2007

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 explictily 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

Institution/Program: **Point Loma Nazarene University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

1. Exemplar Educational Effectiveness Plans for credential and advanced degree programs developed to guide continuous improvement were developed for WASC accreditation.

2. Biennial Report Field Study completed by Mission Valley Special Education faculty.

3. BTSA: the development and formative assessment approach to the CA TPA with transition induction plan forms for BTSA.

4. STUDENT TEACHING: new student teaching evaluation forms were piloted during 2006-07 that were aligned with the CSTPs and the TPEs. An evaluation form for teacher dispositions was also piloted. All of these were used by faculty, cooperating teachers, and university supervisors.

5. TEACHER PERFORMANCE ASSESSMENT
Credentialing candidates demonstrate their applied knowledge, skills, and dispositions as well as their impact on student learning through several measures, one being the Teaching Performance Assessments aligned with the California Teacher Performance Expectations.
PLNU School of Education implemented a full pilot of tasks 3 and 4 of the Teaching Performance Assessments in 2006-07 and used the performance data to improve and adjust course content, preparing every teacher candidate to better impact student learning.
University Professors and Supervisors of student teachers were trained as TPA assessors to align their

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.pointloma.edu/School of Education.htm

Institution/Program: **Point Loma Nazarene University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	215	208	7
Single Subject Candidates	224	198	26
Education Specialist Candidates	217	185	32
Totals	656	591	65

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	115	108	7
Single Subject Candidates	103	77	26
Education Specialist Candidates	90	58	32
Totals	308	243	65

Institution/Program: Point Loma Nazarene University

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**14**	**3**	
In Academic Positions with Rights and Responsibilities	1	0	
In Non-Academic Positions without Rights and Responsibilities	13	3	
Single Subject Programs	**12**	**7**	
In Academic Positions with Rights and Responsibilities	0	0	
In Non-Academic Positions without Rights and Responsibilities	12	7	
Education Specialist Programs	**5**	**5**	
In Academic Positions with Rights and Responsibilities	1	1	
In Non-Academic Positions without Rights and Responsibilities	4	4	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **Point Loma Nazarene University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Point Loma Nazarene University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	108	108	100%	100%	80	80	100%
Aggregate	108	108	100%	100%	80	80	100%
Professional Knowledge/Pedagogy							
RICA	77	77	100%	98%	39	39	100%
Aggregate	77	77	100%	98%	39	39	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	4	--	--	100%	11	11	100%
CSET English II	4	--	--	100%	11	10	91%
CSET English III	4	--	--	100%	11	11	100%
CSET English IV	4	--	--	100%	11	10	91%
CSET Math I	2	--	--	99%	5	--	--
CSET Math II	2	--	--	99%	5	--	--
CSET Math III	0	--	--	96%	1	--	--
CSET Music Subtest I	0	--	--	100%	2	--	--
CSET Music Subtest II	0	--	--	100%	2	--	--
CSET Music Subtest III	0	--	--	100%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	5	--	--
CSET Science II	1	--	--	99%	5	--	--
CSET Social Sci I	5	--	--	99%	2	--	--
CSET Social Sci II	5	--	--	100%	2	--	--
CSET Social Sci III	5	--	--	100%	2	--	--
CSET Spanish Subtest I	0	--	--	99%	2	--	--
CSET Spanish Subtest II	0	--	--	100%	2	--	--
CSET Spanish Subtest III	0	--	--	100%	2	--	--
Aggregate	14	13	93%	99%	28	26	93%
Other Content Areas							
CSET MSE I	76	76	100%	100%	36	36	100%
CSET MSE II	76	76	100%	100%	36	34	94%
CSET MSE III	76	76	100%	100%	36	35	97%
Health Science S* (16)	1	--	--	100%	6	--	--
Aggregate	77	77	100%	100%	42	39	93%
Summary Totals and Pass Rate	108	107	99%	99%	80	75	94%

[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.*

Institution/Program: Point Loma Nazarene University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	172	172	100%	100%	79	79	100%
Aggregate	172	172	100%	100%	79	79	100%
Professional Knowledge/Pedagogy							
RICA	108	107	99%	99%	41	41	100%
Aggregate	108	107	99%	99%	41	41	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	100%	1	--	--
CSET English I	5	--	--	100%	3	--	--
CSET English II	5	--	--	100%	3	--	--
CSET English III	5	--	--	99%	3	--	--
CSET English IV	5	--	--	99%	3	--	--
CSET Math I	6	--	--	99%	3	--	--
CSET Math II	6	--	--	99%	3	--	--
CSET Math III	3	--	--	84%	1	--	--
CSET Sci III Bio/Life	6	--	--	100%	3	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	7	--	--	100%	3	--	--
CSET Science II	7	--	--	100%	3	--	--
CSET Social Sci I	10	10	100%	100%	1	--	--
CSET Social Sci II	10	10	100%	100%	1	--	--
CSET Social Sci III	10	10	100%	100%	1	--	--
English Praxis II	1	--	--	100%	2	--	--
English S* (01)	1	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Math S* (02)	0	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	1	--	--
Social Science S* (03)	3	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	2	--	--
Aggregate	33	32	97%	98%	19	19	100%
Other Content Areas							
Agriculture S* (14)	0	--	--	100%	1	--	--
Business S* (15)	3	--	--	96%	3	--	--
CSET MSE I	66	66	100%	100%	14	14	100%
CSET MSE II	66	66	100%	100%	14	14	100%
CSET MSE III	66	66	100%	100%	14	14	100%
Health Science S* (16)	5	--	--	100%	5	--	--
MSAT (0140 + 0151)	17	17	100%	100%	13	13	100%
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	92	92	100%	100%	36	36	100%
Summary Totals and Pass Rate	174	172	99%	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.*

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 2006-2007
(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 Professional Credential.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

1. Support: Candidates are provided with multiple layers of support. These include the assignment of an on-site peer coach, a practicum supervisor from the program, and currently practicing faculty members. Candidates are also placed in cohort groups providing an additional support structure.

Cohort groups provide the final structure for support and potentially the most important. Students attend all courses together and provide the support to each other needed to succeed in such an intensive program. There is a strong link between teaching efficacy and cohort support. We feel that the cohort structure in place in Project IMPACT is a key ingredient to candidate success. Intern survey data aligns with this.

2. There is a committment on the part of all partners to assist in the growth and development of interns. All parties work together to provide candidates with opportunities to learn.

3. Instruction. Courses are predominately taught by K-12 teachers. This provides candidates with access to expert teachers who apply theory everyday. Five faculty members are current or former Teachers of the Year and all have at least Masters degrees. The faculty is representative of the diverse ethnicities and cultures found in our community. IMPACT interns also receive more coursework than in traditional programs. They attend over 300 hours of coursework concurrent with their classroom assignment.

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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 2006-2007

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

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	63		63
Single Subject Candidates	163		163
Education Specialist Candidates	194		194
Totals	420		420

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	63		63
Single Subject Candidates	163		163
Education Specialist Candidates	194		194
Totals	420		420

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**12**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			12
Single Subject Programs			**14**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			14
Education Specialist Programs			**15**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			15

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	155	155	100%
Aggregate	0	--	--	100%	155	155	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	66	66	100%
Aggregate	0	--	--	98%	66	66	100%
Academic Content Areas							
CSET English I	0	--	--	100%	17	17	100%
CSET English II	0	--	--	100%	17	17	100%
CSET English III	0	--	--	100%	17	17	100%
CSET English IV	0	--	--	100%	17	17	100%
CSET Math I	0	--	--	99%	20	20	100%
CSET Math II	0	--	--	99%	20	20	100%
CSET Math III	0	--	--	96%	7	--	--
CSET Sci III Bio/Life	0	--	--	100%	6	--	--
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	10	10	100%
CSET Science II	0	--	--	99%	10	10	100%
CSET Social Sci I	0	--	--	99%	11	11	100%
CSET Social Sci II	0	--	--	100%	11	11	100%
CSET Social Sci III	0	--	--	100%	11	11	100%
CSET Spanish Subtest I	0	--	--	99%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	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%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	63	63	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	39	39	100%
CSET MSE II	0	--	--	100%	38	38	100%
CSET MSE III	0	--	--	100%	39	39	100%
Health Science S* (16)	0	--	--	100%	5	--	--
MSAT (0140 + 0151)	0	--	--	100%	3	--	--
Phys. Educ. Praxis Test II	0	--	--	100%	4	--	--
Physical Education S* (09)	0	--	--	100%	4	--	--
Aggregate	0	--	--	100%	51	51	100%
Summary Totals and Pass Rate	0	--	--	99%	157	157	100%

[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.*

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	115	115	100%
Aggregate	0	--	--	100%	115	115	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	75	75	100%
Aggregate	0	--	--	99%	75	75	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	100%	4	--	--
Biology S* (04 + 05)	0	--	--	100%	4	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	100%	1	--	--
English Praxis II	0	--	--	100%	8	--	--
English S* (01)	0	--	--	100%	8	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	5	--	--
Math S* (02)	0	--	--	100%	5	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	98%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Aggregate	0	--	--	98%	19	19	100%
Other Content Areas							
Health Science S* (16)	0	--	--	100%	1	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Industrial + Tech Ed. S* (18)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	54	54	100%
Aggregate	0	--	--	100%	57	57	100%
Summary Totals and Pass Rate	0	--	--	99%	115	115	100%

[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.*

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 2006-2007
(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 2006-2007

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.

Institution/Program: **Project Pipeline**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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.

For the general education candidates, the Teaching Performance Assessment tasks (TPA's) will be implemented on July 1, 2007. The TPA tasks will be embedded throughout the two years of general education curriculum.

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

Institution/Program: **Project Pipeline**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	221	0	221
Education Specialist Candidates	112	0	112
Totals	333	0	333

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	221	0	221
Education Specialist Candidates	112	0	112
Totals	333	0	333

Institution/Program: **Project Pipeline**

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

Number of Supervising Teachers During 2006-2007
(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**	**38**
In Academic Positions with Rights and Responsibilities	0	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	34
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 2006-2007*

	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.*

Institution/Program: **Project Pipeline**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

Institution/Program: **Project Pipeline**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	108	108	100%
Aggregate	0	--	--	100%	108	108	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	35	35	100%
Aggregate	0	--	--	98%	35	35	100%
Academic Content Areas							
CSET Art Subtest I	0	--	--	98%	1	--	--
CSET Art Subtest II	0	--	--	100%	1	--	--
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	--	--	99%	18	18	100%
CSET Math II	0	--	--	99%	18	18	100%
CSET Math III	0	--	--	96%	12	12	100%
CSET Music Subtest I	0	--	--	100%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	10	10	100%
CSET Sci III Earth/Planetary	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	3	--	--
CSET Sci IV Bio/Life	0	--	--	96%	1	--	--
CSET Science I	0	--	--	100%	14	14	100%
CSET Science II	0	--	--	99%	14	14	100%
CSET Social Sci I	0	--	--	99%	6	--	--
CSET Social Sci II	0	--	--	100%	6	--	--
CSET Social Sci III	0	--	--	100%	6	--	--
CSET Spanish Subtest I	0	--	--	99%	3	--	--
CSET Spanish Subtest II	0	--	--	100%	3	--	--
CSET Spanish Subtest III	0	--	--	100%	3	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	55	55	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	20	20	100%
CSET MSE II	0	--	--	100%	20	20	100%
CSET MSE III	0	--	--	100%	20	20	100%
CSET Physical Education Subtest I	0	--	--	100%	3	--	--
CSET Physical Education Subtest II	0	--	--	98%	3	--	--
CSET Physical Education Subtest III	0	--	--	100%	3	--	--
Health Science S* (16)	0	--	--	100%	4	--	--
MSAT (0140 + 0151)	0	--	--	100%	2	--	--
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	100%	1	--	--
Aggregate	0	--	--	100%	30	30	100%
Summary Totals and Pass Rate	0	--	--	99%	109	109	100%

[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.*

Institution/Program: **Project Pipeline**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	56	56	100%
Aggregate	0	--	--	100%	56	56	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	22	22	100%
Aggregate	0	--	--	99%	22	22	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	100%	5	--	--
Biology S* (04 + 05)	0	--	--	100%	5	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	100%	1	--	--
English Praxis II	0	--	--	100%	5	--	--
English S* (01)	0	--	--	100%	5	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	5	--	--
Math S* (02)	0	--	--	100%	4	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	98%	2	--	--
Social Science S* (03)	0	--	--	100%	2	--	--
Aggregate	0	--	--	98%	18	18	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	13	13	100%
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	0	--	--	100%	14	14	100%
Summary Totals and Pass Rate	0	--	--	99%	56	56	100%

[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.*

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 2006-2007
(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 2006-2007

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 2006-2007

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

Institution/Program: Saint Mary's College of California

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	121	119	2
Single Subject Candidates	90	89	1
Education Specialist Candidates	54	53	1
Totals	265	261	4

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	72	70	2
Single Subject Candidates	37	36	1
Education Specialist Candidates	29	28	1
Totals	138	134	4

Institution/Program: Saint Mary's College of California

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**28**	**2**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	28	2	0
Single Subject Programs	**19**	**1**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	19	1	0
Education Specialist Programs	**6**	**1**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	6	1	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26 :1	26 :1	0 :1
Single Subject Programs	24 :1	24 :1	0 :1
Education Specialist Programs	24 :1	24 :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.*

Institution/Program: Saint Mary's College of California

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Saint Mary's College of California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	113	113	100%	100%	10	10	100%
Aggregate	113	113	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	80	79	99%	98%	4	--	--
Aggregate	80	79	99%	98%	4	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	13	13	100%	100%	2	--	--
CSET English II	13	13	100%	100%	2	--	--
CSET English III	13	13	100%	100%	2	--	--
CSET English IV	13	13	100%	100%	2	--	--
CSET Math I	3	--	--	99%	1	--	--
CSET Math II	3	--	--	99%	1	--	--
CSET Math III	2	--	--	96%	1	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	4	--	--	99%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
CSET Spanish Subtest I	3	--	--	99%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
Aggregate	28	28	100%	99%	3	--	--
Other Content Areas							
CSET Health Subtest I	0	--	--	97%	1	--	--
CSET Health Subtest II	0	--	--	100%	1	--	--
CSET Health Subtest III	0	--	--	100%	1	--	--
CSET MSE I	78	78	100%	100%	4	--	--
CSET MSE II	78	78	100%	100%	4	--	--
CSET MSE III	78	78	100%	100%	4	--	--
CSET Physical Education Subtest I	2	--	--	100%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
Aggregate	82	82	100%	100%	5	--	--
Summary Totals and Pass Rate	113	112	99%	99%	10	10	100%

