

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at California State University, Northridge

November 2009

Overview of This Report

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

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

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

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship, w/BCLAD, Armenian, Korean, Spanish	19	19	0	0
Single Subject, with Internship, w/BCLAD (Armenian, Korean, Spanish)	19	19	0	0
Education Specialist: Mild/Moderate Level I	17	17	0	0
Education Specialist: Mild/Moderate Level II	12	12	0	0
Education Specialist: Moderate/Severe Level I	19	19	0	0
Education Specialist: Moderate/Severe Level II	11	11	0	0
Deaf and Hard of Hearing, Level I	8	8	0	0

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Deaf and Hard of Hearing, Level II	4	4	0	0
Education Specialist: Early Childhood Level I	14	14	0	0
Education Specialist: Early Childhood Level II	3	3	0	0
Reading Certificate and Reading Language Arts Specialist	20	20	0	0
Adapted Physical Education	32	32	0	0
Preliminary Administrative Services	15	15	0	0
Professional Administrative Services	9	9	0	0
Pupil Personnel Counseling: School Counseling, w/Intern	32	32	0	0
Pupil Personnel: School Psychology w/Intern	27	27	0	0
Health Services: School Nurse	12	12	0	0
Speech-Language Pathology	16	16	0	0

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

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

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: California State University, Northridge

Dates of Visit: November 7-11, 2009

**Accreditation Team
Recommendation:** Accreditation

Rationale:

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

Common Standards

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

Program Standards

For all credential programs, all program standards are met.

Overall Recommendation

Therefore the overall recommendation of the team is Accreditation.

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

Initial/Teaching Credentials

Multiple Subject
Multiple Subject
Multiple Subject Internships
Multiple Subject BCLAD (Armenian,
Korean, Spanish)
Single Subject
Single Subject
Single Subject Internships
Single Subject BCLAD (Armenian,
Korean, Spanish)
Education Specialist Credentials
Preliminary Level I
Mild/Moderate Disabilities, including
Internship
Moderate/Severe Disabilities, including
Internship
Deaf/Hard of Hearing
Early Childhood, including Internship

Advanced/Service Credentials

Administrative Services
Preliminary
Professional

Reading Certificate
Reading and Language Arts Specialist Credential

California Teachers of English Learners (CTEL)

Education Specialist Credentials
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Early Childhood
Deaf/Hard of Hearing
Resource Specialist

Pupil Personnel Services
School Counseling including Internship
School Psychology including Internship
Adapted Physical Education
Health Services: School Nurse
Speech-Language Pathology
Special Class Authorization

Staff recommends that:

- The institution's response to the preconditions be accepted.
- California State University, Northridge be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Northridge continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team
Joint NCATE-CTC Accreditation Team

NCATE Co-Chair

Elazer James Barnette
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**NCATE/Common Standards
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Staff to the Accreditation Team

Cheryl Hickey, Consultant

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Documents Reviewed

Institutional Self Study	Field Experience Notebooks
Course Syllabi and Guides	Advisement Documents
Candidate Files	Faculty Vitae
Program Handbooks	College Annual Reports
Survey Data	College Budget Plan
Candidate Performance Data	CSUN Website
Biennial Reports and CTC Feedback	Accreditation Website
Program Assessment Documentation	Program Evaluations
Program Assessment Preliminary Findings	Meeting Agendas and Minutes
Program Assessment Summaries	University Catalog

Interviews Conducted

	Team Leads/ NCATE Cluster	Initial Teaching Programs	Advanced/ Services Programs	TOTAL
Program Faculty	66	76	55	197
Institutional Administration	9	3	0	12
Candidates	10	134	140	284
Graduates/Completers	7	36	28	71
Field Supervisors	45	32	27	104
Steering Committee	6	11	32	49
Credential Analysts	0	3	2	5
Employers	4	11	18	33
TOTAL				755

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles.

NCATE STANDARDS/CCTC COMMON STANDARDS

The California State University, Northridge (CSUN) is a large public state-supported institution that grew from a satellite campus of then Los Angeles State College and was renamed San Fernando Valley State College. Later the college was renamed California State University, Northridge. The university is located in the San Fernando Valley in the city of Northridge, a suburban city approximately 25 miles north of Los Angeles. CSUN has grown from a student enrollment of 2,525 students in 1958, to a current enrollment of nearly 36,000 students. The mission of CSUN is to enable students to realize their educational goals. The university's first priority is to promote the welfare and intellectual progress of students.

CSUN is one of 23 public universities in the California State University system. CSUN, among the nation's largest single-campus universities, is located in the West San Fernando Valley (SFV), in the Los Angeles basin. The SFV is home to 1.8 million residents, approximately 58 percent who are of Latino, African American, or Asian American heritage. CSUN currently offers baccalaureate degrees with 64 majors, master's degrees in 52 programs, and a new educational doctorate degree (Ed.D.) in Educational Administration. The university consists of nine colleges including the Michael D. Eisner College of Education.

The Michael D. Eisner College of Education (MDECOE) is the unit that provides all of the preparation of professional educators at CSUN. The MDECOE collaborates with departments in the College of Humanities, which operates programs linked to the MDECOE for the purpose of delivering specific teaching certifications. The MDECOE includes six departments: Deaf Studies, Educational Leadership & Policy Studies (ELPS), Educational Psychology & Counseling (EPC), Elementary Education (EED), Secondary Education (SED), and Special Education (SPED).

The MDECOE is composed of 92 full-time tenure track faculty, 10 full-time to the university but part-time to the unit, and 127 part-time to the institution and unit for total of 229.

At the time of the visit, 21 credential program majors are offered that lead to licensure. Seven of the 21 programs are advanced or other school personnel. All programs are state-approved and one program National Association of School Psychologists (NASP) has been submitted and is in process for national recognition.

Total full-time and part-time enrollment in education courses for fall 2009 is 2,474. Of the total enrollment, 1,018 are credential candidates, and 1,456 are master's candidates.

The unit has engaged in several substantive changes since the last visit. Some of these changes since the 2002 visit are listed below:

- Added the online program in Educational Administration and the California Teaching English Learners (CTEL) credential.
- Faculty governance was revised where standing committees were reshaped and reduced in number.

- Received a six million dollar grant through the Carnegie Foundations' Teachers for a New Era. Through this grant the MDECOE developed a Data Warehouse and placed all assessments on line.
- The College was renamed the Michael D. Eisner College of Education as a result of a large gift from the Eisner Foundation.
- In AY2008-2009 the MDECOE administration changed, and it now has a new Dean and an interim associate dean.
- MDECOE now has a doctoral program, an Ed.D. program in Educational Leadership which began in the fall of 2008 for PreK-12 administrators and in fall 2009 for community college professionals.

California is a joint partnership state. The protocol agreement between California and NCATE requires a joint team. The visit was a joint visit where members worked together, sharing equal roles and responsibilities in all functions of the review. The CTC/NCATE team made a single recommendation for each NCATE standard resulting in one BOE report.

The Preliminary (Tier I) and Professional (Tier II) Administrative Services Credentials, and Master's in Educational Administration are offered off-campus, and on-line. Off-campus all three programs are offered at 11 locations within the Los Angeles Unified School District (LAUSD) and 13 locations across nine other districts. Documents show that unit faculty teach, monitor, and evaluate all off-campus and on-line program offerings. Interviews with faculty confirmed the delivery of on-line programs is equivalent to programs offered on campus.

There were no unusual circumstances that affected the visit.

II. CONCEPTUAL FRAMEWORKS

The mission of the MDECOE is to prepare teachers, counselors, administrators, and other professionals to serve the diverse educational needs of the region. To fulfill this mission, faculty: design, deliver, and continually improve highly effective programs for pre-professionals through advanced graduate and professional levels; promote and are influenced by the reciprocal relationship between scholarship and practice; collaborate with colleagues across the campus and in other professional and community settings as partners in the mission; and provide leadership in teaching, learning, assessment, and professional development for the diverse community within and outside the university.

The professional education unit's Conceptual Framework (CF) has evolved over years of continuous collaboration with unit faculty, partner P-12 schools, and members from the College of Health and Human Development. A new theme has emerged as a result of the work conducted under the auspices of Teachers for a New Era (TNE), the Center for Teaching and Learning (CTL) and other research and development efforts: Excellence through Innovation.

The competencies and values that form the foundation of the CF are based upon the following six values: (1) academic excellence and the acquisition of professional knowledge and skills; (2) the use of evidence for the purposes of monitoring candidate growth, determining the impact of our programs, informing ongoing program and unit renewal; (3) ethical practice and what it means to become ethical and caring professionals; (4) collaborative partnerships within the of Education and across disciplines with other CSUN faculty, P – 12 faculty, and other members of regional and national educational and service communities; (5) diversity in styles of practice and dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners; and (6) creative and reflective thinking and practice. Documents show these statements are regularly reviewed by the faculty and modified to reflect current values, philosophies, theory, research, and experiences.

Knowledge bases that support the framework are based upon research from educational leaders like Dewey, Piaget, Comer, Darling-Hammond, Fullan, Hallinger, Heck, and Kessler. Additionally, the conceptual framework was developed based on The American Association of Colleges of Teacher Education's publication, *A Knowledge Base for the Beginning Teacher* (Reynolds, 1989).

The six major core values and expectations have been aligned to candidate proficiencies as outlined in the Teaching Performance Expectations (California Commission on Teacher Credentialing) and NCATE Standards 1 – 5 with reference to pedagogical and professional content knowledge and skills, professional dispositions, as well as knowledge and skills related to technology and diversity issues.