[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.*

Institution/Program: Saint Mary's College of California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	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	113	113	100%	99%	0	--	--
Aggregate	113	113	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	100%	0	--	--
CSET English III	7	--	--	99%	0	--	--
CSET English IV	7	--	--	99%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	6	--	--	100%	0	--	--
CSET Science II	6	--	--	100%	0	--	--
CSET Social Sci I	16	16	100%	100%	0	--	--
CSET Social Sci II	16	16	100%	100%	0	--	--
CSET Social Sci III	16	16	100%	100%	0	--	--
English Praxis II	5	--	--	100%	0	--	--
English S* (01)	5	--	--	100%	0	--	--
German S* (20)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	0	--	--
Social Science S* (03)	7	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	51	51	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	3	--	--	96%	0	--	--
CSET MSE I	47	47	100%	100%	0	--	--
CSET MSE II	47	47	100%	100%	0	--	--
CSET MSE III	47	47	100%	100%	0	--	--
Health Science S* (16)	5	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	35	35	100%	100%	0	--	--
Phys. Educ. Praxis Test II	7	--	--	100%	0	--	--
Physical Education S* (09)	8	--	--	99%	0	--	--
Aggregate	99	99	100%	100%	0	--	--
Summary Totals and Pass Rate	186	186	100%	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.*

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 2006-2007
(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 2006-2007

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), the Teaching Performance Expectations (TPEs), and the Teaching Performance Assessments (TPAs)

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 2006-2007

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

Institution/Program: **San Diego Christian College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	0
Single Subject Candidates	18	18	0
Education Specialist Candidates	0	0	0
Totals	74	74	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18	18	0
Single Subject Candidates	11	11	0
Education Specialist Candidates	0	0	0
Totals	29	29	0

Institution/Program: San Diego Christian College

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

Number of Supervising Teachers During 2006-2007
(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	0	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Single Subject Programs	**3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	0 :1	0 :1
Single Subject Programs	4 :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.*

Institution/Program: **San Diego Christian College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: San Diego Christian 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	17	16	94%	98%	0	--	--
Aggregate	17	16	94%	98%	0	--	--
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	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	96%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	8	--	--	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	--	--
CSET Physical Education Subtest I	2	--	--	100%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	100%	0	--	--
Aggregate	19	19	100%	100%	0	--	--
Summary Totals and Pass Rate	28	27	96%	99%	0	--	--

[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.*

Institution/Program: San Diego Christian 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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	22	22	100%	99%	0	--	--
Aggregate	22	22	100%	99%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Aggregate	6	--	--	98%	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	--	--
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Aggregate	20	20	100%	100%	0	--	--
Summary Totals and Pass Rate	28	28	100%	99%	0	--	--

[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.*

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 2006-2007
(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 (62.3%) in San Diego County schools; 43% 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 12% of students are identified as needing special education services. In the Imperial Valley, 90.5% of P-12 students are students of color with the majority (87%) identifying as Hispanic. Some 43 percent are English learners, 69.3% qualify for free or reduced lunch, and 8.4% 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 2006-2007

Partnerships with P-12 schools characterize our teacher preperation programs and contribute to excellence and effectiveness. For example, 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 prepare candidates and cooperating teachers. Because of the county-wide demand for special education personnel, special education programs partner with multiple districts. Working with school districts in Imperial and San Diego counties, special education internship programs 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.

Institution/Program: **San Diego State University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

SDSU teacher training programs continue to address the three phases of teacher preparation and development – undergraduate, preservice and induction. An approved Integrated undergraduate/elementary credential program was 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

Institution/Program: San Diego State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	466	442	24
Single Subject Candidates	371	347	24
Education Specialist Candidates	97	65	32
Totals	934	854	80

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	370	351	19
Single Subject Candidates	247	226	21
Education Specialist Candidates	85	58	27
Totals	702	635	67

Institution/Program: San Diego State University

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**58**	**5**	
In Academic Positions with Rights and Responsibilities	10	0	
In Non-Academic Positions without Rights and Responsibilities	48	5	
Single Subject Programs	**31**	**4**	
In Academic Positions with Rights and Responsibilities	3	0	
In Non-Academic Positions without Rights and Responsibilities	28	4	
Education Specialist Programs	**22**	**8**	
In Academic Positions with Rights and Responsibilities	4	0	
In Non-Academic Positions without Rights and Responsibilities	18	8	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: San Diego State University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: San Diego State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	429	429	100%	100%	61	61	100%
Aggregate	429	429	100%	100%	61	61	100%
Professional Knowledge/Pedagogy							
RICA	276	272	99%	98%	38	37	97%
Aggregate	276	272	99%	98%	38	37	97%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	18	18	100%	100%	4	--	--
CSET English II	18	18	100%	100%	4	--	--
CSET English III	18	18	100%	100%	4	--	--
CSET English IV	18	18	100%	100%	4	--	--
CSET French Subtest I	2	--	--	100%	0	--	--
CSET French Subtest II	2	--	--	100%	0	--	--
CSET French Subtest III	2	--	--	100%	0	--	--
CSET Math I	7	--	--	99%	0	--	--
CSET Math II	7	--	--	99%	0	--	--
CSET Math III	3	--	--	96%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	3	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	8	--	--	100%	4	--	--
CSET Science II	8	--	--	99%	4	--	--
CSET Social Sci I	23	23	100%	99%	3	--	--
CSET Social Sci II	23	23	100%	100%	3	--	--
CSET Social Sci III	23	23	100%	100%	3	--	--
CSET Spanish Subtest I	4	--	--	99%	1	--	--
CSET Spanish Subtest II	4	--	--	100%	1	--	--
CSET Spanish Subtest III	4	--	--	100%	1	--	--
Aggregate	64	64	100%	99%	12	12	100%
Other Content Areas							
CSET Business Subtest I	1	--	--	100%	0	--	--
CSET Business Subtest II	1	--	--	100%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET MSE I	273	273	100%	100%	38	38	100%
CSET MSE II	273	273	100%	100%	38	38	100%
CSET MSE III	273	273	100%	100%	38	38	100%
CSET Physical Education Subtest I	6	--	--	100%	0	--	--
CSET Physical Education Subtest II	6	--	--	98%	0	--	--
CSET Physical Education Subtest III	6	--	--	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
Aggregate	282	282	100%	100%	38	38	100%
Summary Totals and Pass Rate	431	427	99%	99%	61	60	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.*

Institution/Program: San Diego State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	617	617	100%	100%	33	33	100%
Aggregate	617	617	100%	100%	33	33	100%
Professional Knowledge/Pedagogy							
RICA	413	413	100%	99%	33	33	100%
Aggregate	413	413	100%	99%	33	33	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	4	--	--	98%	0	--	--
Art S* (12)	4	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	4	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	100%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	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	17	17	100%	100%	0	--	--
CSET Social Sci II	17	17	100%	100%	0	--	--
CSET Social Sci III	17	17	100%	100%	0	--	--
English Praxis II	15	15	100%	100%	0	--	--
English S* (01)	17	17	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)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
German S* (20)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	0	--	--
Math S* (02)	5	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	2	--	--	100%	0	--	--
Music S* (13)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	15	14	93%	98%	0	--	--
Social Science S* (03)	16	16	100%	100%	0	--	--
Spanish S* (10)	6	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	100%	0	--	--
Aggregate	87	86	99%	98%	0	--	--
Other Content Areas							
Business S* (15)	2	--	--	96%	0	--	--
CSET MSE I	81	81	100%	100%			

[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.*

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 2006-2007
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Diego USD**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the San Diego Unified School District's 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 Unified School District's 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 2006-2007

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 160 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 seminars provide 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.

Institution/Program: **San Diego USD**

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 2006-2007

- A more rigorous intern-selection process.
- Partnership with California Troops to Teachers.
- Editing and rewriting curriculum.
- Increased coordination between Intern Program and District Departments: Curriculum and Instruction {Science, Mathematics, Second Language, and Visual and Performing Arts).
- Restructuring of course sequencing.
- Increased staff development with regards to English learners.
- Lesson inquiry - Math and Science interns.
- Participation in Performance Assessment for California Teachers (PACT) trainings for new staff.

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

Institution/Program: **San Diego USD**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	23		23
Single Subject Candidates	14		14
Education Specialist Candidates			
Totals	37		37

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23		23
Single Subject Candidates	14		14
Education Specialist Candidates			
Totals	37		37

Institution/Program: San Diego USD

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**5**
In Academic Positions with Rights and Responsibilities			5
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			
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 2006-2007*

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

Institution/Program: San Diego USD

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	?	36	378
Single Subject Programs	?	36	378
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: San Diego USD

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	19	19	100%
Aggregate	0	--	--	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	10	10	100%
Aggregate	0	--	--	98%	10	10	100%
Academic Content Areas							
CSET Math I	0	--	--	99%	1	--	--
CSET Math II	0	--	--	99%	1	--	--
CSET Math III	0	--	--	96%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	3	--	--
CSET Science II	0	--	--	99%	3	--	--
Aggregate	0	--	--	99%	4	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	9	--	--
CSET MSE II	0	--	--	100%	9	--	--
CSET MSE III	0	--	--	100%	9	--	--
MSAT (0140 + 0151)	0	--	--	100%	1	--	--
Aggregate	0	--	--	100%	10	10	100%
Summary Totals and Pass Rate	0	--	--	99%	19	19	100%

[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.*

Institution/Program: San Diego USD

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	18	18	100%
Aggregate	0	--	--	100%	18	18	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	18	18	100%
Aggregate	0	--	--	99%	18	18	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	14	14	100%
Aggregate	0	--	--	100%	14	14	100%
Summary Totals and Pass Rate	0	--	--	99%	18	18	100%

[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.*

Institution/Program: **San Diego 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 2006-2007
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Francisco State University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The College of Education provides academic programs for students interested in pursing a Multiple, Single Subject, and/or Educational Specialists teaching credential, as well as those seeking advanced degrees (MA Ed, PhD's / 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 knowledge 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 2006-2007

SFSU COE promotes academic and professional excellence, and equity and social justice in its curriucula and programs. Throughout the year the 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 other opportunities 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, an M.A. in education, and a joint doctoral degree in Special Education for over 20 years; an M.A in Equity and Social Justice, and a doctoral degree in Educational Leadership are now offered. Along with the College of Humanities and International programs, the COE established the Confucious Institute in order to increase teacher training in Mandarin and Chinese/Asian culture; the COE manages the California Department of Education's Learning Resource Display Center # 7 (K -8 texbook adoption series); jointly sponsors the 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 Program. These services and opportunities are aimed at furthering the professional and academic

Institution/Program: **San Francisco State University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 as well as those are working well for student candidates. An external evaluation of the single subject program was initiated and completed.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sfsu.edu/~coe

Institution/Program: **San Francisco State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	357	326	31
Single Subject Candidates	328	279	49
Education Specialist Candidates	512	490	22
Totals	1,197	1,095	102

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	308	277	31
Single Subject Candidates	205	157	48
Education Specialist Candidates	251	229	22
Totals	764	663	101

Institution/Program: **San Francisco State University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**20**	**2**	**0**
In Academic Positions with Rights and Responsibilities	6	2	0
In Non-Academic Positions without Rights and Responsibilities	14	0	0
Single Subject Programs	**10**	**2**	**0**
In Academic Positions with Rights and Responsibilities	6	2	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Education Specialist Programs	**40**	**1**	**0**
In Academic Positions with Rights and Responsibilities	13	1	0
In Non-Academic Positions without Rights and Responsibilities	27	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1	20 :1	0 :1
Single Subject Programs	3 :1	20 :1	0 :1
Education Specialist Programs	9 :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.*

Institution/Program: **San Francisco State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	22	450
Single Subject Programs	20	15	300
Education Specialist Programs	20	15	300

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: San Francisco State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	773	772	100%	100%	202	202	100%
Aggregate	773	772	100%	100%	202	202	100%
Professional Knowledge/Pedagogy							
RICA	296	296	100%	98%	63	60	95%
Aggregate	296	296	100%	98%	63	60	95%
Academic Content Areas							
CSET Art Subtest I	3	--	--	98%	0	--	--
CSET Art Subtest II	3	--	--	100%	0	--	--
CSET English I	15	15	100%	100%	4	--	--
CSET English II	15	15	100%	100%	4	--	--
CSET English III	15	15	100%	100%	4	--	--
CSET English IV	15	15	100%	100%	4	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Mandarin Subtest I	1	--	--	100%	0	--	--
CSET Mandarin Subtest II	1	--	--	100%	0	--	--
CSET Mandarin Subtest III	1	--	--	100%	0	--	--
CSET Math I	8	--	--	99%	6	--	--
CSET Math II	8	--	--	99%	6	--	--
CSET Math III	3	--	--	96%	0	--	--
CSET Music Subtest I	2	--	--	100%	1	--	--
CSET Music Subtest II	2	--	--	100%	1	--	--
CSET Music Subtest III	2	--	--	100%	1	--	--
CSET Sci III Bio/Life	6	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	4	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	1	--	--
CSET Sci IV Bio/Life	2	--	--	96%	0	--	--
CSET Science I	11	11	100%	100%	2	--	--
CSET Science II	11	11	100%	99%	2	--	--
CSET Social Sci I	25	24	96%	99%	3	--	--
CSET Social Sci II	25	24	96%	100%	3	--	--
CSET Social Sci III	25	25	100%	100%	3	--	--
CSET Spanish Subtest I	4	--	--	99%	2	--	--
CSET Spanish Subtest II	4	--	--	100%	2	--	--
CSET Spanish Subtest III	4	--	--	100%	2	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Aggregate	73	72	99%	99%	18	18	100%
Other Content Areas							
CSET Business Subtest I	1	--	--	100%	0	--	--
CSET Business Subtest II	1	--	--	100%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET MSE I	167	167	100%	100%	57	56	98%
CSET MSE II	165	163	99%	100%	57	56	98%
CSET MSE III	166	166	100%	100%	57	57	100%
CSET Physical Education Subtest I	4	--	--	100%	1	--	--
CSET Physical Education Subtest II	4	--	--	98%	1	--	--

[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.*

Institution/Program: San Francisco State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	836	834	100%	100%	148	148	100%
Aggregate	836	834	100%	100%	148	148	100%
Professional Knowledge/Pedagogy							
RICA	507	500	99%	99%	103	103	100%
Aggregate	507	500	99%	99%	103	103	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	1	--	--
Art S* (12)	1	--	--	100%	1	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	34	34	100%	100%	4	--	--
CSET English II	34	33	97%	100%	4	--	--
CSET English III	34	32	94%	99%	4	--	--
CSET English IV	34	32	94%	99%	4	--	--
CSET Math I	27	26	96%	99%	4	--	--
CSET Math II	27	26	96%	99%	4	--	--
CSET Math III	21	18	86%	84%	4	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	7	--	--	100%	5	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	6	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Science I	16	16	100%	100%	7	--	--
CSET Science II	16	16	100%	100%	7	--	--
CSET Social Sci I	40	40	100%	100%	0	--	--
CSET Social Sci II	40	40	100%	100%	0	--	--
CSET Social Sci III	40	40	100%	100%	0	--	--
CSET Spanish Subtest I	2	--	--	75%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
English Praxis II	11	11	100%	100%	1	--	--
English S* (01)	11	11	100%	100%	1	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
Japanese S* (21)	2	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	2	--	--
Math S* (02)	6	--	--	100%	2	--	--
Music Praxis II (0111 + 0112)	4	--	--	100%	0	--	--
Music S* (13)	4	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	98%	1	--	--
Social Science S* (03)	7	--	--	100%	1	--	--
Spanish S* (10)	3	--	--	100%			

[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.*

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 2006-2007
(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 2006-2007

Strength of the College of Education teacher preparation programs include a dynamic, continually developing faculty, an attention to partnerships and action-oriented, applied research, and an emphasis on excellence and equity in education. Faculty members spend time working and teaching in schools to provide real-world, applied approaches to teacher preparation in socially and technologically diverse school settings. The College has over a dozen partnerships that range from internship placements and a professional development school to on-site course delivery and recognition of outstanding multicultural actvities in the schools. And, by emphasizing excellence and equity in education, the College is committed to continuous improvement of courses, programs, and services in a socially just environment where every student has a right and opportunity to learn.

Institution/Program: **San Jose State University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 foramtion 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

Institution/Program: **San Jose State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	821	720	101
Single Subject Candidates	498	475	23
Education Specialist Candidates	986	957	29
Totals	2,305	2,152	153

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	399	298	101
Single Subject Candidates	332	309	23
Education Specialist Candidates	110	81	29
Totals	841	688	153

Institution/Program: San Jose State University

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**57**	**5**	**0**
In Academic Positions with Rights and Responsibilities	57	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**45**	**12**	**0**
In Academic Positions with Rights and Responsibilities	20	8	0
In Non-Academic Positions without Rights and Responsibilities	25	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	30 :1	30 :1	:1
Single Subject Programs	25 :1	23 :1	:1
Education Specialist Programs	9 :1	14 :1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **San Jose State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: San Jose State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	311	311	100%	100%	121	121	100%
Aggregate	311	311	100%	100%	121	121	100%
Professional Knowledge/Pedagogy							
RICA	200	197	99%	98%	83	79	95%
Aggregate	200	197	99%	98%	83	79	95%
Academic Content Areas							
CSET English I	4	--	--	100%	3	--	--
CSET English II	4	--	--	100%	3	--	--
CSET English III	4	--	--	100%	3	--	--
CSET English IV	4	--	--	100%	3	--	--
CSET Math I	6	--	--	99%	4	--	--
CSET Math II	6	--	--	99%	4	--	--
CSET Math III	6	--	--	96%	4	--	--
CSET Sci III Bio/Life	5	--	--	100%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci III Physics	3	--	--	100%	3	--	--
CSET Science I	10	10	100%	100%	7	--	--
CSET Science II	10	10	100%	99%	7	--	--
CSET Social Sci I	22	22	100%	99%	4	--	--
CSET Social Sci II	22	22	100%	100%	4	--	--
CSET Social Sci III	22	22	100%	100%	4	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	1	--	--
Aggregate	44	44	100%	99%	19	19	100%
Other Content Areas							
CSET MSE I	205	205	100%	100%	81	81	100%
CSET MSE II	205	205	100%	100%	81	81	100%
CSET MSE III	205	205	100%	100%	81	81	100%
CSET Physical Education Subtest I	0	--	--	100%	1	--	--
CSET Physical Education Subtest II	0	--	--	98%	1	--	--
CSET Physical Education Subtest III	0	--	--	100%	1	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	100%	1	--	--
Aggregate	206	206	100%	100%	84	84	100%
Summary Totals and Pass Rate	316	313	99%	99%	122	118	97%

[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.*

Institution/Program: San Jose State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	540	540	100%	100%	85	85	100%
Aggregate	540	540	100%	100%	85	85	100%
Professional Knowledge/Pedagogy							
RICA	361	358	99%	99%	60	60	100%
Aggregate	361	358	99%	99%	60	60	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	1	--	--
Chemistry S* (04 + 06)	1	--	--	100%	1	--	--
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	99%	0	--	--
CSET English IV	4	--	--	99%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	9	--	--	100%	1	--	--
CSET Science II	9	--	--	100%	1	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
English Praxis II	4	--	--	100%	1	--	--
English S* (01)	4	--	--	100%	1	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	2	--	--
Math S* (02)	5	--	--	100%	2	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	1	--	--
Physics S* (04 + 08)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	1	--	--
Aggregate	41	41	100%	98%	7	--	--
Other Content Areas							
Business S* (15)	2	--		96%			

[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.*

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 2006-2007
(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 can grow in knowledge, imaginations, compassion, competence, social responsibility and self-esteem.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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.

Institution/Program: Santa Clara University

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 also hired a math educator as the newest tenure-track member of faculty.

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

Institution/Program: **Santa Clara University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	37	22	15
Single Subject Candidates	27	16	11
Education Specialist Candidates	18	16	2
Totals	82	54	28

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	37	22	15
Single Subject Candidates	27	16	11
Education Specialist Candidates	18	16	2
Totals	82	54	28

Institution/Program: **Santa Clara University**

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

Number of Supervising Teachers During 2006-2007
(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 2006-2007*

	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.*

Institution/Program: **Santa Clara University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	17	36	600
Single Subject Programs	14	36	600
Education Specialist Programs	30	11	330

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: Santa Clara University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	35	35	100%	100%	23	23	100%
Aggregate	35	35	100%	100%	23	23	100%
Professional Knowledge/Pedagogy							
RICA	19	19	100%	98%	16	16	100%
Aggregate	19	19	100%	98%	16	16	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	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 French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	3	--	--	99%	0	--	--
CSET Math II	3	--	--	99%	0	--	--
CSET Math III	2	--	--	96%	0	--	--
CSET Social Sci I	4	--	--	99%	1	--	--
CSET Social Sci II	4	--	--	100%	1	--	--
CSET Social Sci III	4	--	--	100%	1	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	2	--	--
Other Content Areas							
CSET MSE I	19	19	100%	100%	16	16	100%
CSET MSE II	19	19	100%	100%	16	16	100%
CSET MSE III	19	19	100%	100%	16	16	100%
Aggregate	19	19	100%	100%	16	16	100%
Summary Totals and Pass Rate	35	35	100%	99%	23	23	100%

[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.*

Institution/Program: Santa Clara University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	43	43	100%	100%	27	27	100%
Aggregate	43	43	100%	100%	27	27	100%
Professional Knowledge/Pedagogy							
RICA	29	29	100%	99%	21	21	100%
Aggregate	29	29	100%	99%	21	21	100%
Academic Content Areas							
CSET English I	2	--	--	100%	1	--	--
CSET English II	2	--	--	100%	1	--	--
CSET English III	2	--	--	99%	1	--	--
CSET English IV	2	--	--	99%	1	--	--
CSET Math I	1	--	--	99%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Math III	1	--	--	84%	1	--	--
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	--	--	100%	2	--	--
CSET Social Sci II	2	--	--	100%	2	--	--
CSET Social Sci III	2	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	98%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Aggregate	8	--	--	98%	6	--	--
Other Content Areas							
Business S* (15)	0	--	--	96%	1	--	--
CSET MSE I	23	23	100%	100%	10	10	100%
CSET MSE II	23	23	100%	100%	10	10	100%
CSET MSE III	23	23	100%	100%	10	10	100%
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	3	--	--	100%	8	--	--
Aggregate	26	26	100%	100%	20	20	100%
Summary Totals and Pass Rate	43	43	100%	99%	27	27	100%

[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.*

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 2006-2007
(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 liberal arts 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 teach 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 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. ¶Accredited by the California Commission on Teacher Credentialing, our 5th year teacher credentialing program is typically completed within three semesters. Candidates may complete a Master of Arts in Education in concert with the preliminary credential with 18 additional units. Candidates may begin in fall, spring and summer semesters. Simpson University provides subject matter competency programs in music, math, English, and social sciences. Simpson University also administers a $1.27M 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 2006-2007

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 full-time 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 for elementary students 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 full-time semester-long student teaching. Candidates appreciate the ongoing support that connects their coursework knowledge to practice. Multiple Subjects candidates may complete part of their student teaching in overseas international schools or Department of Defense Schools.

Master teachers participate in a cognitive coaching course to develop mentoring skills for guiding their student teachers.

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 2006-2007

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.

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

Institution/Program: **Simpson University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	53	53	0
Single Subject Candidates	9	9	0
Education Specialist Candidates	0	0	0
Totals	62	62	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	53	53	0
Single Subject Candidates	9	9	0
Education Specialist Candidates	0	0	0
Totals	62	62	0

Institution/Program: **Simpson University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**28**	**0**	**0**
In Academic Positions with Rights and Responsibilities	8	0	0
In Non-Academic Positions without Rights and Responsibilities	20	0	0
Single Subject Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **Simpson University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	53	53	100%	100%	0	--	--
Aggregate	53	53	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	43	40	93%	98%	0	--	--
Aggregate	43	40	93%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
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 Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Social Sci I	4	--	--	99%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Aggregate	7	--	--	99%	0	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	97%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	42	42	100%	100%	0	--	--
CSET MSE II	42	42	100%	100%	0	--	--
CSET MSE III	42	42	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	44	44	100%	100%	0	--	--
Summary Totals and Pass Rate	53	50	94%	99%	0	--	--

[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.*

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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	99	99	100%	100%	0	--	--
Aggregate	99	99	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	73	73	100%	99%	0	--	--
Aggregate	73	73	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	13	13	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	59	59	100%	100%	0	--	--
CSET MSE II	59	59	100%	100%	0	--	--
CSET MSE III	59	59	100%	100%	0	--	--
MSAT (0140 + 0151)	11	11	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	71	71	100%	100%	0	--	--
Summary Totals and Pass Rate	99	99	100%	99%	0	--	--

[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.*

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 2006-2007
(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 8500 students including 853 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 22 full-time faculty in the School of Education during the period indicated. There was also an Educator-in-Residence for the year.

SSU recommended 623 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 2006-2007

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.

Institution/Program: **Sonoma State University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 60 students enrolled in three cohorts. Twelve of the first cohort students are expected to complete their dissertations in spring 2008 and receive their doctorate degrees in June.

3. Two tenure track searches have been successfully completed; one more is underway.

4. 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.

5. The School of Education and the School of Science and Technology continue to collaborate on initiatives to increase the number of science and mathematics teachers.

6. School of Education faculty continues to lead a state-wide, federally funded, initiative to ensure that

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

Institution/Program: **Sonoma State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	216	205	11
Single Subject Candidates	165	136	29
Education Specialist Candidates	204	151	53
Totals	585	492	93

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	112	106	6
Single Subject Candidates	80	72	8
Education Specialist Candidates	22	10	12
Totals	214	188	26

Institution/Program: Sonoma State University

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**24**	**6**	**0**
In Academic Positions with Rights and Responsibilities	9	1	0
In Non-Academic Positions without Rights and Responsibilities	15	5	0
Single Subject Programs	**23**	**9**	**0**
In Academic Positions with Rights and Responsibilities	7	1	0
In Non-Academic Positions without Rights and Responsibilities	16	8	0
Education Specialist Programs	**4**	**6**	**0**
In Academic Positions with Rights and Responsibilities	0	3	0
In Non-Academic Positions without Rights and Responsibilities	4	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **Sonoma State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Sonoma State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	188	188	100%	100%	26	26	100%
Aggregate	188	188	100%	100%	26	26	100%
Professional Knowledge/Pedagogy							
RICA	115	115	100%	98%	17	17	100%
Aggregate	115	115	100%	98%	17	17	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	9	--	--	100%	2	--	--
CSET English II	9	--	--	100%	2	--	--
CSET English III	9	--	--	100%	2	--	--
CSET English IV	9	--	--	100%	2	--	--
CSET Math I	2	--	--	99%	3	--	--
CSET Math II	2	--	--	99%	3	--	--
CSET Math III	2	--	--	96%	2	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	8	--	--	100%	1	--	--
CSET Science II	8	--	--	99%	1	--	--
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%	100%	1	--	--
CSET Spanish Subtest I	1	--	--	99%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	36	36	100%	99%	7	--	--
Other Content Areas							
CSET MSE I	112	112	100%	100%	10	10	100%
CSET MSE II	112	112	100%	100%	10	10	100%
CSET MSE III	112	112	100%	100%	10	10	100%
CSET Physical Education Subtest I	5	--	--	100%	0	--	--
CSET Physical Education Subtest II	5	--	--	98%	0	--	--
CSET Physical Education Subtest III	5	--	--	100%	0	--	--
Health Science S* (16)	0	--	--	100%	4	--	--
MSAT (0140 + 0151)	0	--	--	100%	2	--	--
Aggregate	117	117	100%	100%	16	16	100%
Summary Totals and Pass Rate	188	188	100%	99%	26	26	100%

[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.*

Institution/Program: Sonoma State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	280	280	100%	100%	28	28	100%
Aggregate	280	280	100%	100%	28	28	100%
Professional Knowledge/Pedagogy							
RICA	187	186	99%	99%	25	25	100%
Aggregate	187	186	99%	99%	25	25	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
Art S* (12)	2	--	--	100%	0	--	--
CSET English I	8	--	--	100%	1	--	--
CSET English II	8	--	--	100%	1	--	--
CSET English III	8	--	--	99%	1	--	--
CSET English IV	8	--	--	99%	1	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	2	--	--	84%	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	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	26	26	100%	98%	1	--	--
Other Content Areas							
CSET MSE I	88	88	100%	100%	10	10	100%
CSET MSE II	88	88	100%	100%	10	10	100%
CSET MSE III	88	88	100%	100%	10	10	100%
Health Science S* (16)	11	11	100%	100%	7	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	30	30	100%	100%	4	--	--
Phys. Educ. Praxis Test II	5	--	--	100%	0	--	--
Physical Education S* (09)	5	--	--	99%	0	--	--
Aggregate	135	135	100%	100%	21	21	100%
Summary Totals and Pass Rate	280	279	100%	99%	28	28	100%

[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.*

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 2006-2007
(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 (STEP) of the Stanford University School of Education (SUSE) aims to cultivate teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and excellence for all students. STEP's approach to teaching and learning is sensitive to the family, community, and political contexts of education; focused on the needs and development of diverse learners; and grounded in the study of subject matter that enables inquiry, critical thinking, problem solving, and high academic achievement.