Documents and interviews show that the initial step in developing the assessment system was to align the Conceptual Framework to CTC, NCATE, and other professional standards. MDECOE programs had to review key assessments to make sure that they measured the CTC and NCATE standards and that the standards were assessed by multiple measures at a minimum of three transition points. Key assessments include student teaching or other fieldwork evaluations,

portfolios, and the PACT assessments. Data tables showing evidence of candidate performance as measured by the key assessments present results in relation to the CTC and NCATE standards.

The three levels and transition points defined in the unit assessment system are aligned to the conceptual framework and are used for candidate assessment for all unit programs. The three levels are Knowledge, Skills, and Dispositions. There are three to six transition points. Candidates must successfully progress through three levels and the program transition points of the assessment system. Signature assessments of candidate performance include student teaching or other fieldwork evaluations, portfolios, and the PACT assessments. The assessment system incorporates the process for data collection and tabulation, reporting, analysis, program revision, and evaluation of the unit's operation. The unit gathers assessment data throughout the program.

The unit's knowledge, skills, and dispositions are based on institutional, state, and national standards. Each unit program has described the research literature specific to its' content knowledge bases. Additionally, the Commission on Teacher Credentialing (CTC) ensures unit programs are researched based and meet its adopted standards of quality and effectiveness. The conceptual framework guides the unit in developing and assessing candidates.

Changes to the conceptual framework since the last NCATE visit include:

- The framework more clearly reflects the vision
- There is greater emphasis on renewal based on evidence and continuous assessment and reflection
- The core values and elements are more precisely aligned with CTC and NCATE standards
- Statements describing core values and elements use specific language to express measureable constructs
- There are now six core values rather than five
- Four of the core values and their elements have been reconfigured
- A new theme emerged: Excellence Through Innovation.

III. STANDARDS

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

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

Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews.

X Yes No

1a. Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Summary of Findings for Initial Programs

Initial programs offered by the unit include the following: multiple subject (generally for future elementary education teachers), single subject (secondary teachers), and education specialist I (special education). For admission to initial preparation, programs candidates are required to have a 2.67 overall GPA or 2.75 in their last 60 semester units, 45 hours of early field experience, passage of subject matter exams and/or completion of at least 80 percent of their subject matter program, passage of the course on knowledge of the U.S. Constitution, and verification of completion of a baccalaureate or higher degree, except in professional education, from an accredited institution.

For admission to supervision, initial program candidates are required to have successfully completed all program prerequisites with a B average with no grade lower than a C, to have passed subject matter exams and/or completed at least 80 percent of their subject matter program, and to have passed CBEST (California Basic Education Skills Test).

For successful exit, initial program candidates are required to have a GPA of 2.75 overall since admission and 3.0 in professional education coursework, and to have presented a standards-based portfolio or, for candidates beginning in summer 2008 (Single Subject) or fall 2008 (Multiple Subject), passage of the PACT (Performance Assessment of California Teachers). College of Education initial credentials are reviewed by the California Commission on Teacher Credentialing.

The MDECOE Initial Credentials are reviewed by the California Commission on Teacher Credentialing. The unit also conducts follow-up studies of graduates and employers in two basic ways. The Center for Teacher Quality conducts graduate follow-up and employer surveys for the initial teacher credential programs (multiple subject, single subject, education specialist I) and the unit also conducts Unit Assessment surveys of candidates, fieldwork supervisors, and employers for all credential programs, initial and advanced. The data indicate that all initial credential candidates are rated at or above average in their final student teaching evaluation and other measures such as the Performance Assessment for California Teachers (PACT).

Elementary education classroom teaching profile data from university supervisors and supervising teachers indicate that candidates consistently scored above 2.6 on a 3 point scale, and 3.6 on a 4 point scale for the school year 2008-2009 (traditional Multiple Subject initial candidates). Candidates in the Accelerated Collaborative Teacher Education Program (ACT) were similarly rated, with scores in excess of 2.4 on a 3 point scale in the fall of 2008, and scores of 3 (significant competency) or higher on a 5 point scale in the following spring. Integrated Teacher Education Program candidates (ITEP, a cohort program for entering freshmen), showed similar success in their work in the classroom during the school year 2008-2009, as evaluated by both university supervisors and supervising teachers. The classroom teaching profiles of candidates in the Intern program (full-time public school employees), showed more mixed results. In addition, sample data collected by electronic surveys from graduates and employers corroborated this report. Data from 2007-2008 showed similar trends. Multiple subject data obtained from classroom teachers and university supervisors showed that candidates were qualified in their content knowledge. Content knowledge scores obtained during the first

semester were consistently above 2.7 on a 3 point scale for fall 2006 through spring 2009. Similar data were obtained by ITEP freshmen and ACT candidates. Scores for the second semester were even higher.

Single subject candidates, those intending to teach in secondary education, were enrolled in the following programs: traditional, accelerated, and intern (similar to the programs available for multiple subject candidates), as well as four-year integrated and junior-year integrated programs. During the school years 2007-2009, single subject candidates also received positive ratings from university supervisors and supervising teachers (well above the “satisfactory” level) on all elements of the student teaching instrument. At exit, candidates felt that they had been generally well-prepared, although they were less confident of their ability to work with children of special needs than they were in other domains. However, first-year follow-up surveys showed that they had decided that they were, after all, better prepared in this area than they had originally claimed. Employers continued to be satisfied with the program, indicating that more than 85 percent of CSUN graduates were well or adequately-prepared.

Education Specialist Credential I programs (special education) are offered in the areas of mild/moderate (MM) disabilities, moderate/severe (MS) disabilities, deaf and hard of hearing (DHH) and early childhood special education (ECSE). These credentials are achieved through a variety of pathways, (traditional, intern, accelerated, and ITEP—Integrated Teacher Education Program). Candidates in these programs are assessed in the following ways:

- Through subject matter examinations, such as the CSET assessment (California Subject Examinations for Teachers)
- Grade point averages (3.0 or higher in credential courses)
- Successful Early Field Experience or First Student Teaching evaluations
- Successful Portfolio evaluations (MM, MS) and,
- Successful Student Teaching or Practicum Evaluations.

Extensive data on candidate performance are available and corroborate the success of candidates in achieving these milestones. While special education initial certification (Education Specialist I) candidates feel that they are well-prepared in content knowledge to assume teaching roles (89-90%), according to exit interviews in the school years 2005-2008, they are slightly less confident about their ability to implement that content (81% in 2005-2006, 78% in 2006-2007, and 89% in 2007-2008).

Summary of Findings for Advanced Programs

Advanced teacher preparation programs are offered in the following areas:

- Multiple Subject Elementary Education
- Single Subject Secondary Education
- Education Specialist II Program (special education)
- Adapted Physical Education in the Department of Kinesiology

Candidates at the advanced level must hold a preliminary teaching credential as a prerequisite for admission to these programs and the majority of candidates are working as teachers. Master’s programs in all departments use course grades and a culminating activity to measure candidate’s knowledge and ability to apply theories related to pedagogy and learning, and the ability to

explain choices they make in their practice. The second rubric of the comprehensive examination measures MA candidates' ability to analyze and apply educational research with teaching practice in a written portfolio.

Data for candidates working toward the elementary education master's degree with initial certification show passage rates on the comprehensive examination of 80 percent or higher and other surveys from graduates and employers show high satisfaction with the quality of education received at the unit, and subsequently. Means for the comprehensive examination administered in spring 2007 through fall 2008, show that candidates achieve 80 or higher on writing questions 1, 2, and 3, although the means for the "academic conversation" range between 30 and 40. Means for the writing questions in spring 2009 ranged from 60 to 67. Passage rates were 80 percent (spring 2007), 100 percent (fall 2007), and 94 percent (spring 2008). Passage rates were not reported for spring 2009. Mean portfolio scores in spring 2009 were 24.38 out of a total of 30 possible points.

Candidates in the Secondary Education master's programs take SED 600 which calls for candidates to develop research questions in an area of classroom practice of interest, to complete a literature search, and to develop a proposal for an action research project that involves collecting evidence about student learning and/or attitudes. Candidates also prepare a Portfolio and Comprehensive Examination in which they demonstrate advanced level competence in Pedagogical Content Knowledge and Skills in reflecting on the implications of theory, research, and educational issues on their pedagogical content knowledge and skills. Candidates received mean ratings between "satisfactory" and "strong" on the comprehensive examinations in spring 2007, 2008, and 2009. During the same period, mean rubric ratings for portfolios were between the "strong" and the "distinguished" levels. Similarly, secondary education master's candidates felt that they were generally well-prepared, while their employers felt that their skills were "above average."

The unit offers Education Specialist Credential Level II programs in the areas of mild/moderate (MM) disabilities, moderate/severe (MS) disabilities, deaf and hard of hearing (DHH), and early childhood special education (ECSE) and candidates must be employed as teachers in the specialization area of their credential. Special Education Master's candidates demonstrate knowledge of theories and their applications to instructional strategies and technologies through several courses including SPED 682 Advanced Clinical Practicum in Special Education and SPED 683 Current Trends in Special Education. Candidates are assessed through the use of portfolios, course projects and, subsequently, grade point averages (3.00 or higher), and an exit survey. Data for spring 2008, show that the scoring rubric means for the portfolios were mostly at the level of "strong," with candidates in some programs scoring at the "distinguished" level.

Candidates in Adapted Physical Education were assessed for content knowledge in a number of ways, including fieldwork evaluations of supervised individual projects, exit surveys, and work sample lessons. Subsequent graduate and employer surveys were also conducted. Although averages and means were not recorded on the individual projects, candidates in fall 2006 through spring 2009 consistently rated at 3.5 on all items of a four-point scale. Exit surveys of knowledge in fall 2007 and spring 2008 had means ranging from 2.5 (The candidate applies basic motor learning principles in the design of APE lessons) to 4.0 (The candidate has an in-depth

knowledge of critical elements across a wide range of physical activities) on a four point scale. Work sample scores in fall 2008 averaged 29 points out of 32 possible points. Employers rated former candidates at least at a 3 point level on a five point scale.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Summary of Findings for Initial Programs

Across all transition points, multiple subject candidates demonstrate knowledge and skill in subject specific pedagogy in the areas of language and mathematics and, to a lesser degree, science and social studies. The strength of candidates' preparation to implement subject specific pedagogy is linked to an instructional program that offers methodological coursework delivered by faculty with subject specific expertise in the disciplines.

Assessments of single subject candidates across transition points indicate that they develop strong abilities to teach in the single subject area. GPAs at Transition Points 2 and 4, Progress Report outcomes at Transition Point 3, Student/Intern Teaching Evaluations and the Professional Teaching Portfolio/PACT Teaching Event scores at Transition Point 4, and the Exit and Follow-Up Survey results from candidates and Employers at Transition Points 5 and/or 6 reveal this area of strength.

Candidate pedagogical content knowledge and skills are evaluated as they exit the program through GPA in credential program courses and an exit and follow-up survey (Transition Points 4 and 5). Findings indicate GPA is high (above 3.0) in program courses. Employers' ratings are higher than those of the candidates, themselves. Classroom Teaching Profiles for the first semester showed that Multiple Subject Candidates scored between 2 (emerging competency) and 3 (significant competency) when rated by university supervisors and cooperating personnel, with means on the high end of 2. This was consistent through all pathways to this credential, with the exception of candidates in the intern program (personnel already working in the public schools) who scored closer to the emerging competency level. Combined supervisor/cooperating teacher instrument ratings for the second semester, administered in fall 2007, spring 2008, and fall 2008, showed that candidates in all pathways were much more likely to score at the high end of 3 (significant competency), with the interns scoring at the 4 level (exemplary competency) in one domain in fall 2007. The Teaching Performance Assessment, a portfolio scored by university supervisors in fall 2007, spring 2008, and fall 2008, showed that candidates in all pathways consistently scored at 3 (significant competency) or above.

Single subject (secondary education) candidates scored at the high end of 3 (intermediate competency) upon exit from their initial clinical experiences in fall 2007, spring 2008, and fall 2008 in all pathways to credentialing. Student teaching /intern evaluation reports from the same period are rated at 4 (strong) or higher.

In special education pathways, candidates are evaluated in various ways, including early field experience/first student teaching evaluations, portfolio evaluations, and student teaching/practicum evaluations. Data samples for the first student teaching experience show candidates (MM) at the high end of 2 (developing practice) with many scores above 3 (mature

practice). Portfolio ratings for fall 2007, spring 2008, and fall 2008, showed even greater competence with means at 3 (satisfactory) and higher. Student teaching ratings sampled (MM) showed means from both cooperating personnel and university supervisors to be on the high end of 3 (maturing practice) during the same period.

Summary of Findings for Advanced Programs

Master's programs in the departments of Elementary, Secondary, and Special Education use course grades and culminating activities to measure candidate knowledge and ability to apply theories related to pedagogy and learning, and ability to explain choices in their practice. In Elementary Education, courses employed to assess this measure include EED 595J (Lesson Design), EED 595M (Making Sense of Teaching and Learning), and EED 595N (Improving Teaching and Learning through Reading and Leadership). Rubrics on the comprehensive examination measure candidates' ability to analyze and apply educational research with teaching practice in a written portfolio. Candidates employing the teaching and learning option portfolio in spring 2009 achieved 24.38 out of a possible 30 points.

In Secondary Education, candidates are required to take SED 600 which calls for candidates to develop research questions in an area of classroom practice of interest, to complete a literature search, and to develop a proposal for an action research project that involves collecting evidence about student learning and/or attitudes. Additionally, candidates prepare a portfolio and comprehensive examination in which they demonstrate advanced level competence in pedagogical content knowledge and skills in reflecting on the implication of theory and research and educational issues on their pedagogical content knowledge and skills. Portfolios results from spring 2007, 2008, and 2009 were all rated at 4 (strong) or above, and occasionally at the 5 (distinguished) level. Comprehensive examination results from the same period, while not as high, nevertheless showed candidates performing at the high end of 3 (satisfactory).

In Special Education, candidates demonstrate knowledge of theories and their applications to instructional strategies and technologies through several courses including SPED 682 (Advanced Clinical Practicum in Special Education) and SPED 683 (Current Trends in Special Education). In addition, development of a portfolio is required. Practicum evaluations sampled indicated that throughout the period indicated that during the first semester practicum, candidates performed "as expected," achieving a 3 or above on a 4 point scale. By the second semester, many 4s (exceptional performance) were reported. Portfolios were universally rated at the 4 (strong) level.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)

Summary of Findings for Initial Programs

Data show candidates in single subject preparation demonstrate strength in lesson planning, use of effective activities for single subject learning, and teaching to state Academic Content Standards. Other areas of strength include General Professional and Pedagogical Knowledge and Skills: Using instructional time, class management and routines, making connections to students' interests, motivation, and reflecting on teaching. Again, data from the Progress Reports at Transition Point 3, Student/Intern Teaching Evaluations and TPAs at Transition Point 4, CSUN Exit Surveys at Transition Point 5, and CSUN Follow-Up Surveys at Transition Point 6 indicate

that candidates show strong performance in this area. Related items with somewhat lower scores, “Know school/community resources for at-risk students” and “Anticipate and address the needs of students at risk of dropping out;” are addressed in the action plan. Education Specialist: Across all Transition Points, the data demonstrate candidates’ strong pedagogical content knowledge and skills which are monitored as candidates enter and exit field experience/student teaching (Transition Points 2 and 3) through GPAs in credential courses, the teaching evaluation (items on Engaging and Supporting All Students in Learning and Understanding and Organizing Subject Matter Knowledge for Student Learning), and portfolio evaluation. The data indicate strong performance in all three of these measures.

Candidates in multiple subject, single subject, and education specialist I teacher credential programs yielded at or above average means on items measuring candidates’ reflection on practice, ability to work with the school, and family and community context. Candidate and employer follow-up studies rate graduates’ professional and pedagogical knowledge and skills positively over two to three years. Secondary Education advanced candidates were rated using a Master’s Portfolio and a Comprehensive Exam.

Exit interviews of education specialist I (special education) candidates indicate a high degree of confidence in being well or adequately prepared in professional and pedagogical skills and knowledge (92% in 2005-2006, 92% in 2006-2007, and 95% in 2007-2008). When candidates entered the field, they were less confident of their abilities as shown by graduate surveys (59% and 65% felt that they had been adequately or well-prepared in 2005-2006, and 2006-2007, respectively). However, employer surveys during the same period showed more satisfaction with former CSUN candidates, rating them at eighty-six percent in 2005-2006, and eighty percent in 2006-2007.

Summary of Findings for Advanced Programs

In Elementary Education, advanced Master’s degree candidates take several courses that directly relate to this Standard and graduate follow-up surveys positively rate candidate ability to impact the academic learning of students; develop positive and caring relationships among school and community partners, students and their families; and develop collaborative relationships among faculty, school, community partners, and students and their families.

Special Education Master’s candidates are assessed using such instruments as comprehensive examinations (which measure their ability to critically analyze research) and a graduate follow-up survey measuring such things as the ability to impact the academic learning of pupils; develop positive and caring relationships among school and community partners, students and their families; and develop collaborative relationships among faculty, school, community partners, and students and their families. In addition, graduate portfolios are developed and data show a high degree of success, averaging a score of four (strong) or above on these projects as evaluated by faculty.

Although all programs conduct candidate follow-up surveys of graduates and use employer surveys, results are mixed. For example, graduate follow-up surveys range from high ratings for the Education Specialist II, to more modest findings for elementary candidates. Employer surveys show that in elementary, secondary, and special education, candidates have strengths in

impacting the social emotional growth of students; impacting student academic skills; showing commitment to their own learning and growth; demonstrating ethical behavior; engaging in reflective practice; and aligning their practice with national, state, and institutional standards.

1d. Student Learning for Teacher Candidates

Summary of Findings for Initial Programs

On the following key assessment items: 1) candidates demonstrate their ability to design assessment; 2) monitor student learning; 3) analyze student work from assessment; 4) use assessment to inform instructional decision; 5) pace instruction appropriately; 6) use multiple means of assessment; 7) communicate progress to students and family; and 7) encourage student self-assurance, CSUN candidates scored average to above average. For example on the Classroom Teaching Profile – Second Semester Multiple Subject Credential – Traditional, candidates’ scores by master teachers and university supervisors ranged between 3.53 – 3.64 indicating significant competence in regards to student learning. Likewise, on the California PACT, candidates’ scores were satisfactory. Special education initial certification candidates believe that they have been well-prepared to positively impact student learning (89% 2005-2006, 91% in 2006-07, and 92% in 2007-2008).

Interviews with master teachers, university supervisors, and employers of recent unit graduates provided further evidence that initial credential candidates are able to access and analyze student learning.