STEP seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. Desired outcomes for graduates include an understanding of teaching as intellectual work and as a caring profession; a depth of content knowledge and a repertoire of powerful pedagogical practices; and a view of teaching and of the role of education in society informed by appreciation of the socio-cultural contexts of education. The program is organized to foster an understanding of and commitment to inquiry and reflection, collaboration, a blending of theory and practice, and the effective use of technology as a teaching and learning tool.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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 (Secondary) or a Preliminary Multiple Subject Teacher Credential (Elementary). 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 clinical placements in the classrooms of cooperating teachers in local schools year-long. 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.

Institution/Program: **Stanford University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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.
Stanford University's commitment to the preparation of teachers has become evident in the establishment of the Dorothy Durfee Avery Loan Forgiveness Program for candidates who make a commitment to teach in public schools or private schools in underserved communities.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
suse-step.stanford.edu

Institution/Program: **Stanford University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	17	17	0
Single Subject Candidates	70	70	0
Education Specialist Candidates	0	0	0
Totals	87	87	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	17	17	0
Single Subject Candidates	69	69	0
Education Specialist Candidates	0	0	0
Totals	86	86	0

Institution/Program: Stanford University

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**		
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	5		
Single Subject Programs	**24**		
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	24		
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3.4 :1	0 :1	0 :1
Single Subject Programs	2.8 :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.*

Institution/Program: **Stanford University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Stanford University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	87	87	100%	100%	0	--	--
Aggregate	87	87	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	17	17	100%	98%	0	--	--
Aggregate	17	17	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 French Subtest I	2	--	--	100%	0	--	--
CSET French Subtest II	2	--	--	100%	0	--	--
CSET French Subtest III	2	--	--	100%	0	--	--
CSET Japanese Subtest I	2	--	--	100%	0	--	--
CSET Japanese Subtest II	2	--	--	100%	0	--	--
CSET Japanese Subtest III	2	--	--	100%	0	--	--
CSET Math I	15	15	100%	99%	0	--	--
CSET Math II	15	15	100%	99%	0	--	--
CSET Math III	15	14	93%	96%	0	--	--
CSET Sci III Bio/Life	7	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	4	--	--	100%	0	--	--
CSET Science I	12	12	100%	100%	0	--	--
CSET Science II	12	12	100%	99%	0	--	--
CSET Social Sci I	15	15	100%	99%	0	--	--
CSET Social Sci II	15	15	100%	100%	0	--	--
CSET Social Sci III	15	15	100%	100%	0	--	--
CSET Spanish Subtest I	3	--	--	99%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
Aggregate	63	62	98%	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	87	86	99%	99%	0	--	--

[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.*

Institution/Program: Stanford University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	67	67	100%	100%	0	--	--
Aggregate	67	67	100%	100%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	8	--	--	100%	0	--	--
CSET English II	8	--	--	100%	0	--	--
CSET English III	8	--	--	99%	0	--	--
CSET English IV	8	--	--	99%	0	--	--
CSET Math I	8	--	--	99%	0	--	--
CSET Math II	8	--	--	99%	0	--	--
CSET Math III	7	--	--	84%	0	--	--
CSET Sci III Bio/Life	7	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	11	11	100%	100%	0	--	--
CSET Science II	11	11	100%	100%	0	--	--
CSET Social Sci I	9	--	--	100%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	2	--	--	100%	0	--	--
Physics S* (04 + 08)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	53	53	100%	98%	0	--	--
Summary Totals and Pass Rate	67	67	100%	99%	0	--	--

[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.*

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 2006-2007
(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 district intern program for Mild/Moderate and Moderate/Severe Special Education teachers currently available in Stanislaus County to meet the critical shortage;

The Stanislaus County Office of Education has written for, been approved to provide, and operates a Special Education Mild/Moderate and Moderate/Severe 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 2006-2007

The Stanislaus County Office (SCOE) 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.

Two talented special educators manage the SCOE program; and both conduct informative, one-on-one intake sessions with potential candidates; teach within the program; and work with the faculty. Therefore, both know

Institution/Program: **Stanislaus County Office of Education**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

Stanislaus County Office of Education added the Moderate/Severe Education Specialist credential to the Special Education District Intern Program. The program wrote to the Moderate/Severe standards and was approved by CCTC in the late summer of 2007. The first Moderate/Severe cohort began in the fall of 2007. In addition, coordination with Beginning Teacher Support and Assessment (BTSA) allowed for a more streamlined pathway to allow intern candidates the opportunity to complete requirements for a 'Clear' multiple or single subject credential simultanously with the education specialist credential.

Furthermore,the program manager conducted group orientation to the program for all intern candidates. During orientation, interns reviewed the newly revised Intern Handbook and were able to ask clarifying questions. To ensure greater understanding of program expectations, all interns received an individual orientation where upon intern candidates signed a Memorandum of Understanding.

The program also provided an Independent Study option to assist potential intern candidates in meeting the 40 hour minimum requirements of English Learner pedagogy prior to entering the program.

As the program matures, there is constant review and enhancement of course syllabi, program policies and procedures, intern demonstration of competencies, addition of new faculty and site support. The program is responsive to intern candidate needs by considering feedback from candidates who have completed the program. All program enhancements or changes are conducted carefully to ensure adherence to the CCTC program standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.stancoe.org/SCOE/iss/learningTeach/BTSA/intern.htm

Institution/Program: **Stanislaus County Office of Education**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	40		40
Totals	40		40

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates			
Education Specialist Candidates	40		40
Totals	40		40

Institution/Program: **Stanislaus County Office of Education**

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

Number of Supervising Teachers During 2006-2007
(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 2006-2007*

	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	8 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Stanislaus County Office of Education**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	3

Institution/Program: **Stanislaus County Office of Education**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	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	--	--	98%	7	--	--
Aggregate	0	--	--	98%	7	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	2	--	--
CSET MSE II	0	--	--	100%	2	--	--
CSET MSE III	0	--	--	100%	2	--	--
Health Science S* (16)	0	--	--	100%	2	--	--
Aggregate	0	--	--	100%	4	--	--
Summary Totals and Pass Rate	0	--	--	99%	13	11	85%

[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.*

Institution/Program: Stanislaus County Office of Education

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate

[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.*

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 2006-2007
(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 2006-2007

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.

Institution/Program: **The Master's College and Seminary**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 2008.

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

Institution/Program: **The Master's College and Seminary**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	13	13	0
Education Specialist Candidates	0	0	0
Totals	37	37	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	19	0
Single Subject Candidates	10	10	0
Education Specialist Candidates	0	0	0
Totals	29	29	0

Institution/Program: **The Master's College and Seminary**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Single Subject Programs	**5**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
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 2006-2007*

	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	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.*

Institution/Program: **The Master's College and Seminary**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **The Master's College and Seminary**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	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	19	18	95%	98%	0	--	--
Aggregate	19	18	95%	98%	0	--	--
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 Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	6	--	--	99%	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	--	--
CSET Physical Education Subtest I	2	--	--	100%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Summary Totals and Pass Rate	30	29	97%	99%	0	--	--

[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.*

Institution/Program: The Master's College and Seminary

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	35	35	100%	100%	0	--	--
Aggregate	35	35	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	26	26	100%	99%	0	--	--
Aggregate	26	26	100%	99%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	100%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Summary Totals and Pass Rate	35	35	100%	99%	0	--	--

[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.*

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 2006-2007
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Touro University**

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 Professionals 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, intellectural 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 2006-2007

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 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.

Institution/Program: **Touro 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 2006-2007

The College of Education, in order to meet the needs of the local community has submitted a proposal the the California Commission on Teacher credentialing for approval of an Administrative Services credentialing program. Once approved, Touro Unviersity-California will begin admitting cohort groups in fall 2008.

In addition, our special education program has instituted a certificate program in Transition in Employment which has begun its first cohort group in spring 2008.

The College of Education has taken initiatives in our Master degree completion program to institute new elective options to meet the expanded needs of our student population. Touro University-California has also developed a relationship wiht the Fairfield-Suisun school district to implement a master degree completion program with an emphasis in educational technology. The fist cohort group was admitted in spring 2007 and a new cohort group began in spring 2008. The College of Education is looking to expand this pilot program to other school districts in our community. In conjunction with this program, Touro University-California has offered one full scholarship to a student in each cohort group in honor of its founder, Mike Keisling.

Touro University-California College of Education has continued to review and improve upon existing programs, as well as evaluate and implement new programs as the needs of our local community change. We continue to value and build upon our relationships with our local school districts and community leaders and have implemented a new Advisory Committee comprised of these leaders, which will continue to help

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

Institution/Program: **Touro University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	11	9
Single Subject Candidates	38	15	23
Education Specialist Candidates	33	10	23
Totals	91	36	55

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	13	4	9
Single Subject Candidates	26	3	23
Education Specialist Candidates	23	0	23
Totals	62	7	55

Institution/Program: **Touro University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 :1	3 :1	0 :1
Single Subject Programs	2 :1	5 :1	0 :1
Education Specialist Programs	0 :1	8 :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.*

Institution/Program: **Touro University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: Touro 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	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	17	17	100%	98%	0	--	--
Aggregate	17	17	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
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	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	99%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Other Content Areas							
CSET Health Subtest I	2	--	--	97%	0	--	--
CSET Health Subtest II	2	--	--	100%	0	--	--
CSET Health Subtest III	2	--	--	100%	0	--	--
CSET MSE I	13	13	100%	100%	0	--	--
CSET MSE II	13	13	100%	100%	0	--	--
CSET MSE III	13	13	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
Aggregate	16	16	100%	100%	0	--	--
Summary Totals and Pass Rate	30	30	100%	99%	0	--	--

[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.*

Institution/Program: Touro 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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate

[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.*

Institution/Program: **Touro 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 2006-2007
(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 2006-2007

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

Institution/Program: UC Berkeley

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

UC Berkeley's School of Education continues to be involved in the California College Preparatory Academy, a public charter school co-designed by UC Berkeley faculty and opened in 2005. Enrollment grew in 2006-07 and an additional grade (8th) was added. This year, our science and math credential program has begun utilizing the Cal Prep site for part of their required student-teacher placements.

Berkeley continues its work in the Performance Assessment of California Teachers consortium. PACT will be used to assess the classroom teaching skills of Berkeley's teacher education graduates. The consortium is working on implementation to meet the Teacher Performance Assessment requirement beginning July, 2008.

The School continued working on the Arts Education Initiative, partnering with IHEs and community art organizations to infuse the arts in teacher education and educational leadership preparation. The 2006-07 phase of the project focused on: Practice, Inquiry, and Dissemination.

The School continued its collaboration, with Berkeley's Psychology and Social Welfare departments, to implement the Interdisciplinary Minor in Early Childhood. The Minor's required core course was offered for the first time in Spring 2007.

The School also continued working with the math, science, and engineering departments at UC Berkeley on Cal Teach - a program designed to prepare and support students interested in becoming K-12 math and science teachers. As part of Cal Teach, the School developed a new undergraduate course this year and is

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

Institution/Program: **UC Berkeley**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	43	43	0
Single Subject Candidates	47	47	0
Education Specialist Candidates	2	0	2
Totals	92	90	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43	43	0
Single Subject Candidates	32	32	0
Education Specialist Candidates	2	0	2
Totals	77	75	2

Institution/Program: **UC Berkeley**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**		
In Academic Positions with Rights and Responsibilities	8		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**8**		
In Academic Positions with Rights and Responsibilities	8		
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs		**1**	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities		1	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	:1	:1
Single Subject Programs	10 :1	:1	:1
Education Specialist Programs	:1	2 :1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **UC Berkeley**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: UC Berkeley

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	43	43	100%	100%	5	--	--
Aggregate	43	43	100%	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	22	22	100%	98%	3	--	--
Aggregate	22	22	100%	98%	3	--	--
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 Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	96%	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	--	--	99%	0	--	--
Aggregate	19	19	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	21	21	100%	100%	0	--	--
CSET MSE II	21	21	100%	100%	0	--	--
CSET MSE III	21	21	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	1	--	--
Aggregate	22	22	100%	100%	1	--	--
Summary Totals and Pass Rate	43	43	100%	99%	5	--	--

[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.*

Institution/Program: UC Berkeley

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	73	73	100%	100%	27	27	100%
Aggregate	73	73	100%	100%	27	27	100%
Professional Knowledge/Pedagogy							
RICA	26	26	100%	99%	27	27	100%
Aggregate	26	26	100%	99%	27	27	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	99%	0	--	--
CSET English IV	6	--	--	99%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	20	20	100%	100%	0	--	--
English S* (01)	21	21	100%	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Aggregate	35	35	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	2	--	--	100%	0	--	--
CSET MSE II	2	--	--	100%	0	--	--
CSET MSE III	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	21	21	100%	100%	25	25	100%
Aggregate	23	23	100%	100%	25	25	100%
Summary Totals and Pass Rate	73	73	100%	99%	27	27	100%

[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.*

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 2006-2007
(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 2006-2007

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.

Institution/Program: **UC Davis**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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/mainquiry.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

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
education.ucdavis.edu/programs/teachered.html

Institution/Program: **UC Davis**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	66	66	0
Single Subject Candidates	75	75	0
Education Specialist Candidates	0		0
Totals	141	141	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	66	66	
Single Subject Candidates	75	75	
Education Specialist Candidates			
Totals	141	141	

Institution/Program: UC Davis

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**		
In Academic Positions with Rights and Responsibilities	8		
In Non-Academic Positions without Rights and Responsibilities	1		
Single Subject Programs	**8**		
In Academic Positions with Rights and Responsibilities	7		
In Non-Academic Positions without Rights and Responsibilities	1		
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 2006-2007*

	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.*

Institution/Program: **UC Davis**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

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

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: UC Davis

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	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	65	65	100%	98%	0	--	--
Aggregate	65	65	100%	98%	0	--	--
Academic Content Areas							
CSET English I	22	22	100%	100%	0	--	--
CSET English II	22	22	100%	100%	0	--	--
CSET English III	22	22	100%	100%	0	--	--
CSET English IV	22	22	100%	100%	0	--	--
CSET Math I	5	--	--	99%	0	--	--
CSET Math II	5	--	--	99%	0	--	--
CSET Math III	5	--	--	96%	0	--	--
CSET Sci III Bio/Life	9	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	13	13	100%	100%	0	--	--
CSET Science II	13	13	100%	99%	0	--	--
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%	100%	0	--	--
Aggregate	60	60	100%	99%	0	--	--
Other Content Areas							
CSET Agriculture Subtest I	7	--	--	100%	0	--	--
CSET Agriculture Subtest II	7	--	--	100%	0	--	--
CSET Agriculture Subtest III	7	--	--	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	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	72	72	100%	100%	0	--	--
Summary Totals and Pass Rate	139	139	100%	99%	0	--	--

[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.*

Institution/Program: UC Davis

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	188	188	100%	100%	0	--	--
Aggregate	188	188	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	113	113	100%	99%	0	--	--
Aggregate	113	113	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	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%	99%	0	--	--
CSET English IV	12	12	100%	99%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	2	--	--	84%	0	--	--
CSET Sci III Bio/Life	9	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Science I	14	14	100%	100%	0	--	--
CSET Science II	14	14	100%	100%	0	--	--
CSET Social Sci I	15	15	100%	100%	0	--	--
CSET Social Sci II	15	15	100%	100%	0	--	--
CSET Social Sci III	15	15	100%	100%	0	--	--
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	51	51	100%	98%	0	--	--
Other Content Areas							
Agriculture S* (14)	6	--	--	100%	0	--	--
CSET MSE I	76	76	100%	100%	0	--	--
CSET MSE II	76	76	100%	100%	0	--	--
CSET MSE III	76	76	100%	100%	0	--	--
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Aggregate	110	110	100%	100%	0	--	--
Summary Totals and Pass Rate	189	189	100%	99%	0	--	--

[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.*

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 2006-2007
(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. Our schools and teachers must be prepared to serve the needs of a highly diverse student population through practices which represent the very best theoretical and clinical perspectives.
Together, the clinical faculty created a mission statement embedded in the acronym TEACH to embody our commitments to our candidates:
•Think critically about the connection between educational theory and practice. •Engage, motivate & inspire all students. •Analyze student learning needs to design and implement creative instruction. •Collaborate to advocate for equity and diversity. •Hone classroom practice
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 2006-2007

UCI continued to pilot the Performance Assessment for California Teachers (PACT) in 2007-08, anticipating that the State would require its full implmenetation starting July 2008. This assessment continues to refine candidate performance with its concentration on planning, instruction, assessment of student learning, reflection, and academic language. The analysis of assessment results offers a guide to continuous improvement. That, combined with survey results from the beginning, middle and end of program help us respond to candidate feedback.

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 2006-2007

Two new research faculty have joined the credential programs with their interest in video use in teacher learning, noticing, and learning to learn from teaching. These researchers have held many discussions with other faculty as well as teaching key courses in the program.

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

Institution/Program: UC Irvine

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	92	92	0
Single Subject Candidates	142	134	8
Education Specialist Candidates	0	0	0
Totals	234	226	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	92	92	0
Single Subject Candidates	142	134	8
Education Specialist Candidates	0	0	0
Totals	234	226	8

Institution/Program: UC Irvine

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

Number of Supervising Teachers During 2006-2007
(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	12	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**20**	**4**	**0**
In Academic Positions with Rights and Responsibilities	20	4	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7.6 :1	0 :1	0 :1
Single Subject Programs	6.7 :1	2.0 :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.*

Institution/Program: UC Irvine

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	36	20	720
Single Subject Programs	15	20	300
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2006-2007

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	1.0
Education Specialist Programs	0

Institution/Program: UC Irvine

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	160	160	100%	100%	7	--	--
Aggregate	160	160	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	81	81	100%	98%	0	--	--
Aggregate	81	81	100%	98%	0	--	--
Summary Totals and Pass Rate	161	161	100%	99%	7	--	--

[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.*

Institution/Program: UC Irvine

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	205	205	100%	100%	6	--	--
Aggregate	205	205	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	127	127	100%	99%	1	--	--
Aggregate	127	127	100%	99%	1	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	3	--	--	98%	0	--	--
Art S* (12)	3	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	1	--	--
Biology S* (04 + 05)	1	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	10	10	100%	100%	1	--	--
CSET English II	10	10	100%	100%	1	--	--
CSET English III	10	10	100%	99%	1	--	--
CSET English IV	10	10	100%	99%	1	--	--
CSET Math I	5	--	--	99%	0	--	--
CSET Math II	5	--	--	99%	0	--	--
CSET Math III	2	--	--	84%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	10	10	100%	100%	0	--	--
CSET Science II	10	10	100%	100%	0	--	--
CSET Social Sci I	10	10	100%	100%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	100%	0	--	--
English Praxis II	7	--	--	100%	1	--	--
English S* (01)	7	--	--	100%	1	--	--
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)	2	--	--	98%	0	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	100%	0	--	--
Aggregate	60	58	97%	98%	3	--	--
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	--	--
MSAT (0140 + 0151)	65	65	100%	100%			

[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.*

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 2006-2007
(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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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.

Institution/Program: **UC Los Angeles**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

During 2006-2007, the Teacher Education Program continued its 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.

Another continuing partnership in 06-07 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 challenges.

The program is continuing to develop its partnership with the UCOP initiative, CalTeach, by coordinating recruitment efforts in order to increase the number of quality math and science teachers in these high-need subject matter areas.

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

Institution/Program: **UC Los Angeles**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	80	75	5
Single Subject Candidates	94	81	13
Education Specialist Candidates	0	0	0
Totals	174	156	18

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	80	75	5
Single Subject Candidates	94	81	13
Education Specialist Candidates	0	0	0
Totals	174	156	18

Institution/Program: UC Los Angeles

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**168**	**1**	**0**
In Academic Positions with Rights and Responsibilities	13	1	0
In Non-Academic Positions without Rights and Responsibilities	155	0	0
Single Subject Programs	**164**	**2**	**0**
In Academic Positions with Rights and Responsibilities	16	2	0
In Non-Academic Positions without Rights and Responsibilities	148	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1	5 :1	0 :1
Single Subject Programs	9 :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.*

Institution/Program: **UC Los Angeles**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	Number of Years
Multiple Subject Programs	1.25
Single Subject Programs	1.25
Education Specialist Programs	0

Institution/Program: UC Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	153	153	100%	100%	39	39	100%
Aggregate	153	153	100%	100%	39	39	100%
Professional Knowledge/Pedagogy							
RICA	75	75	100%	98%	18	18	100%
Aggregate	75	75	100%	98%	18	18	100%
Academic Content Areas							
CSET English I	16	16	100%	100%	11	11	100%
CSET English II	16	16	100%	100%	11	11	100%
CSET English III	16	16	100%	100%	11	11	100%
CSET English IV	16	16	100%	100%	11	11	100%
CSET Math I	10	10	100%	99%	2	--	--
CSET Math II	10	10	100%	99%	2	--	--
CSET Math III	9	--	--	96%	1	--	--
CSET Sci III Bio/Life	7	--	--	100%	5	--	--
CSET Sci III Chemistry	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Science I	9	--	--	100%	7	--	--
CSET Science II	9	--	--	99%	7	--	--
CSET Social Sci I	25	25	100%	99%	1	--	--
CSET Social Sci II	25	25	100%	100%	1	--	--
CSET Social Sci III	25	25	100%	100%	1	--	--
Aggregate	62	61	98%	99%	21	21	100%
Other Content Areas							
CSET MSE I	74	74	100%	100%	18	18	100%
CSET MSE II	74	74	100%	100%	18	18	100%
CSET MSE III	74	74	100%	100%	18	18	100%
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	75	75	100%	100%	18	18	100%
Summary Totals and Pass Rate	153	152	99%	99%	39	39	100%

[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.*

Institution/Program: UC Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	175	175	100%	100%	70	70	100%
Aggregate	175	175	100%	100%	70	70	100%
Professional Knowledge/Pedagogy							
RICA	102	102	100%	99%	45	45	100%
Aggregate	102	102	100%	99%	45	45	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	100%	1	--	--
Biology S* (04 + 05)	2	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET English I	11	11	100%	100%	4	--	--
CSET English II	11	11	100%	100%	4	--	--
CSET English III	11	11	100%	99%	4	--	--
CSET English IV	11	11	100%	99%	4	--	--
CSET Math I	5	--	--	99%	2	--	--
CSET Math II	5	--	--	99%	2	--	--
CSET Math III	4	--	--	84%	2	--	--
CSET Sci III Bio/Life	7	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Science I	8	--	--	100%	0	--	--
CSET Science II	8	--	--	100%	0	--	--
CSET Social Sci I	10	10	100%	100%	2	--	--
CSET Social Sci II	10	10	100%	100%	2	--	--
CSET Social Sci III	10	10	100%	100%	2	--	--
English Praxis II	8	--	--	100%	10	10	100%
English S* (01)	8	--	--	100%	10	10	100%
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Aggregate	49	49	100%	98%	20	20	100%
Other Content Areas							
CSET MSE I	44	44	100%	100%	14	14	100%
CSET MSE II	44	44	100%	100%	14	14	100%
CSET MSE III	44	44	100%	100%	14	14	100%
MSAT (0140 + 0151)	55	55	100%	100%	27	27	100%
Aggregate	99	99	100%	100%	41	41	100%
Summary Totals and Pass Rate	175	175	100%	99%	70	70	100%

[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.*

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 2006-2007
(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 2006-2007

UCR's Graduate School of Education (GSOE) continues to develop partnerships with undergraduate programs to maintain an awareness of teacher education pathways. For example, through the Science Mathematics Initiative Office (SMI), undergraduates majoring in science, technology, engineering and mathematics (STEM) have the opportunity to explore topics in teaching K-12 science and mathematics. These courses can be taken as early as the freshman year and include participation and observation in public classrooms. An upper division seminar course was also developed by SMI to help students prepare for a career in teaching. The advising partnership between the GSOE and SMI increases the awareness of foundational level education courses open to undergraduates who want to pursue a UCR single subject credential program as a student teacher or intern.

Institution/Program: UC Riverside

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

A subject matter program in science has been submitted to the California Teaching Commission. This program was developed through The Copernicus Project efforts with UCR Departments of Biology, Chemistry, Earth Science, and Physics. It is expected to be approved and implemented sometime in the 2008-2009 academic year. This program will allow undergraduates in these majors to obtain subject matter competency in conjunction with their bachelor degree and not require them to take the California Subject Examinations for Teachers.

Three new undergraduate majors have proposed bachelor degree tracks for science and mathematics majors interested in a career in teaching:

1. Bachelor of Science Degree in Mathematics for Secondary School Teachers 2. Bachelor of Science Degree in Physics Education
3. Bachelor of Arts degree in Geoscience Education

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

Institution/Program: **UC Riverside**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	76	68	8
Single Subject Candidates	61	31	30
Education Specialist Candidates	12	5	7
Totals	149	104	45

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	76	68	8
Single Subject Candidates	61	31	30
Education Specialist Candidates	12	5	7
Totals	149	104	45

Institution/Program: UC Riverside

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple 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
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 2006-2007*

	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.*

Institution/Program: UC Riverside

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: UC Riverside

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	100	100	100%	100%	40	40	100%
Aggregate	100	100	100%	100%	40	40	100%
Professional Knowledge/Pedagogy							
RICA	69	68	99%	98%	11	10	91%
Aggregate	69	68	99%	98%	11	10	91%
Academic Content Areas							
CSET English I	7	--	--	100%	4	--	--
CSET English II	7	--	--	100%	4	--	--
CSET English III	7	--	--	100%	4	--	--
CSET English IV	7	--	--	100%	4	--	--
CSET Math I	1	--	--	99%	2	--	--
CSET Math II	1	--	--	99%	2	--	--
CSET Math III	0	--	--	96%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	96%	2	--	--
CSET Science I	0	--	--	100%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
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%	100%	1	--	--
Aggregate	22	22	100%	99%	11	11	100%
Other Content Areas							
CSET MSE I	69	69	100%	100%	10	10	100%
CSET MSE II	69	69	100%	100%	10	10	100%
CSET MSE III	69	69	100%	100%	10	10	100%
Aggregate	69	69	100%	100%	10	10	100%
Summary Totals and Pass Rate	100	99	99%	99%	40	39	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.*

Institution/Program: UC Riverside

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	141	141	100%	100%	36	36	100%
Aggregate	141	141	100%	100%	36	36	100%
Professional Knowledge/Pedagogy							
RICA	98	98	100%	99%	16	16	100%
Aggregate	98	98	100%	99%	16	16	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	99%	1	--	--
CSET English IV	6	--	--	99%	1	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	2	--	--	84%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	2	--	--
CSET Science II	2	--	--	100%	2	--	--
CSET Social Sci I	9	--	--	100%	1	--	--
CSET Social Sci II	9	--	--	100%	1	--	--
CSET Social Sci III	9	--	--	100%	1	--	--
English Praxis II	0	--	--	100%	3	--	--
English S* (01)	0	--	--	100%	3	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Aggregate	24	24	100%	98%	9	--	--
Other Content Areas							
CSET MSE I	56	56	100%	100%	4	--	--
CSET MSE II	56	56	100%	100%	4	--	--
CSET MSE III	56	56	100%	100%	4	--	--
MSAT (0140 + 0151)	15	15	100%	100%	7	--	--
Aggregate	71	71	100%	100%	11	11	100%
Summary Totals and Pass Rate	141	141	100%	99%	36	36	100%

[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.*

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 2006-2007
(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 2006-2007

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 2006-2007

All Multiple and Single-Subject candidates will have successfully completed all tasks for the Performance Assessment for California Teachers (PACT) in order to satisfy the Teaching Performance Assessments requirement.