Summary of Findings for Advanced Programs

Advanced teacher credential programs for education specialist II and Advanced Physical Education provide candidates with the opportunity to apply theories and strategies to their own classroom, and then deconstruct and reflect upon these practices in the seminar. Candidate knowledge and application of student learning best practices are also assessed in the comprehensive examination and portfolio. Advanced Secondary Education coursework provides candidates with the opportunity to apply theories and strategies to their own classrooms and then deconstruct and reflect upon these practices in the seminar. Candidate knowledge and application of student learning best practices are also assessed in the comprehensive examination and portfolio. Education specialist II candidate coursework provides candidates with the opportunity to apply theories and strategies to their own classroom and then deconstruct and reflect upon these practices in the seminar. Candidate knowledge and application of student learning best practices are also assessed in the culminating experience (comprehensive examination, or thesis, or graduate project).

For the three master’s programs for teachers, the graduate follow-up studies and the employer survey address student assessment on a five point scale. In Elementary, Secondary, and Special Education, the graduate survey asks former candidates to reflect on their ability to use multiple assessments and data to inform and improve practice, enhance student academic learning, and enhance student social and emotional growth.

1e. Knowledge and Skills for Other School Professionals

Summary of Findings for the Preparation of Other School Professionals:

Advanced programs for other school professionals are offered in the following programs:

- Administrative Services: Educational Leadership and Policy Studies
- Education Psychology and Counseling
- Health Services and,
- Clinical Rehabilitative Services

All of the credential programs for Other School Professionals are reviewed and approved by the state. The School Counseling, School Psychology, and Preliminary Administrative Services Credential programs are integrated with a master's degree. In all cases, only research methods courses and culminating activities differentiate the masters' coursework from the credential coursework and in all cases, candidates are assessed at five transition points with multiple measures such as fieldwork evaluations or fieldwork projects, portfolios, and follow-up employer surveys.

For the period 2006-2008, Praxis score passage rates for other school professionals averaged 92.8 percent, with those taking the School Psychologist exam in 2006-2007 (n=21) passing at an 86 percent rate, and those taking it in 2007-2008 (n=14) passing at a 100 percent rate. SLP Praxis scores during the same period showed a passage rate in 2006-2007 (n=77) of 88 percent, and, in 2007-2008 (n=40) of 97 percent.

School Counseling and School Psychology PPS credential and masters programs and the Preliminary and Professional Administrative Services Credential and master's programs use the same 14 follow-up survey items, (5 point scale 1= not competent, 5= very competent) to measure knowledge and skills. School Counseling means ranged from 2.42 to 4.08 upon program entry to 3.82 – 4.75 upon program completion. Employer surveys were not conducted. School Psychology graduate follow-up surveys yielded means of 1.50–4.0 upon entry and 3.88–5.0 upon completion. The Preliminary and Professional Administrative Services Credential programs' Follow-up Studies means ranged from 2.89–3.93 upon entry to 4.01–65 upon exit in spring 2007, and 3.01–85 upon entry and 4.05–4.63 upon exit in spring 2008. No employer surveys were received for either program.

The Communicative Disorders (Clinical Rehabilitative Services) program asked graduates to respond to five questions using a five point scale (5=strongly agree, 1= strongly disagree). With the exception of one question, at least 80 percent of respondents agreed or agreed strongly that they were better prepared than peers from other universities on clinical skills and judgment, knowledge of theory in diagnostics and treatment of communication disorders, entry level work assignments, knowledge and practice in ethical standards, and overall knowledge and skills. Assessments in fall 2007, spring 2008, fall 2008, and spring 2009 showed that both the candidates and their supervisors scored their content knowledge in all areas at four (strong) or above. Using the same instrument, candidates also rated their skills highly. Comprehensive examination passing scores were one hundred percent (fall 2006), seventy percent (fall 2007), and ninety-six percent (fall 2008). Praxis passage rates were as follows: fall 2006 (86.3%), spring 2007 (92.3%), fall 2007 (97.4%), spring 2008 (100%), and spring 2009 (100%).

Data for Educational Leadership and Policy Studies are comprised of candidate self-assessment, supervisor fieldwork evaluations, portfolio evaluations, coursework, and surveys of graduates of the program. In assessing candidate knowledge and skills as demonstrated in portfolios, scores consistently ranked them at four (strong) or above. Candidates achieved similarly high rankings in coursework. Comprehensive examination pass rates were ninety-two percent in fall 2007, eighty-three percent in spring 2008, one-hundred percent in fall 2008, and seventy-nine percent in spring 2009.

1f. Student Learning for Other School Professionals

Summary of Findings for the Preparation of Other School Professionals

Unit documents show a central theme in the School Counseling and School Psychology programs is social justice with the goal of advocating for students and their families to close the achievement gap between many diverse students and middle class populations. Various assessments (field work evaluations, disposition evaluations, coursework) address these issues including coursework that emphasizes the use of assessment in an unbiased manner to support students and their families in attaining academic success. The Educational Administration programs also stress the ability to analyze data and share it with students and families with the goal of enhancing learning and success.

The Graduate Follow-Up Survey in School Counseling (2005-06) indicates that they believe that they are able to use multiple assessments and data to: (a) inform and improve practice; (b) enhance student academic learning; and (c) enhance student social and emotional growth. The Employer Follow-Up Survey showed that graduates of the program in 2007 were perceived as being able to positively impact student learning and were capable of: (a) using multiple assessments and improve their practice; (b) impacting the academic learning of students; and (c) positively impacting the social and emotional growth of students.

School Psychology and Educational Administration follow-up surveys show that graduates are able to develop positive, caring, and collaborative relationships among faculty, school and community partners, students, and their families; and use multiple assessments and data to enhance student social and emotional growth and academic learning. APE employer surveys yielded above average ratings for graduates' ability to impact student academic, social, and emotional growth, and ability to use multiple assessments and improve practice. The school nurse follow-Up Graduate Survey yielded above average ratings of graduates' ability to collaborate with the student, family, school staff, community, and other providers in providing student care; and to identify expected outcomes individualized to the client. In the Educational Leadership and Policies program, impact on students was reported by course ratings and fieldwork evaluation. All data reported show scores of four (strong) or higher.

Candidate impact on students in the Communicative Disorders (Clinical Rehabilitative Services) program was assessed by master teachers in fall 2006, spring 2007, fall 2007, spring 2008, fall 2008, and spring 2009. For each semester, the mean scores for the 83 items on the evaluation instrument were well above four (strong).

1g. Professional Dispositions for all Candidates

Summary of Findings for Initial Teacher Preparation:

Initial teacher candidates demonstrate consideration of family and community contexts, student experiences, reflection upon practice, and learning and teaching theory through fieldwork (student teaching) evaluations, portfolios, and the Performance Assessment of California Teachers (PACT). All data are organized by Teacher Performance Expectations (TPE's) which are aligned to NCATE standards and the Conceptual Framework.

Initial and advanced teaching credential programs, and advanced credential and master's programs for other school professionals, have developed and measure dispositions as related to the Conceptual Framework, state CTC standards, and national professional standards related to the specific credential or master's degree discipline. The emphases of the dispositions are similar across programs and include valuing and engaging in behaviors and activities that demonstrate 1) academic excellence and the acquisition of professional knowledge and skills; 2) the use of evidence for the purposes of monitoring candidate growth, determining the impact on programs, and informing ongoing program and unit renewal; 3) ethical practice and what it means to become ethical and caring professionals; 4) collaborative partnerships within the COE and across disciplines with other CSUN faculty, P – 12 faculty, and other members of regional and national educational and service communities; 5) diversity in styles of practice, and a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners; and 6) creative and reflective thinking and practice. Values expressed in the Conceptual Framework are measured by various items across unit programs, and all programs measure Conceptual Framework dispositions in a variety of ways. A sampling of items shows that candidates' means ranged from satisfactory to outstanding across programs.

Through coursework and fieldwork assignments, as well as through assessments, all candidates are expected to demonstrate: 1) how to create a learning environment that meets the needs of English Language Learners as well as those of students with special needs and students who are diverse in other ways (socio economic, cultural, religious); 2) how to modify practices specific to their profession to meet the needs of all diverse students and their families or community; 3) how to interact appropriately with individuals who are different from themselves (cultural competence); 4) how to develop practices that are equitable and fair for all students; 5) how to work effectively with diverse students, their families and communities and, 6) learning basic information about the contributions of major racial and ethnic groups in California, as well as of individuals who represent other kinds of diversity.

Key assessments include all student teaching/fieldwork evaluations, portfolio evaluations, disposition evaluations by university and fieldwork supervisors, exit surveys, and graduate and employer follow-up surveys. These data are reported by program in each biennial report. As an example, two charts have been developed (one for initial and advanced teacher preparation programs, and one for other school professionals) showing candidates' disposition means across all programs. The charts show that initial and advanced teacher credential programs share 3 TPE's in which dispositions are measured, TPE 11 Social Environment, TPE 12 Professional, legal, and ethical obligations, and TPE 13, Professional growth. Credential candidate means on the 3 TPEs ranged from 3.52 (satisfactory/significant competency) up to 4.82 (strong) on all three TPEs.

Data reviewed included the exit survey for initial program candidates, which includes such items as, “Adhere to principles of equity in teaching all students,” and “Understand professional, legal, ethical obligations.” Candidates feel that they have been adequately or well-prepared in dispositional approaches to education. For example, initial candidates in special education reported satisfaction by scores of ninety-one, ninety-three, and ninety-four percent in the period 2005-2008.