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

Institution/Program: **UC San Diego**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	59	59	
Single Subject Candidates	47		47
Education Specialist Candidates	4	4	
Totals	110	63	47

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43	43	
Single Subject Candidates	35		35
Education Specialist Candidates	4	4	
Totals	82	47	35

Institution/Program: UC San Diego

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**7**	**0**	**0**
In Academic Positions with Rights and Responsibilities	7	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
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**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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	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.*

Institution/Program: **UC San Diego**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	1
Education Specialist Programs	.5

Institution/Program: UC San Diego

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	43	43	100%	100%	35	35	100%
Aggregate	43	43	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	42	42	100%	98%	0	--	--
Aggregate	42	42	100%	98%	0	--	--
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	--	--	99%	2	--	--
CSET Math II	0	--	--	99%	2	--	--
CSET Math III	0	--	--	96%	2	--	--
CSET Sci III Bio/Life	1	--	--	100%	8	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Science I	1	--	--	100%	10	10	100%
CSET Science II	1	--	--	99%	10	10	100%
Aggregate	1	--	--	99%	19	19	100%
Other Content Areas							
CSET MSE I	42	42	100%	100%	0	--	--
CSET MSE II	42	42	100%	100%	0	--	--
CSET MSE III	42	42	100%	100%	0	--	--
Aggregate	42	42	100%	100%	0	--	--
Summary Totals and Pass Rate	43	43	100%	99%	35	35	100%

[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.*

Institution/Program: UC San Diego

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	43	43	100%	100%	31	31	100%
Aggregate	43	43	100%	100%	31	31	100%
Professional Knowledge/Pedagogy							
RICA	42	42	100%	99%	1	--	--
Aggregate	42	42	100%	99%	1	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	100%	3	--	--
Biology S* (04 + 05)	0	--	--	100%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Science I	0	--	--	100%	2	--	--
CSET Science II	0	--	--	100%	2	--	--
English Praxis II	0	--	--	100%	5	--	--
English S* (01)	0	--	--	100%	5	--	--
Aggregate	0	--	--	98%	10	10	100%
Other Content Areas							
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	100%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
MSAT (0140 + 0151)	29	29	100%	100%	1	--	--
Aggregate	39	39	100%	100%	1	--	--
Summary Totals and Pass Rate	43	43	100%	99%	31	31	100%

[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.*

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 2006-2007
(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,
(c) Methodological Competence, (d) Diversity, (e) Collaboration, (f) Reflection.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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 2006-2007

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

Institution/Program: **UC Santa Barbara**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	52	52	0
Single Subject Candidates	46	46	0
Education Specialist Candidates	11	11	0
Totals	109	109	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	51	51	0
Single Subject Candidates	46	46	0
Education Specialist Candidates	11	11	0
Totals	108	108	0

Institution/Program: UC Santa Barbara

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: UC Santa Barbara

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: UC Santa Barbara

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	107	107	100%	100%	0	--	--
Aggregate	107	107	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	62	62	100%	98%	0	--	--
Aggregate	62	62	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	0	--	--
CSET Art Subtest II	2	--	--	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 French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	4	--	--	99%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	3	--	--	96%	0	--	--
CSET Sci III Bio/Life	6	--	--	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	--	--	99%	0	--	--
CSET Social Sci I	7	--	--	99%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
CSET Spanish Subtest I	2	--	--	99%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	36	36	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	61	61	100%	100%	0	--	--
CSET MSE II	61	61	100%	100%	0	--	--
CSET MSE III	61	61	100%	100%	0	--	--
Aggregate	61	61	100%	100%	0	--	--
Summary Totals and Pass Rate	107	107	100%	99%	0	--	--

[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.*

Institution/Program: UC Santa Barbara

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	123	123	100%	100%	0	--	--
Aggregate	123	123	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	62	62	100%	99%	0	--	--
Aggregate	62	62	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	99%	0	--	--
CSET English IV	6	--	--	99%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Science I	8	--	--	100%	0	--	--
CSET Science II	8	--	--	100%	0	--	--
CSET Social Sci I	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
English Praxis II	7	--	--	100%	0	--	--
English S* (01)	7	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	98%	0	--	--
Social Science S* (03)	8	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	100%	0	--	--
Aggregate	42	42	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	28	28	100%	100%	0	--	--
CSET MSE II	28	28	100%	100%	0	--	--
CSET MSE III	28	28	100%	100%	0	--	--
Health Science S* (16)	5	--	--	100%	0	--	--
MSAT (0140 + 0151)	29	29	100%	100%	0	--	--
Aggregate	62	62	100%	100%	0	--	--
Summary Totals and Pass Rate	123	123	100%	99%	0	--	--

[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.*

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 2006-2007
(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 UC Santa Cruz campus offers 32 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 SB2042 Preliminary, 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 (Spanish) 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 2006-2007

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 2006-2007

Continued full compliance with SB 2042 content standards.

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

Institution/Program: **UC Santa Cruz**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	47	47	
Single Subject Candidates	41	41	
Education Specialist Candidates			
Totals	88	88	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	47	47	
Single Subject Candidates	41	41	
Education Specialist Candidates			
Totals	88	88	

Institution/Program: UC Santa Cruz

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

Number of Supervising Teachers During 2006-2007
(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	**3**		
In Academic Positions with Rights and Responsibilities	3		
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	:1	:1
Single Subject Programs	14 :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.*

Institution/Program: UC Santa Cruz

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	24	480
Single Subject Programs	18	24	432
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: UC Santa Cruz

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	88	88	100%	100%	0	--	--
Aggregate	88	88	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	47	47	100%	98%	0	--	--
Aggregate	47	47	100%	98%	0	--	--
Academic Content Areas							
CSET English I	9	--	--	100%	0	--	--
CSET English II	9	--	--	100%	0	--	--
CSET English III	9	--	--	100%	0	--	--
CSET English IV	9	--	--	100%	0	--	--
CSET Math I	6	--	--	99%	0	--	--
CSET Math II	6	--	--	99%	0	--	--
CSET Math III	6	--	--	96%	0	--	--
CSET Sci III Bio/Life	8	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	96%	0	--	--
CSET Science I	7	--	--	100%	0	--	--
CSET Science II	7	--	--	99%	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%	100%	0	--	--
Aggregate	33	33	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	47	47	100%	100%	0	--	--
CSET MSE II	47	47	100%	100%	0	--	--
CSET MSE III	47	47	100%	100%	0	--	--
Aggregate	47	47	100%	100%	0	--	--
Summary Totals and Pass Rate	88	88	100%	99%	0	--	--

[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.*

Institution/Program: UC Santa Cruz

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	104	104	100%	100%	0	--	--
Aggregate	104	104	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)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	99%	0	--	--
CSET English IV	6	--	--	99%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	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	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	0	--	--
English S* (01)	3	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	98%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Aggregate	29	29	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	33	33	100%	100%	0	--	--
CSET MSE II	33	33	100%	100%	0	--	--
CSET MSE III	33	33	100%	100%	0	--	--
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Aggregate	61	61	100%	100%	0	--	--
Summary Totals and Pass Rate	104	104	100%	99%	0	--	--

[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.*

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 2006-2007
(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 2006-2007

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 35% Caucasian, 35% 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) All four Teacher Performance Assessments are fully implemented. These assessments validate candidates' readiness to teach.

Institution/Program: University of La Verne

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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 2007-2008 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) Continue to keep the student foremost as the program grows: The University of La Verne prides itself on the student focus in the program. The small class, personalized nature of the program will be preserved as the program grows. (4) Development of a distance learning component to increase full-time faculty participation in quality control of the coursework being offered is proposed. A distance learning component for each course taught would insure continuity in coursework throughout the system. (5) Prepare for national accreditation through NCATE and continuing state CCTC accreditation in spring 2011. Assessment plans and the conceptual framework reflect the further development of the Teacher Education Program through preparation for this process.

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

Institution/Program: **University of La Verne**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	556	524	32
Single Subject Candidates	296	219	77
Education Specialist Candidates	72	61	11
Totals	924	804	120

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	197	165	32
Single Subject Candidates	123	46	77
Education Specialist Candidates	14	3	11
Totals	334	214	120

Institution/Program: **University of La Verne**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**50**	**14**	**0**
In Academic Positions with Rights and Responsibilities	8	2	0
In Non-Academic Positions without Rights and Responsibilities	42	12	0
Single Subject Programs	**30**	**20**	**0**
In Academic Positions with Rights and Responsibilities	3	3	0
In Non-Academic Positions without Rights and Responsibilities	27	17	0
Education Specialist Programs	**3**	**3**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	1	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **University of La Verne**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: University of La Verne

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	205	205	100%	100%	71	71	100%
Aggregate	205	205	100%	100%	71	71	100%
Professional Knowledge/Pedagogy							
RICA	159	158	99%	98%	30	30	100%
Aggregate	159	158	99%	98%	30	30	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	2	--	--
CSET Art Subtest II	2	--	--	100%	2	--	--
CSET English I	5	--	--	100%	9	--	--
CSET English II	5	--	--	100%	9	--	--
CSET English III	5	--	--	100%	9	--	--
CSET English IV	5	--	--	100%	9	--	--
CSET Math I	6	--	--	99%	8	--	--
CSET Math II	6	--	--	99%	8	--	--
CSET Sci III Bio/Life	2	--	--	100%	5	--	--
CSET Science I	2	--	--	100%	3	--	--
CSET Science II	2	--	--	99%	3	--	--
CSET Social Sci I	13	12	92%	99%	5	--	--
CSET Social Sci II	13	12	92%	100%	5	--	--
CSET Social Sci III	13	12	92%	100%	5	--	--
Aggregate	28	27	96%	99%	29	29	100%
Other Content Areas							
CSET Business Subtest I	1	--	--	100%	0	--	--
CSET Business Subtest II	1	--	--	100%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET Health Subtest I	1	--	--	97%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	157	157	100%	100%	29	29	100%
CSET MSE II	158	157	99%	100%	29	29	100%
CSET MSE III	158	158	100%	100%	29	29	100%
CSET Physical Education Subtest I	2	--	--	100%	0	--	--
CSET Physical Education Subtest II	2	--	--	98%	0	--	--
CSET Physical Education Subtest III	2	--	--	100%	0	--	--
Aggregate	162	161	99%	100%	29	29	100%
Summary Totals and Pass Rate	206	204	99%	99%	73	73	100%

[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.*

Institution/Program: University of La Verne

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	233	233	100%	100%	150	150	100%
Aggregate	233	233	100%	100%	150	150	100%
Professional Knowledge/Pedagogy							
RICA	157	155	99%	99%	82	81	99%
Aggregate	157	155	99%	99%	82	81	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	98%	2	--	--
Art S* (12)	0	--	--	100%	1	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	6	--	--	100%	10	10	100%
CSET English II	6	--	--	100%	10	10	100%
CSET English III	6	--	--	99%	10	10	100%
CSET English IV	6	--	--	99%	10	10	100%
CSET Math I	3	--	--	99%	3	--	--
CSET Math II	3	--	--	99%	3	--	--
CSET Math III	1	--	--	84%	3	--	--
CSET Sci III Bio/Life	4	--	--	100%	3	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Science I	6	--	--	100%	3	--	--
CSET Science II	6	--	--	100%	3	--	--
CSET Social Sci I	13	13	100%	100%	3	--	--
CSET Social Sci II	13	13	100%	100%	3	--	--
CSET Social Sci III	13	13	100%	100%	3	--	--
English Praxis II	0	--	--	100%	4	--	--
English S* (01)	0	--	--	100%	4	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	5	--	--
Math S* (02)	2	--	--	100%	5	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	98%	1	--	--
Social Science S* (03)	5	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	97%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	100%	1	--	--
Aggregate	36	35	97%	98%	33	32	97%
Other Content Areas							
Business S* (15)	2	--	--	96%	1	--	--
CSET MSE I	54	53	98%	100%	14	14	100%
CSET MSE II	53	52	98%	100%	14	14	100%
CSET MSE III	54	53	98%	100%	14	14	100%
Health Science S* (16)	5	--	--	100%	1	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	2	--	--
MSAT (0140 + 0151)	24	24	100%	100%	26	26	100%
Phys. Educ. Praxis Test II	0	--	--	100%	2	--	--
Physical Education S* (09)	0	--	--	99%	2	--	--
Aggregate	86	83	97%	100%			

[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.*

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 2006-2007
(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: 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 Ed & foundational instruction and services that prepare students to engage in a variety of instructional curricula. •To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.•To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service excellence, and convenience to the working adult. •To generate the financial resources necessary to support the University's mission.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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 2006-2007

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

Institution/Program: University of Phoenix

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,029	975	54
Single Subject Candidates	779	699	80
Education Specialist Candidates			
Totals	1,808	1,674	134

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	398	381	17
Single Subject Candidates	195	178	17
Education Specialist Candidates			
Totals	593	559	34

Institution/Program: University of Phoenix

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**81**	**81**	
In Academic Positions with Rights and Responsibilities	31	31	
In Non-Academic Positions without Rights and Responsibilities	50	50	
Single Subject Programs	**81**	**81**	
In Academic Positions with Rights and Responsibilities	31	31	
In Non-Academic Positions without Rights and Responsibilities	50	50	
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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	5 :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.*

Institution/Program: University of Phoenix

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: University of Phoenix

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	511	511	100%	100%	41	41	100%
Aggregate	511	511	100%	100%	41	41	100%
Professional Knowledge/Pedagogy							
RICA	334	329	99%	98%	19	19	100%
Aggregate	334	329	99%	98%	19	19	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	48	48	100%	100%	3	--	--
CSET English II	48	48	100%	100%	3	--	--
CSET English III	48	48	100%	100%	3	--	--
CSET English IV	48	48	100%	100%	3	--	--
CSET Math I	34	34	100%	99%	6	--	--
CSET Math II	34	34	100%	99%	6	--	--
CSET Math III	2	--	--	96%	1	--	--
CSET Sci III Bio/Life	21	21	100%	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	1	--	--
CSET Sci IV Bio/Life	5	--	--	96%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	16	15	94%	100%	4	--	--
CSET Science II	16	15	94%	99%	4	--	--
CSET Social Sci I	50	50	100%	99%	4	--	--
CSET Social Sci II	50	50	100%	100%	4	--	--
CSET Social Sci III	50	50	100%	100%	4	--	--
Aggregate	157	156	99%	99%	17	17	100%
Other Content Areas							
CSET MSE I	328	328	100%	100%	19	19	100%
CSET MSE II	328	328	100%	100%	19	19	100%
CSET MSE III	328	328	100%	100%	19	19	100%
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	3	--	--	100%	0	--	--
Aggregate	332	332	100%	100%	19	19	100%
Summary Totals and Pass Rate	511	505	99%	99%	41	41	100%

[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.*

Institution/Program: University of Phoenix

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	359	359	100%	100%	0	--	--
Aggregate	359	359	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	358	357	100%	99%	0	--	--
Aggregate	358	357	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	193	193	100%	100%	0	--	--
CSET MSE II	194	193	99%	100%	0	--	--
CSET MSE III	193	193	100%	100%	0	--	--
MSAT (0140 + 0151)	124	124	100%	100%	0	--	--
Aggregate	318	317	100%	100%	0	--	--
Summary Totals and Pass Rate	359	357	99%	99%	0	--	--

[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.*

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 2006-2007
(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 2006-2007

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.

Institution/Program: University of Redlands

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

1. Implementation of the CCTC-ETS Teaching Performace Assessment.

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

Institution/Program: **University of Redlands**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	103	23
Single Subject Candidates	101	49	52
Education Specialist Candidates	0	0	0
Totals	227	152	75

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	126	103	23
Single Subject Candidates	101	49	52
Education Specialist Candidates	0	0	0
Totals	227	152	75

Institution/Program: **University of Redlands**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**17**	**16**	**0**
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	17	15	0
Single Subject Programs	**17**	**16**	**0**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	13	12	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 2006-2007*

	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.*

Institution/Program: **University of Redlands**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: University of Redlands

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	151	151	100%	100%	76	76	100%
Aggregate	151	151	100%	100%	76	76	100%
Professional Knowledge/Pedagogy							
RICA	99	98	99%	98%	23	23	100%
Aggregate	99	98	99%	98%	23	23	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	98%	1	--	--
CSET Art Subtest II	2	--	--	100%	1	--	--
CSET English I	8	--	--	100%	14	14	100%
CSET English II	8	--	--	100%	14	14	100%
CSET English III	8	--	--	100%	14	14	100%
CSET English IV	8	--	--	100%	14	14	100%
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	--	--	99%	10	10	100%
CSET Math II	2	--	--	99%	10	10	100%
CSET Math III	2	--	--	96%	3	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	2	--	--
CSET Sci IV Bio/Life	0	--	--	96%	1	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	5	--	--
CSET Science II	0	--	--	99%	5	--	--
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%	100%	3	--	--
CSET Spanish Subtest I	3	--	--	99%	1	--	--
CSET Spanish Subtest II	3	--	--	100%	1	--	--
CSET Spanish Subtest III	3	--	--	100%	1	--	--
Aggregate	30	30	100%	99%	36	36	100%
Other Content Areas							
CSET Health Subtest I	2	--	--	97%	0	--	--
CSET Health Subtest II	2	--	--	100%	0	--	--
CSET Health Subtest III	2	--	--	100%	0	--	--
CSET MSE I	100	100	100%	100%	24	24	100%
CSET MSE II	100	100	100%	100%	24	24	100%
CSET MSE III	100	100	100%	100%	24	24	100%
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
Aggregate	103	103	100%	100%	24	24	100%
Summary Totals and Pass Rate	151	150	99%	99%	76	76	100%

[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.*

Institution/Program: University of Redlands

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	176	175	99%	100%	60	60	100%
Aggregate	176	175	99%	100%	60	60	100%
Professional Knowledge/Pedagogy							
RICA	137	134	98%	99%	24	24	100%
Aggregate	137	134	98%	99%	24	24	100%
Academic Content Areas							
CSET English I	5	--	--	100%	7	--	--
CSET English II	5	--	--	100%	7	--	--
CSET English III	5	--	--	99%	7	--	--
CSET English IV	5	--	--	99%	7	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	2	--	--
CSET Science II	3	--	--	100%	2	--	--
CSET Social Sci I	5	--	--	100%	1	--	--
CSET Social Sci II	5	--	--	100%	1	--	--
CSET Social Sci III	5	--	--	100%	1	--	--
English Praxis II	1	--	--	100%	3	--	--
English S* (01)	1	--	--	100%	3	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	1	--	--
Music S* (13)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	98%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	97%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	100%	0	--	--
Aggregate	17	17	100%	98%	15	15	100%
Other Content Areas							
Business S* (15)	1	--	--	96%	2	--	--
CSET MSE I	35	35	100%	100%	11	11	100%
CSET MSE II	35	35	100%	100%	11	11	100%
CSET MSE III	35	35	100%	100%	11	11	100%
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	14	14	100%	100%	5	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	1	--	--
Physical Education S* (09)	1	--	--	99%	1	--	--
Aggregate	52	52	100%	100%	19	19	100%
Summary Totals and Pass Rate	176	172	98%	99%	60	60	100%

[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.*

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 2006-2007
(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 2006-2007

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. The SOLES Department of Learning and Teaching joined the Performance Assessment for California Teachers (PACT) Consortium in Fall 2006. 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 conferences in Summer 2006 and January 2007. New partnership agreements were created for the internship option. In addition, the Level II Education Specialist: Deaf and Hard of Hearing program partnership between USD and the John Tracey Clinic in Los Angeles was started. This program offers both on site and distance education options.

Institution/Program: **University of San Diego**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

SOLES moved in to its new state-of-the-art building in August 2007. The facility contains observation rooms and fully equipped demonstration classrooms, allowing students to hone their craft in practice settings that permit observation and feedback. A new pathway to a single subject credential was approved in Spring 2008. The Masters Credential Program combines a Single Subject credential program with a masters degree in education which can be completed in 15 months. The program will emphasize peer collaboration and integrated subject matter content, and will involve students in a full year of student teaching providing greater integration of theory and practice. The Special Education program began preliminary preparations for developing the approval document for incorporating the English Language Learner in all Special Education programs.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sandiego.edu/academics/soles/

Institution/Program: **University of San Diego**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	95	95	0
Single Subject Candidates	63	63	0
Education Specialist Candidates	48	36	12
Totals	206	194	12

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	39	39	0
Single Subject Candidates	21	21	0
Education Specialist Candidates	26	14	12
Totals	86	74	12

Institution/Program: University of San Diego

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

Number of Supervising Teachers During 2006-2007
(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	**8**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Education Specialist Programs	**12**	**6**	**12**
In Academic Positions with Rights and Responsibilities	0	0	12
In Non-Academic Positions without Rights and Responsibilities	12	6	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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	3 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **University of San Diego**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: University of San Diego

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	55	55	100%	100%	3	--	--
Aggregate	55	55	100%	100%	3	--	--
Professional Knowledge/Pedagogy							
RICA	37	37	100%	98%	2	--	--
Aggregate	37	37	100%	98%	2	--	--
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	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Social Sci I	6	--	--	99%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	36	36	100%	100%	3	--	--
CSET MSE II	36	36	100%	100%	3	--	--
CSET MSE III	36	36	100%	100%	3	--	--
Aggregate	36	36	100%	100%	3	--	--
Summary Totals and Pass Rate	55	55	100%	99%	3	--	--

[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.*

Institution/Program: University of San Diego

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	102	102	100%	100%	9	--	--
Aggregate	102	102	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	81	81	100%	99%	9	--	--
Aggregate	81	81	100%	99%	9	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	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	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	7	--	--	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	96%	0	--	--
CSET MSE I	21	21	100%	100%	1	--	--
CSET MSE II	21	21	100%	100%	1	--	--
CSET MSE III	21	21	100%	100%	1	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	4	--	--	100%	2	--	--
Aggregate	26	26	100%	100%	4	--	--
Summary Totals and Pass Rate	102	102	100%	99%	9	--	--

[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.*

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 2006-2007
(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 2006-2007

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), 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 (6) include the Master of Arts in Teaching, Digital Media and Learning, 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 2006-2007

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

Institution/Program: **University of San Francisco**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	86	86	0
Single Subject Candidates	85	68	17
Education Specialist Candidates	35	0	35
Totals	206	154	52

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	75	75	0
Single Subject Candidates	48	31	17
Education Specialist Candidates	35	0	35
Totals	158	106	52

Institution/Program: University of San Francisco

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

Number of Supervising Teachers During 2006-2007
(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	2	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Single Subject Programs	**6**	**4**	**0**
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	4	2	0
Education Specialist Programs	**0**	**18**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	18	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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	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.*

Institution/Program: University of San Francisco

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: University of San Francisco

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	83	83	100%	100%	35	35	100%
Aggregate	83	83	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	49	48	98%	98%	18	18	100%
Aggregate	49	48	98%	98%	18	18	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	4	--	--	100%	2	--	--
CSET English II	4	--	--	100%	2	--	--
CSET English III	4	--	--	100%	2	--	--
CSET English IV	4	--	--	100%	2	--	--
CSET Math I	1	--	--	99%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	2	--	--
CSET Science II	2	--	--	99%	2	--	--
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%	100%	1	--	--
CSET Spanish Subtest I	2	--	--	99%	1	--	--
CSET Spanish Subtest II	2	--	--	100%	1	--	--
CSET Spanish Subtest III	2	--	--	100%	1	--	--
Aggregate	20	20	100%	99%	7	--	--
Other Content Areas							
CSET MSE I	50	50	100%	100%	18	18	100%
CSET MSE II	50	50	100%	100%	18	18	100%
CSET MSE III	50	50	100%	100%	18	18	100%
CSET Physical Education Subtest I	0	--	--	100%	2	--	--
CSET Physical Education Subtest II	0	--	--	98%	2	--	--
CSET Physical Education Subtest III	0	--	--	100%	2	--	--
Aggregate	50	50	100%	100%	20	20	100%
Summary Totals and Pass Rate	83	82	99%	99%	35	35	100%

[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.*

Institution/Program: University of San Francisco

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	169	168	99%	100%	20	20	100%
Aggregate	169	168	99%	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	110	108	98%	99%	20	20	100%
Aggregate	110	108	98%	99%	20	20	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	100%	0	--	--
CSET English III	7	--	--	99%	0	--	--
CSET English IV	7	--	--	99%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Social Sci I	9	--	--	100%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	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)	3	--	--	98%	0	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Aggregate	28	27	96%	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	96%	0	--	--
CSET MSE I	19	19	100%	100%	0	--	--
CSET MSE II	19	19	100%	100%	0	--	--
CSET MSE III	19	19	100%	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	50	50	100%	100%	0	--	--
Aggregate	71	71	100%	100%	0	--	--
Summary Totals and Pass Rate	169	165	98%	99%	20	20	100%

[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.*

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 2006-2007
(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 2006-2007

Program qualities, which contribute to program excellence of the RSOE, can be viewed in the school's fidelity to the following principles – extensions of its conceptual framework:

1. All children have the potential to learn rigorous content and achieve high standards.
2. Our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence and which nurtures their unique talents and creativity, and incorporates the diversity of their experiences into the learning process.
3. We will graduate teachers who can support the intellectual, social, emotional, moral and physical development of students, respond with flexibility and professional judgment; and actively engage them in their own learning so they can use and generate knowledge in effective and powerful ways.
4. We believe teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn.
5. We believe professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.
6. We believe teachers' professional development occurs during the course of an entire career.

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

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

Fully accredited under 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 cooperating schools, and a clearer articulation of our school-university relationships.

In June 2007, The USC Rossier School of Education began its fourth cohort of a 13 month, Masters of Arts in Teaching. A post-baccalaureate population earns a preliminary teaching credential focused on teaching in urban environments. It includes 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 is preparing to implement a 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

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	64	64	0
Single Subject Candidates	52	52	0
Education Specialist Candidates	0	0	0
Totals	116	116	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	64	64	0
Single Subject Candidates	52	52	0
Education Specialist Candidates	0	0	0
Totals	116	116	0

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

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

Number of Supervising Teachers During 2006-2007
(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	3	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	4	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	0 :1	0 :1
Single Subject Programs	5 :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.*

Institution/Program: University of Southern California

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: University of Southern California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	115	115	100%	100%	0	--	--
Aggregate	115	115	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	63	62	98%	98%	0	--	--
Aggregate	63	62	98%	98%	0	--	--
Academic Content Areas							
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	100%	0	--	--
CSET English III	7	--	--	100%	0	--	--
CSET English IV	7	--	--	100%	0	--	--
CSET Math I	8	--	--	99%	0	--	--
CSET Math II	8	--	--	99%	0	--	--
CSET Math III	5	--	--	96%	0	--	--
CSET Music Subtest I	9	--	--	100%	0	--	--
CSET Music Subtest II	9	--	--	100%	0	--	--
CSET Music Subtest III	9	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	99%	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%	100%	0	--	--
Aggregate	39	38	97%	99%	0	--	--
Other Content Areas							
CSET MSE I	63	63	100%	100%	0	--	--
CSET MSE II	63	63	100%	100%	0	--	--
CSET MSE III	63	63	100%	100%	0	--	--
Aggregate	63	63	100%	100%	0	--	--
Summary Totals and Pass Rate	115	113	98%	99%	0	--	--

[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.*

Institution/Program: University of Southern California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**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	40	39	98%	99%	0	--	--
Aggregate	40	39	98%	99%	0	--	--
Other Content Areas							
CSET MSE I	4	--	--	100%	0	--	--
CSET MSE II	4	--	--	100%	0	--	--
CSET MSE III	4	--	--	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
Aggregate	6	--	--	100%	0	--	--
Summary Totals and Pass Rate	50	49	98%	99%	0	--	--

[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.*

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 2006-2007
(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 CA 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 CA's Central Valley. All programs in the School of Education, baccalaureate through doctorate, are accredited by the CCTC & NCATE.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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. Collaborators planned for continuation of the project when grant funded ended in spring 2007.