The Center for Teacher Quality (CSU Chancellor’s Office) conducts employer and graduate follow-up studies of initial teacher education credential program graduates and have a response rate of approximately 60 percent. The multiple and single subject credential programs share the following two questions about candidates’ adequacy to a) communicate effectively with parents or guardians of his/her students, and b) communicate course goals and requirements to students and their families. The majority of respondents felt that both multiple (90%) and single subject candidates (79 – 83%) felt that these graduates were well or adequately prepared. The relevant CTQ item for the Education Specialist I program is whether they know about resources in school/community for at-risk students and families. Eighty-two (82%) percent of respondents felt that they were well or adequately prepared. Follow-up and employer surveys for Other School Professionals are conducted by the of Education with response rates ranging from less than 10 percent up to 70 percent, depending on the program. All candidates’ ratings ranged from adequate to good.

Summary of Findings for Advanced Teacher Preparation:

Dispositional qualities were evaluated both in courses and in fieldwork for Educational Leadership and Policy. Data show that candidates scored at four (strong) or above in these areas. The education specialist II program measures candidates’ performance on dispositional elements through coursework, portfolio assessments that include artifacts and reflections upon those artifacts, and disposition measures, including items such as “collaboration and communication: ability to work effectively with others;” and “self improvement: actively seeks opportunities for growth and development.”

Candidates in the Adapted Physical Education credential program have fieldwork in which they are rated on items assessing reflection upon practices; collaboration with peers, colleagues and/or other professionals, families and community; and analyzing, synthesizing, and evaluating evidence (data) to inform practice.

Advanced master’s programs for teachers who have a preliminary credential (elementary, secondary, and special education) all require candidates to take a research methods course in which candidates must conduct a review of the research in the field and learn to analyze and apply data. The coursework and culminating experiences (comprehensive examinations and portfolios) measure candidate knowledge and skills in analyzing and applying educational research and policies, and explaining implications for practice and the profession.

Dispositions of candidates in the Communicative Disorders (Clinical Rehabilitative Services) program were assessed in fall 2007, spring 2008, and spring 2009 by both the clinician (on-site

personnel) and supervisor (university faculty). Means on this assessment all exceeded four (strong) on a scale of one to five.

Summary of Findings for the Preparation of Other School Professionals:

Candidates in other professional education programs also meet CTC state standards as well as national organizational standards. The state and national professional organization standards that apply to unit programs (such as the Compendium of School Nursing Competencies, ASHA, CACREP, NASP, and NAEYC standards) also incorporate activities and assignments in coursework and fieldwork that provide candidates the opportunity to create positive environments for all students and their families, modify professional practice to support all students and their families, implement practices that ensure fairness and equity to all students and their families, and to behave ethically and respectfully toward all people.

Data for Other Professional Educators are much more varied in regard to the nature of the items. The School Psychology and School Counseling programs shared the same set of 12 items, with the most relevant example being: “graduate students who are preparing to enter a profession must be able to show that they care for the individuals and families with whom they work.” Candidates’ mean ratings were 3.53 (Average, School Psychology) and 3.82 (Very Important, School counseling). The comparable Administrative Services item is “working with diverse families and communities,” and the mean ratings for this were average and above. Other items were broader in nature (“candidate respects the viewpoint of others and treats them with dignity even when not in agreement with them”) and were also rated as acceptable or above. Candidates are observed and evaluated in the field as they work with students, families, colleagues, and communities. When issues arise, they are brought to the attention of those working with the candidate and interventions are planned. In addition, schools have the right to refuse to work with a candidate.

Overall Assessment of Standard

Candidates in the unit who are preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments and other documents, and interviews with faculty, candidates, school partners, and other personnel associated with the unit indicate that candidates meet professional, state, and institutional standards.

Unit programs are written to state and professional standards, reflect the Conceptual Framework, and offer candidates a variety of pathways for attaining teaching credentials, advanced teacher education, and credentials for other school roles. The programs offer candidates ample opportunity to learn knowledge and a variety of critical skills such as pedagogical content knowledge and skills, including the incorporation of technology. Candidates learn to be student-centered professionals, dedicated to supporting all students in attaining academic, social, and emotional excellence. Faculty members model their expectations for candidates, which are, in summary, pursuing excellence in a caring, ethical manner.

Strengths noted are in the School Psychology and Counseling programs. School Psychology has redesigned courses, developed data-driven evaluation system, and established final action-based

activity required of graduates. School Counseling's significant program changes to address diversity and close the achievement gap, are noted examples of data driven program changes that support student learning for candidates' in other professional roles.

Recommendation for Standard 1

Initial Teacher Preparation	Met
Advanced Preparation	Met

State Team Decision - Met

Standard 2: Assessment System and Unit Evaluation

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

Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews.

Yes

No

2a. Assessment System

Summary of Findings for Initial Teacher Preparation

The unit's assessment system is shaped by the university mission, the unit's Conceptual Framework, the Commission on Teacher Credentialing Common Standards, NCATE standards, and other professional accreditation agency standards. Review of the institutional report and all program transition point charts identify the knowledge, skills, and dispositions for initial degree candidates that are assessed through integrated assessments and evaluation measures completed at a minimum of three transition points. Review of the unit's field work and portfolio evaluations as well as exit surveys support alignment with the Conceptual Framework, Teacher Performance Expectations (TPEs) and, in the case of special education, California Standards for the Teaching Profession (CSTP). The unit's assessment system is managed by the unit Assessment Coordinator (AC), the unit Associate Dean (AD) and the Unit Assessment Committee (UAC) which meets bimonthly to monthly to review assessment results. Assessments are also shared regularly with program chairs and department chairs.

Review of program data tables collected/stored in the Class Climate data warehouse by the unit AC indicate performance levels on the unit's five identified educational competencies of candidates at the various transition points. Candidates' knowledge is assessed by such measures as overall GPA, credential program course GPA, the California Subject Examinations for Teachers (CSET), Performance Assessment for California Teachers (PACT), student teaching fieldwork and portfolio evaluations, Individual Induction Plans, exit surveys (candidates' and employers' perceptions on unit operations), and specific credential requirements listed in the program's transition points grids. Candidates' skills are measured by the California Basic Educational Skills Test (CBEST), applicant interviews, Writer Proficiency Examination, fieldwork and portfolio evaluations, and CSUN exit surveys of candidates and employers. Dispositions are measured by applicant interviews, disposition assessments for new candidates, and student self-reflections.

The UAC (with the AD, the AC, the unit's program chairs, department chairs, and other university units) meets bi-monthly to monthly and uses data to revise assessments, to add/modify data to collect, to review program objectives, and to revise data collection forms. The UAC includes the Associate Dean of the College of Health and Human Development (HHD), program coordinators of their three credential programs, department assessment coordinators and assessment committee members. This work is done for initial teacher preparation, advanced teacher preparation, and other school professionals' preparation. The UAC also provides

assessment technology training and information to faculty and staff at the department level. Interviews with department chairs showed that the AC assisted them in further data analysis.

The unit employs multiple measures at each transition point for all initial and advanced teacher preparation programs and other school professional programs. Fieldwork performance assessments (student teaching, PACT teaching events, and portfolios) have rubrics used by two or more raters. The CSUN student teaching handbook details the process for additional opportunities to retake an assessment. Because the assessments come from both external and internal sources found to be valid and reliable, the assessment procedures are ensured to be fair, accurate, consistent, and free of bias. Decisions about candidates' progress are made at the department and program levels by the appropriate committees.

Exit surveys, follow-up studies of graduates, employer surveys, candidate and supervisor ratings of field experiences and unit services are all used to manage and improve the operations and programs of the unit. Data on candidate preparation in ELL, EEN, content, and general skills are also collected.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The unit's assessment system for advanced teacher preparations and other school professionals includes knowledge, skills, and disposition assessments aligned with the Conceptual Framework, the Commission on Teacher Credentialing standards and NCATE standards as well as the university mission and WASC Student Learning Outcomes for each of the credential/program areas.

Knowledge of advanced teacher candidates and other school professionals is measured by a variety of indicators such as undergraduate GPA, Graduate Record Exams, Miller Analogies Tests, rubrics (comprehensive examination, project, and thesis), program follow-up surveys (candidate and employer perceptions), specific professional coursework grades, case management skills, professional competencies, portfolio evaluations, and PRAXIS exams. Skills are assessed by a combination of performance-based educational competencies, student learning outcomes, holding a preliminary teaching credential, applicant interviews, CBEST, writing proficiency, fieldwork and portfolio evaluations, comprehensive exams, core computing skills (school nurse credential), follow-up surveys and specific coursework grades. Dispositions are assessed with a variety of tools such as applicant interviews, student self reflections, disposition assessments for graduating candidates, supervisor disposition surveys, fieldwork evaluations, and candidate and employer exit surveys. Demonstration of the data warehouse by the AC and AC verified that data collected electronically from these assessment sources are stored in the unit's data warehouse. Department Graduate Student Advisors also noted that video clips of action research presentations are now stored in the Class Climate data warehouse as well.

2b. Data Collection, Analysis, and Evaluation

Summary of Findings for Initial Teacher Preparation:

Of the data collected, 90 percent are collected electronically and in full use since 2007, with only some portfolios in paper form. Data sources include applications to the unit, evaluations

(candidate field experience, self, faculty, and school-based faculty), and program transition point candidate evaluations. According to the department chairs, the unit's AC processes data, analyzes it and provides reports at the conclusion of each semester to department chairs, and/or program coordinators. Changes/additions in programs, courses, assessment forms and requirements are listed in state biennial reports, program reports and in tables, graphs and charts. Review of the UAC minutes for 2006-2008 and interviews with the AC and AD confirm that these reports are shared at monthly UAC meetings. The unit's data collection system uses Class Climate software and the unit is based on Oracle, with electronic assessment data maintained by the university's Instructional Technology Resource in collaboration with the unit's AC. Additional data are dropped into the unit's data warehouse from the university's SOLAR (the student information system data warehouse) and Degree Audit Reporting System (DARS). Changes to assessment instruments are submitted prior to each semester to IT while fieldwork forms must be submitted once a year. All unit staff receives periodic training in using the system to enter data, retrieve individual candidate data, and to complete assessment forms.

According to the unit's institutional report and exhibits on the University and unit websites, data is disaggregated by credential program, program pathway, semester, and rater or responder. For example, department graduate student advisors and department chairs reported that they were able to compare their program data with others to determine commonalities that led to assessment form changes identified during program/department summer retreats.

Complaint procedures are defined in the unit's Student Teacher Handbook to which students, P-12 partners, cooperating teachers and the unit's field experience supervisors have ready access. Initial complaints of a course/faculty should first try for resolution with the faculty member. This procedure is listed in the university catalog. Formal complaints go through the office of the Vice President of Student Affairs (VPSA). The unit's AC receives notice of the complaint. The unit's AD attempts to resolve the complaint and the AD notifies the VPSA of the steps taken. If the complaint is not resolved, then the student contacts the department chair. If there is no satisfactory resolution for the student, then the department chair advises the student to lodge a formal complaint through the university's Student Affairs, where students have access to procedures and complaint forms found at the academic grievances link.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals

The data collection, analysis, and evaluation process is duplicated for advanced teacher preparation and/or the preparation of other school professionals. All data are warehoused electronically and all department chairs, program chairs, and faculty have access to all assessment forms and information on their candidates.

The Preliminary and Professional Administrative Services Credential (ASC) programs and the Clinical Rehabilitative Services Credential Program (CRS) are the only off-campus and/or distance learning programs. Data from these programs have not been disaggregated by geographic cohort because the numbers of candidates is less than twenty. However, according to the Educational Leadership and Policies Study department chair and the program instructor, data

collection from this program has since begun, using duplicate assessment forms/processes to the on campus program. The CRS program has one online cohort whose data are disaggregated.

2c. Use of Data for Program Improvement

Summary of Findings for Initial Teacher Preparation

The AC extracts the data on candidate performance from the data warehouse each semester. (The AC and AD are the only faculty to have data extraction access.) Data are disaggregated and reviewed by program with department faculty and advisory council members (includes P-12 partner representation). Department chairs have access to review data. The unit's data warehouse is the repository for data from SOLAR, DARS, and department data files. Data are used for university annual assessment reports and biennial reports on all program standards. Department chairs (with program coordinators, faculty, and curriculum committee) initiate any changes in courses, programs, assessment forms, clinical experiences, etc. Department chairs of other colleges are involved in undergraduate blended programs' data review. Standard forms for proposed changes are processed and submitted to the unit's College Curriculum Committee (CCC). A committee interview confirmed they review them for a match between objectives and student outcomes before university review. Their primary focus is that all objectives demonstrate a way to be assessed.

Review of all biennial reports for programs list data-driven changes that have occurred, such as: beginning in fall 2008, field experience and field experience seminars are offered as separate co-requisite courses with equivalent content for Single Subject Credential candidates as a result of program completer exit surveys. Other general changes within specific programs based on data addressed revising interview procedures, preparation to serve English learners, use of technology, knowledge of resources in school/community for at-risk students and families, and training of raters for portfolios and PACT Teaching Events.

Faculty access fieldwork evaluation forms from the data warehouse and upload completed ones to the system. Confidentiality of the data, substantial costs for developing the screens to allow wider access to the data, and training of faculty on how to analyze and use the data are three factors that hinder the process of adding faculty access to the raw data. At present, data tables are shared by the AC with program chairs, department chairs, and the UAC supported with guidance on the analysis of the data and their implications.

Each department and program discusses their data and shares the results with its advisory council. Resulting changes in programs are reported to the UAC who reviews the shared information. Individual departments analyze assessment data at department retreats. Candidates can access their assessment evaluations, PACT teaching event ratings, etc. at any time using their university user name and password. (PACT teaching events are entered using Task Stream and then uploaded, scored, and stored in the data warehouse.)

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals

The unit uses data to evaluate the efficacy of and initiates changes to its courses, programs and clinical experiences using the same procedures as initial teacher preparation.

Review of all biennial reports list data-driven changes that have occurred over the past three years. Some examples are as follows: 1)The School Psychology Program was redesigned to meet state (CTC) and national (NASP) standards by adding six courses, eliminating two, and updating four. They established a program evaluation system, use of rubrics for assignments, and use of supervisor evaluations. These changes were confirmed in interview with the department chair. A policy for all candidates to complete a culminating activity to graduate and apply for the PPS credential was created, 2)The School Counseling Program changed the application procedure to address diversity and close the achievement gap, changed the Fieldwork Evaluation Form, changed the titles of EPC 688 and EPC 687 and sequenced courses in the program, revised the course content, and modified course sequence to introduce school career counseling earlier in the program, 3)The School Nurse Credential Program developed an assessment form to evaluate competencies which will be used for the first time in fall 2009 during the HSCI 476 School Nurse Fieldwork course, 4) the Reading/Language Arts Specialist Credential program changed the format of the comprehensive examination for the Language and Literacy option to include the addition of an oral component, the “Academic Conversation,” and created rubrics for it to reflect student learning outcomes and 5) In the Preliminary Administrative Services Credential masters program, candidate feedback via surveys led the department to abandon independent statistics, assessment, and research design courses in favor of conducting a needs assessment, designing a study based on it, collecting/analyzing data collected, and then writing and presenting a report to the school site proposing data-based changes for the improvement of the needs at the school site.

Faculty access to candidate assessment data and/or the unit’s data warehouse is the same as for initial teacher preparation faculty.

The unit’s AC provides each department chair, program coordinator (School Nurse Program), the Director of Liberal Studies (undergraduate blended credential programs), and the UAC with data tables extracted from the unit’s data warehouse at the end of each semester. Each department and program discusses the data with the AC and the AD when it is requested. Resulting changes in individual programs are reported, using the university/unit curriculum process. The UAC monthly meetings discuss shared information and evaluations of the assessment system from department chairs and program coordinators. This information is also shared with the AC, the AD, and with advisory councils. Individual departments within the units analyze assessment data at their department retreats.

Overall Assessment of Standard

The value added to the unit through the creation of the data warehouse and the electronic assessment forms as well as the creation of transition point documents for each program and credential has been dynamic. The shift to evidence-based decisions and performance-based assessments has raised the evaluation of the unit, the programs, the departments, and the

assessment data collection to a high level of efficiency at the initial and advanced teacher preparation and other school personnel preparation.

Strengths

The unit has developed a comprehensive, seamless data collection system. Their process for use of data to make changes in courses, assessments, assignments, candidate progress, and program delivery is well-defined. Creation of the unit’s data warehouse and electronic evaluation forms were the most significant changes implemented as a result of input from the unit. This change enabled the unit to truly make data-driven decisions. A College Curriculum Committee member summarized the impact of the assessment system and warehousing of data by saying, “We used to make changes based on intuition. Since we have access to data analysis, we now make decisions based on evidence.” The unit proposes a formal reliability study on their assessments.

Recommendation for Standard 2

Initial Teacher Preparation	Met
Advanced Preparation	Met

State Team Decision - Met

Standard 3: Field Experiences and Clinical Practice

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

Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews.

X Yes

No

3a. Collaboration between unit and school partners: Initial Programs

The unit collaborates with many schools within Los Angeles Unified School District to provide field experiences and clinical experiences for programs that are offered. Program faculty, administrators and school district partners jointly design, deliver, and evaluate field experiences. Partners from the P-12 community have opportunities to provide input and feedback through participation on advisory boards, unit fieldwork and clinical experience surveys, Center for Teacher Quality surveys, and through direct telephone or electronic correspondence. The Accelerated Collaborative Teacher Preparation Program (ACT) is an example of a coordinated credential program that involves courses that are team taught or taught by school district faculty. The Teacher Education Partnership (TEP) is a collaborative effort involving 20 elementary and secondary schools that offers enhanced professional development during the student teaching experiences for candidates from the program. The Northridge Academy High School (NAHS) and CSUN Partnership provide an opportunity for the faculty of both schools to develop and plan curriculum. The CHIME Charter Elementary and Middle Schools provides a unique full inclusion model location for early field experiences and student teaching experiences. Master teachers at CHIME regularly provide input on how to improve the student teaching experiences of the CSUN candidates.

Each credential program has a coordinator who works with school district partners in placing candidates into field experiences. The coordinator informs schools of the types of placements needed and the school site indicates the availability of master teachers and appropriate settings. The unit's website provides master teachers with professional development information as well as resources to support their work with the student teachers. At the same website, the CSUN Virtual Professional Development Center provides teacher resources that are subject specific as well as effective strategies for working with students that have learning challenges. University sponsored conferences are available to district teachers and administrators.