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 for our assessment system. Data from our surveys were used for teacher education program review of courses and experiences. Program faculty focused on articulation among courses in teacher education to accommodate new assignments, new instructors, and to improve content delivery and field-based experiences. The department chose "Task Stream" as a tool for program assessment and implemented its use. Also, the program selected the PACT consortium for the Teaching Performance Assessment system. The faculty implemented a pilot for fall semester 2006 through Fall 2007 for student teachers and interns to use the PACT Teaching Experience. Signature assignments were developed in three courses.

The Education Specialist Program also developed signature assignments. Work on the English Language Authorization submission to CCTC was completed.

Institution/Program: University of the Pacific

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

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, fall semester 2007, and spring semester 2008 are completing the PACT Teaching Event protocol, again, as a pilot prior to full implementation targeted for fall semester 2008. Four program faculty were trained by the PACT consortium to do scoring of the Teaching Event/Experience protocol for literacy and mathematics in April and May 2007 and in February 2008. 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 2008 and thereafter. A Teaching Performance Assessment will be required for new candidates after July 1, 2008.

The Curriculum and Instruction department completed CCTC program standards for the Multiple and Single Subject credentials (Standards 19, 20, and 21), due by January 1, 2008.

The new Biennal Report will be completed according to deadlines for the orange group in the accreditation cycle for CCTC by October 15, 2008.

The teacher education faculty are revising prerequisite courses in the teacher education program to articulate themes, assignments, and assessments. The Education Specialist programs are working on changes in standards.

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

Institution/Program: **University of the Pacific**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	115	2
Single Subject Candidates	107	98	9
Education Specialist Candidates	30	26	4
Totals	254	239	15

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	34	32	2
Single Subject Candidates	26	17	9
Education Specialist Candidates	7	3	4
Totals	67	52	15

Institution/Program: University of the Pacific

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

Number of Supervising Teachers During 2006-2007
(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	5	2	0
In Non-Academic Positions without Rights and Responsibilities	3	1	0
Single Subject Programs	**7**	**4**	**0**
In Academic Positions with Rights and Responsibilities	6	3	0
In Non-Academic Positions without Rights and Responsibilities	1	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 2006-2007*

	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.*

Institution/Program: University of the Pacific

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	52	52	100%	100%	15	15	100%
Aggregate	52	52	100%	100%	15	15	100%
Professional Knowledge/Pedagogy							
RICA	33	33	100%	98%	4	--	--
Aggregate	33	33	100%	98%	4	--	--
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%	1	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	99%	1	--	--
CSET Social Sci I	1	--	--	99%	1	--	--
CSET Social Sci II	1	--	--	100%	1	--	--
CSET Social Sci III	1	--	--	100%	1	--	--
CSET Spanish Subtest I	0	--	--	99%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	3	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	32	32	100%	100%	4	--	--
CSET MSE II	32	32	100%	100%	4	--	--
CSET MSE III	32	32	100%	100%	4	--	--
Aggregate	32	32	100%	100%	4	--	--
Summary Totals and Pass Rate	52	52	100%	99%	15	15	100%

[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.*

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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	58	58	100%	100%	9	--	--
Aggregate	58	58	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	37	37	100%	99%	5	--	--
Aggregate	37	37	100%	99%	5	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	98%	1	--	--
Art S* (12)	0	--	--	100%	1	--	--
CSET Social Sci I	0	--	--	100%	1	--	--
CSET Social Sci II	0	--	--	100%	1	--	--
CSET Social Sci III	0	--	--	100%	1	--	--
Aggregate	0	--	--	98%	2	--	--
Other Content Areas							
CSET MSE I	3	--	--	100%	1	--	--
CSET MSE II	3	--	--	100%	1	--	--
CSET MSE III	3	--	--	100%	1	--	--
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Aggregate	7	--	--	100%	1	--	--
Summary Totals and Pass Rate	58	57	98%	99%	9	--	--

[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.*

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 2006-2007
(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 2006-2007

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 2006-2007

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

Institution/Program: **Vanguard University of Southern California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	26	26	0
Single Subject Candidates	20	20	0
Education Specialist Candidates	0	0	0
Totals	46	46	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	26	0
Single Subject Candidates	20	20	0
Education Specialist Candidates	0	0	0
Totals	46	46	0

Institution/Program: **Vanguard University of Southern California**

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

Number of Supervising Teachers During 2006-2007
(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	2	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Single Subject Programs	**3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	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.*

Institution/Program: **Vanguard University of Southern California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Vanguard University of Southern California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	44	44	100%	100%	0	--	--
Aggregate	44	44	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	25	25	100%	98%	0	--	--
Aggregate	25	25	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	98%	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 Math I	4	--	--	99%	0	--	--
CSET Math II	4	--	--	99%	0	--	--
CSET Math III	2	--	--	96%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	99%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	11	10	91%	99%	0	--	--
Other Content Areas							
CSET MSE I	23	23	100%	100%	0	--	--
CSET MSE II	23	23	100%	100%	0	--	--
CSET MSE III	23	23	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	25	25	100%	100%	0	--	--
Summary Totals and Pass Rate	46	45	98%	99%	0	--	--

[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.*

Institution/Program: Vanguard University of Southern California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	54	54	100%	100%	0	--	--
Aggregate	54	54	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	35	35	100%	99%	0	--	--
Aggregate	35	35	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Aggregate	10	10	100%	98%	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	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	18	18	100%	100%	0	--	--
Summary Totals and Pass Rate	54	54	100%	99%	0	--	--

[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.*

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 2006-2007
(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 2006-2007

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 CA, TX, and NV. 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.

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.

Institution/Program: **Western Governor's 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 2006-2007

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.

We are scheduled for a March 2009 California site visit to review our multiple and single subject programs, as well as our internship programs.

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

www.wgu.edu

Institution/Program: **Western Governor's University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	194	188	6
Single Subject Candidates	140	131	9
Education Specialist Candidates			
Totals	334	319	15

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	32	27	5
Single Subject Candidates	12	4	8
Education Specialist Candidates	0	0	0
Totals	44	31	13

Institution/Program: **Western Governor's University**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**28**	**1**	**5**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	28	1	5
Single Subject Programs	**4**	**1**	**8**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	4	1	8
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	1 :1	1 :1	1 :1
Single Subject Programs	1 :1	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.*

Institution/Program: **Western Governor's University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	37	185
Single Subject Programs	35	37	185
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **Western Governor's 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	20	20	100%	98%	0	--	--
Aggregate	20	20	100%	98%	0	--	--
Summary Totals and Pass Rate	28	28	100%	99%	0	--	--

[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.*

Institution/Program: Western Governor's 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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate

[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.*

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 2006-2007
(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 Ed 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 Ed 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 Ed must embrace the moral dimensions of teaching. Teaching is essentially a moral endeavor. An effective teacher needs a personal sense of vocational calling. She/He must be motivated by a sense of passion for teaching/learning and be concerned with shaping an ethical community within the classroom and the school environment.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

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

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 2006-2007

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

Institution/Program: **Westmont College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	2	2	0
Education Specialist Candidates	0	0	0
Totals	13	13	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	11	11	0
Single Subject Candidates	2	2	0
Education Specialist Candidates	0	0	0
Totals	13	13	0

Institution/Program: **Westmont College**

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

Number of Supervising Teachers During 2006-2007
(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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	0 :1	0 :1
Single Subject Programs	2 :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.*

Institution/Program: **Westmont College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

	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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	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	9	--	--	98%	0	--	--
Aggregate	9	--	--	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	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	9	--	--	100%	0	--	--
CSET MSE II	9	--	--	100%	0	--	--
CSET MSE III	9	--	--	100%	0	--	--
Aggregate	9	--	--	100%	0	--	--
Summary Totals and Pass Rate	11	11	100%	99%	0	--	--

[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.*

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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**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	14	14	100%	99%	0	--	--
Aggregate	14	14	100%	99%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	9	--	--	100%	0	--	--
CSET MSE II	9	--	--	100%	0	--	--
CSET MSE III	9	--	--	100%	0	--	--
Aggregate	9	--	--	100%	0	--	--
Summary Totals and Pass Rate	17	17	100%	99%	0	--	--

[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.*

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 2006-2007
(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 2006-2007

Intensive and varied fieldwork experiences are embedded in all Whittier College teacher preparation coursework. Typical experiences include tutoring individual children in literacy skills; working with individuals and small groups of children in an after-school computer-based program; conducting interviews with students and families with respect to language and cultural issues; and observing and working in elementary and secondary classrooms. Broadoaks, a campus demonstration school renowned for its developmental program, provides additional opportunities for observation and supervised practice to both undergraduate and graduate students. Given the small size of teacher preparation classes and the commitment of full-time faculty to teach and supervise pre-professional fieldwork, Whittier College teacher candidates have high quality professional preparation experiences that closely connect theory and practice.

Cross-cultural perspectives are central to Whittier College's mission. A hallmark of the institution's programs is the diversity represented in our student body. Among teacher candidates, there are numerous ethnically and linguistically diverse, first-generation college students who are readily able to serve as role models to K-12 students with respect to emphasizing the value of education. A respect for diversity is also highlighted in departmental standards, which complement the current California Standards for the Teaching Profession. Throughout course work, field experiences, and student teaching, candidates are expected to demonstrate (1) respect for diverse perspectives;(2) commitment to fostering learning; and (3) equitable behavior toward all of the school community.

Institution/Program: **Whittier College**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2006-2007

The California TPA (Teacher Performance Assessment)program has been fully implemented for all mutiple and single subject credential candidates. Department faculty members have participated in TPA assessor training to ensure that relevant practice and support for successful candidate completion of the tasks is imbedded in all credential coursework. In addition, review workshops are offered prior to each RICA (Reading Instruction Competencies Assessment)testing date for multiple subject candidates.

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

Institution/Program: **Whittier College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 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	44	36	8
Education Specialist Candidates	0	0	0
Totals	98	90	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23	23	0
Single Subject Candidates	15	7	8
Education Specialist Candidates	0	0	0
Totals	38	30	8

Institution/Program: **Whittier College**

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

Number of Supervising Teachers During 2006-2007
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple 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
Single Subject Programs	**3**	**5**	**0**
In Academic Positions with Rights and Responsibilities	0	2	0
In Non-Academic Positions without Rights and Responsibilities	3	3	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 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :1	: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.*

Institution/Program: **Whittier College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	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 2006-2007

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

Institution/Program: **Whittier College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	30	30	100%	100%	8	--	--
Aggregate	30	30	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	23	23	100%	98%	0	--	--
Aggregate	23	23	100%	98%	0	--	--
Academic Content Areas							
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 Math I	0	--	--	99%	2	--	--
CSET Math II	0	--	--	99%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	0	--	--	96%	1	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	99%	1	--	--
CSET Social Sci II	1	--	--	100%	1	--	--
CSET Social Sci III	1	--	--	100%	1	--	--
Aggregate	3	--	--	99%	5	--	--
Other Content Areas							
CSET MSE I	22	22	100%	100%	0	--	--
CSET MSE II	22	22	100%	100%	0	--	--
CSET MSE III	22	22	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	100%	0	--	--
CSET Physical Education Subtest II	1	--	--	98%	0	--	--
CSET Physical Education Subtest III	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	24	24	100%	100%	0	--	--
Summary Totals and Pass Rate	30	30	100%	99%	8	--	--

[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.*

Institution/Program: Whittier College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004 Cohort Update

Test category	Regular Program Completers				Alt 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%	35	35	100%
Aggregate	40	40	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	30	29	97%	99%	19	19	100%
Aggregate	30	29	97%	99%	19	19	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
Art S* (12)	1	--	--	100%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	99%	1	--	--
CSET English IV	1	--	--	99%	1	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	84%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Social Sci I	0	--	--	100%	3	--	--
CSET Social Sci II	0	--	--	100%	3	--	--
CSET Social Sci III	0	--	--	100%	3	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	98%	2	--	--
Social Science S* (03)	0	--	--	100%	2	--	--
Aggregate	4	--	--	98%	7	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	4	--	--
CSET MSE II	15	15	100%	100%	4	--	--
CSET MSE III	15	15	100%	100%	4	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	3	--	--	100%	5	--	--
Aggregate	18	18	100%	100%	10	10	100%
Summary Totals and Pass Rate	40	39	98%	99%	35	34	97%

[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.*

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 2006-2007
(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:

William Jessup University's Credentials with Character teacher preparation program prepares and supports professional educators for successful careers in both public and private school systems. The department is committed to instilling faith in the Bible, Jesus Christ, and the Church, while promoting a program that is recognized for excellence in the education community. Graduates of the Credentials with Character program will have the skills to engage students, make subject matter comprehensible, plan and adapt instruction, and assess student learning. As professional educators, they will be leaders on school campuses and strive to continue to develop as educators and people of faith.

The Credentials with Character (CWC) program is fully compliant with SB 2042 and has a focused emphasis on character education. The CWC program can be completed in either a four-year undergraduate or a three-semester post-baccalaureate format. In the undergraduate format, the student completes concurrently a bachelor of arts degree with a major in liberal studies, a minor in Bible and theology, and the 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 consisting of 34 units to be completed in three or more semesters and includes three faith-based courses.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2006-2007

The Credentials with Character (CWC) 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

The CWC program has required candidates to successfully complete all four TPA projects since the inception of the program at William Jessup University. The rigor of the preparation program has led to a high placement rate for graduates of the program.

Institution/Program: **William Jessup 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 2006-2007

Upon recommendation of an outside consultant, student teaching fieldwork experience was expanded from ten weeks to eighteen weeks.

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

Institution/Program: **William Jessup University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2006-2007 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	29	29	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	29	29	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2006-2007

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23	23	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	23	23	0

Institution/Program: **William Jessup University**

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

Number of Supervising Teachers During 2006-2007
(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	3	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2006-2007*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :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.*

Institution/Program: **William Jessup University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2006-2007

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	29	10	300
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2006-2007

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

Institution/Program: **William Jessup 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 2006-2007

	Regular Program Completers				Alt Route Program Completers		
Test category	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	9	--	--	98%	0	--	--
Aggregate	9	--	--	98%	0	--	--
Other Content Areas							
CSET MSE I	9	--	--	100%	0	--	--
CSET MSE II	9	--	--	100%	0	--	--
CSET MSE III	9	--	--	100%	0	--	--
Aggregate	9	--	--	100%	0	--	--
Summary Totals and Pass Rate	9	--	--	99%	0	--	--

[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.*

Institution/Program: William Jessup 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 2003-2004 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate

[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.*

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.