Advanced Programs:

CSUN collaborates with the P-12 community to provide field experiences and clinical practices for candidates in the advanced programs. The school counseling program has a grant entitled Training Leaders for School Counseling which establishes partnerships with local schools and the federally funded Project Change develops cohorts of administrators in various locations within LAUSD. The fieldwork for the Preliminary Administrative Services Credential Program was designed and implemented with input from school district administrators and university

program faculty and courses are taught at multiple sites within the Los Angeles Unified School District. Candidates in this program are participating in field placements in the same school or district in which they are employed. Several active centers provide service and support to the local community while creating innovative clinical practice for candidates in advanced programs. Candidates from the Reading Certificate/Credential Program, Adaptive Physical Education Program, School Psychology and School Counseling and Education Specialist Programs benefit from several community-based service centers that support students and their families.

3b. Design, implementation, & evaluation of field experiences and clinical practice

Initial Programs:

Fieldwork experiences provide multiple opportunities for candidates to connect and apply theories and practices in educational settings, beginning with early field experiences and progressing to full student teaching responsibilities. The Student Teaching and Internship Coordination Committee (STICC) meets monthly to oversee issues related to field placements across programs, evaluate progress, discuss and implement program changes based on data collected. Representation on the STICC includes program and placement coordinators, faculty, and Credential Office staff. Prior to advancing to student teaching, candidates in the initial programs participate in a minimum of 45 hours of prerequisite fieldwork. Each candidate completes two student teaching experiences which involves a range of hours from 440-560, depending on the program. Criteria for beginning the field experiences or clinical practice are clearly explained and accessible to candidates through the unit's website and student handbooks.

The Credential Office monitors the candidates' progress and ensures that entry and exit criteria have been successfully accomplished. Candidates in all teaching credential programs must earn a grade point average (GPA) of 3.0 or higher in program courses and must maintain an overall GPA of 2.75 or higher. Basic proficiencies must be demonstrated by passing the basic skills test, CBEST, subject matter competencies, CSET and writing proficiency with a score of 10 or higher. In order to successfully complete the program, the candidate must demonstrate their skills, proficiencies, and dispositions during the required student teaching experiences and by passage of the PACT teaching events in the multiple and single subject programs. In the case of the education specialist program, candidates compile a professional portfolio that is aligned with the required skills, proficiencies, and dispositions.

Field experiences provide opportunities to use technology in classroom instruction and to analyze student achievement data. Since the previous NCATE visit in 2002, the unit has worked to ensure that all candidates have access to appropriate technology during field experiences. Candidates in the Education Specialist, Adapted Physical Education, and Communicative Disorders programs use a variety of technologies such as assistive technology and other equipment in their work. The candidates are supervised during their field experiences by school-based faculty (master teachers) and university supervisors. The criteria for selecting school-based clinical faculty require expertise and at least three years of professional experience in the area they will be supervising, the appropriate credential and a recommendation by the site administrator. School-based faculty must have proper authorization to teach English learners and the ability to model appropriate, effective instructional strategies. School-based faculty members receive copies of the student teaching handbook and evaluation tools that will be used

during the fieldwork. They are oriented to the supervision role and are supported by the university supervisor and website resources. Master teachers and student teacher candidates report that they receive ongoing support and professional development through regular interactions with the university supervisor. Master teachers are evaluated by the student teachers and university supervisors at the end of the fieldwork experiences. Interviews with employers, master teachers and candidates verify initial candidates' preparation.

Advanced Programs:

Assessments of fieldwork experiences and clinical practices are aligned to state and national standards as well as to the Conceptual Framework. All advanced programs require candidates to participate in fieldwork experiences that are supervised by supervisors or clinical faculty who must hold the appropriate credentials, licenses or degrees as well as three to five years of experience in the area in which they are providing supervision. This field experience may involve the school or district in which the candidate is currently working, but other field experiences may be required. Candidates in School Counseling, School Psychology and Administrative Services use technology to analyze student data and those in masters programs enroll in a research methods course in which they learn to analyze and interpret data using systems available in the school district. Candidates in Administrative Services, School Counseling and School Psychology programs require candidates to identify an issue at their school site, collect data about the issue, design and implement an intervention and then analyze the data to determine impact of the project. The unit sponsors many service centers which provide effective and innovative field placements for their candidates.

3c. Candidates development/demonstration of knowledge, skills and dispositions to help all students learn:

Initial Programs:

Ninety-five percent of teacher candidates complete clinical practice successfully each year. Multiple assessments of candidate performances are linked to the proficiencies identified in the CF and state standards. Initial credential candidates must demonstrate proficiency in the 13 Teacher Performance Expectations (TPE) by the end of their program. Using the criteria of the TPE, candidates receive feedback from the university supervisor and school-based faculty during the fieldwork experiences. These criteria are also the basis of candidate analysis and reflection on teaching skills and abilities demonstrated during the student teaching experience.

A student teaching seminar is taken concurrently with the student teaching experiences in which candidates can debrief and reflect upon their classroom activities with peers and the seminar leader. In the multiple and single subject credential programs candidates receive guidance during the PACT teaching events, which places an emphasis on improving student learning. Candidates' knowledge, skills, and professional dispositions are measured at four or more transition points within the program using the criteria from the CTC program standards. Each candidate receives a professional fieldwork handbook that includes policies, procedures and methods for how the field experiences and clinical practice will be evaluated. Candidates are supported throughout the student teaching process by the university supervisor. If challenges develop, the supervisor provides additional support or develops an individual assistance plan. At

least one of the student teaching placements is in a setting that serves English learners and students with special needs which is documented on the student teaching evaluation form.

All candidates are placed within schools that are diverse racially, linguistically, socioeconomically, and academically. Candidates are assessed on their ability to differentiate instruction during the PACT events. All credential programs require candidates to take at least one course regarding the teaching of students who represent many areas of diversity. Candidates receive targeted feedback on their knowledge and skills in this area by both the master teacher and university supervisor.

Advanced Programs:

Candidates in advanced programs receive feedback from the university and field site supervisors as well as from peers enrolled in the courses that are taken during the fieldwork experiences. School Counseling and School Psychology candidates are placed at school sites as interns while they concurrently take courses in which the assignments are focused on the school site activities. The field site supervisor provides regular feedback and opportunities for discussion and reflection. Advanced credential programs as well as master's programs require that candidates take at least one course regarding students who represent diversity and its implications for learning. Experience with disaggregation of data by demographic indicators is required during the field experience. Fieldwork evaluation forms are used in all programs to assess candidate skills, knowledge and dispositions.

Overall Assessment of Standard

The unit works in collaboration with schools and districts in the surrounding service area to develop mutually beneficial experiences for all stakeholders. Many exemplary programs have been developed which provide unique and high-quality fieldwork and clinical placements for candidates in both the initial and advanced programs while being responsive to the needs of the community. Candidate fieldwork experiences and clinical practice activities are well-sequenced and interface well with the required coursework. Progress towards completion is monitored by the Credential Office and candidates are updated on their progress as they work towards program completion. Candidates demonstrate their skills, knowledge, and dispositions through required activities that are aligned with the Conceptual Framework, state program and NCATE standards.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
1 (ITP and ADV). Not all candidates have the opportunity during their field experiences and internships to apply technology skills acquired through university coursework to their teaching and other professional roles.	Rationale: Interviews with candidates and master teachers of the Los Angeles Unified School District verified that candidates can and “do” utilize technology to support their planning and instruction.

Recommendation for Standard 3

Initial Teacher Preparation	Met
Advanced Preparation	Met

State Team Decision - Met

Standard 4: Diversity

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

Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)

X Yes No

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Summary of Findings for Initial Teacher Preparation

Candidates are prepared to address the needs of all students. The education faculty has identified five educational competencies for all candidates. They are: (1) how to create a learning environment that meets the needs of English Language Learners as well as those of students with special needs and students who are diverse in other ways; (2) how to modify practices specific to their profession to meet the needs of all diverse students and their families or community; (3) how to interact appropriately with individuals who are different from themselves (cultural competence); (4) how to develop practices that are equitable and fair for all students; and (5) learn basic information about the contributions of major racial and ethnic groups in California, as well as of individuals who represent other kinds of diversity.

All initial programs require candidates to take courses that focus on diversity, equity, and an understanding of urban multicultural schools. An example is the course is ELPS 417 - Equity and Diversity in School. All freshman ITEP candidates are required to take LR S 150 - Liberal Studies and Anthropology and Field Study. This course is an introduction to the study of cultural anthropology, with a focus on cultural issues that influence learning and the education of multicultural populations. A review of course syllabi in each of the unit's major areas documents that lectures, course assignments (lesson plans, reading assignments, group projects, etc.) addresses diversity.

Field work experiences have a diversity component that measures the candidates' proficiency in this area. A review of the Supervisor's Fieldwork Experiences Evaluation for the unit as a whole documents that candidates had a mean score of 4.46 in the area "employ inclusive practices (e.g., for students from diverse, ethnic/racial, linguistic, gender, socioeconomic...). The candidates' rating had a mean score of 4.27. In addition, candidates in exit surveys stated that they were well prepared (68%) or adequately prepared (22%) in instruction in cultural diversity and multicultural education.

During an interview with the principal of a local Title I high school that has a diversified population of 1,060 students, it was verified that candidates from CSUN come to the school with

excellent skill sets to effectively teach students with diverse needs (gifted, special education, English Learners, etc.). A second interview with the Director of Project Grad (Graduation Really Achieves Dreams) spoke to the fact that CSUN candidates are prepared to deliver curriculum based and culturally relevant content for a diverse population both as tutors and as student teachers.

Diversity is an integral part of the conceptual framework. The primary mission of the unit is to prepare counselors, administrators and other professionals to serve the diverse educational needs of the region. Candidates, faculty, and staff reflect the diversity of the local community. One of the unit's six major value statements is dedicated to diversity in styles of practice and is united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Diversity is an integral part of the conceptual framework. The primary mission of the unit is to prepare counselors, administrators and other professionals to serve the diverse educational needs of the region. Candidates, faculty, and staff reflect the diversity of the local community. One of the unit's six major value statements is dedicated to diversity in styles of practice and is united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.

Candidates at the advanced level are prepared to address the needs of all students. The education faculty has identified five educational competencies for all candidates. They are: (1) how to create a learning environment that meets the needs of English Language Learners as well as those of students with special needs and students who are diverse in other ways; (2) how to modify practices specific to their profession to meet the needs of all diverse students and their families or community; (3) how to interact appropriately with individuals who are different from themselves (cultural competence); (4) how to develop practices that are equitable and fair for all students; and (5) learn basic information about the contributions of major racial and ethnic groups in California, as well as of individuals who represent other kinds of diversity.

All candidates at the advanced level are required to take courses that focus on diversity, equity and an understanding of the urban school. Examples of these courses include ELPS 542A-Meeting the Needs of all Students in Urban Schools; EPC 643 - Counseling in Cross-Cultural Settings; ELPS 715 - Leading Change Through Cultural Competence; and EPC 641 - Evaluation in The Bilingual Classroom. Diversity is infused throughout the curriculums of all advanced programs. For example, in the School Counseling and Psychology program continuous self-reflection is built into programs from the beginning which consists of working with clients who are different from the candidate. Coursework includes diversity and extends into fieldwork that requires extensive feedback from the setting and casework, where the focus is on meeting the needs of the whole child and family. The end objective is effectively serving the needs of all children.

A review of course syllabi in advanced programs documents that the majority of courses offered in each discipline focused on diversity through assignments, projects, readings and lectures. Data tables from the evaluation of supervisors of field work reflect that the majority of the candidates are well prepared to employ inclusive practices (e.g., racial, linguistic, gender, and socioeconomic status) with a mean score (Administration and Supervision - 4.46), Early Childhood (5.00), and Counseling (4.80).

4b. Experiences Working with Diverse Faculty

Summary of Findings for Initial Teacher Preparation

The conceptual framework includes six strategic goals – one of which is to recruit, nurture, and retain a diverse faculty who regularly demonstrate best teaching practices, are engaged in scholarly activities, and apply their service to the community and the profession. California law prohibits recruiting specifically for race or ethnicity. The surrounding community has a population of 1.8 million people who reflect great diversity. Therefore there is a diverse pool of potential applicants.

The unit faculty is ethnically, linguistically, and racially diverse as documented in faculty demographic data. Thirty-three per cent of the full-time faculty and thirty per cent of the part-time faculty are other than non-Hispanic, White and include African-American, Hispanic, Asian American, American Indian, and Indian faculty. In addition, demographics of school-based faculty (cooperating teachers, etc.) documented that 53.7 percent of teachers were non-white from underrepresented groups.

Faculty come to the university with public school experience and continue these experiences through scholarly activities (funded projects, publications, presentations), and service in the area of working with diverse students. A review of faculty vitae documents that faculty have publications in refereed journals, non-refereed journals, journal reviews and have published books on the topic of diversity.

Attention to diversity is a focus of ongoing professional development. Conferences are hosted by the unit's programs to address diversity topics to include cultural, linguistic, socio-economic, ability, and gender.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals

The conceptual framework includes six strategic goals – one of which is to recruit, nurture, and retain a diverse faculty who regularly demonstrate best teaching practices, are engaged in scholarly activities, and apply their service to the community and the profession. California law prohibits recruiting specifically for race or ethnicity. The surrounding community has a population of 1.8 million people who reflect diversity. Therefore there is a diverse pool of potential applicants.

The demographics are the same as the initial program.

Faculty at the advanced level engage in ongoing scholarly activities to include publications, presentations on the state, national, and international levels and through funded projects.

4c. Experiences Working with Diverse Candidates

Summary of Findings for Initial Teacher Preparation

Candidates reflect the diversity of the region. A majority of candidates in the unit come from the San Fernando Valley which is an urban community composed of 1.8 million people. The university's census in 2008 was 39,237 undergraduate students. There is a \$50,000 scholarship fund designed to retain qualified candidates in the unit.

Candidates are recruited through strong relationships with the Los Angeles Unified School District. There are partnerships with the schools to infuse the college culture with an objective to acclimate a student early to the college campus. This outreach effort has served the unit well and has resulted in the growth of the Korean and Armenian populations on the campus in addition to other ethnic groups.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals

Candidates reflect the diversity of the region. A majority of candidates in the unit come from the San Fernando Valley which is an urban community composed of 1.8 million people. The university's census in 2008 was 5,971 graduate students. Seventy-five percent of candidates in the unit are at the advanced teacher preparation/other school professional level. There is a \$50,000 scholarship fund designed to retain qualified candidates in the unit.

4d. Experiences Working with Diverse Students in P-12 Schools

Summary of Findings for Initial Teacher Preparation

Candidates are placed in field experiences in elementary, middle and high schools. For example, candidates at the initial level Freshman Option (Elementary Education) have nine early field experiences. Candidates in the Junior Option (Elementary Education) have four early field experiences.

Candidates are placed in Los Angeles Unified School District Schools that are diverse racially, linguistically, socio-economically, and with regard to pupil's abilities. The school district has a population of students that are 60%-80% Hispanic, 10-20% African-American, Asian, or other and 10%-20% White. The demographics also speak to the fact that 30-40% are English Learners, mostly speaking Spanish (about 80%), as well as seven other predominant languages and an additional forty or more languages spoken by very small populations. About three percent of the 700,000 students in the Los Angeles Unified School District have special needs. An interview

with the CEO of the LAUSD verified the demographic data. Field placements in the LAUSD provide candidates with a breadth of experience working with diverse populations of students. Instruments are in place to assess candidates working with diverse students to include the Teaching Performance Expectations form, PACT, and portfolios.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals

Candidates at the advanced level are placed in the Los Angeles Unified School District for clinical practice and internship experiences. The demographics are the same as the initial program above.

Candidates receive feedback on their ability to work with diverse populations of students through tutoring/mini-lessons, seminars, special projects and culminating experiences. An interview with candidates in the doctoral program of Educational Leadership and Policy Studies and the Master's Program of Elementary Education verified that classroom experiences as well as other projects provide them with the opportunities to work with diverse populations of students.

Overall Assessment of Standard

The unit celebrates diversity and documents this through several efforts. The Blenda J. Wilson Award is given to an education faculty member annually at commencement for their commitment to diversity. Structural changes in faculty governance in the unit as resulted in the formation of the Equity in Faculty Affairs Committee and the Equity in Student Affairs Committee. These committees focus on issues of diversity. The Center for Teaching Quality developed a survey for candidates after they are employed to gather data on how they were prepared to teach diverse students. Employers are also surveyed. The unit through these activities and other experiences ensure that all candidates have the opportunity to work with students of diverse backgrounds including students with exceptionalities.

Recommendation for Standard 4

Initial Teacher Preparation	Met
Advanced Preparation	Met

State Team Decision - Met

Standard 5: Faculty Qualifications, Performance, and Development

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

Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews.

Yes

No

5a. Qualified Faculty

The University's Academic Personnel Policies and Procedures Administrative Manual describes requirements for appointment and evaluation of academic employees. Factors such as: excellence in scholarship and training; interest and skill in teaching; promise of professional growth; and qualifications of personal maturity, are of immediate importance for faculty recruitment. Full-time faculty members (N=92, initial and advanced) in the unit hold doctorates in their respective fields in initial programs. They also have relevant professional experiences for their teaching areas. Part-time lecturers (N=127, initial and advanced) hold master's or higher degrees and/or licensure in the field(s) they teach. Ten individuals are full-time, but part-time to the unit. All have extensive teaching or professional experiences. In teacher education programs, practicing or retired school professionals provide teaching and supervision service. Cooperating/master teachers in initial teacher preparation working with clinical experiences must have a minimum of three years experience and appropriate teaching credentials. Program coordinators reported that cooperating teachers are observed to see their approaches to classroom processes to help with matching candidates. Unit data tables show information about faculty members' extensive P-12 professional experiences, a selection of publications, and membership in professional organizations and advisory board affiliations. Interviews with selected faculty confirmed their academic preparation and specializations, past school experiences, and research and community service related to scholarship and community outreach. Many provide service to schools and collaborate with K-12 teachers and students.

Service credential programs (school psychology and school counseling; speech and language therapy; nursing; school administration; adaptive physical education) require licensed professionals from school districts to provide supervision and/or course instruction. Many are involved in community and school based settings to assist parents and youth with counseling and building community and school partnerships.

Faculty members typically teach in both the initial and advanced programs; they are not assigned to one or the other. Data for full-time faculty (non-lecturers) who are tenured or tenure track who teach in credential programs are as follows:

- Multiple Subject-elementary (Initial Credential): 13 tenured; 8 non-tenured
- Single Subject –secondary (Initial Credential): 7 tenured; 6 non-tenured

- Education Specialist: Special Education (Initial and Advanced): 12 tenured; 4 non-tenured
- Educational Administration (Advanced): 8 tenured; 2 non-tenured
- Pupil Personnel Services: School Psychology and Counseling: 12 tenured; 2 non-tenured.

5b. Modeling Best Professional Practices in Teaching

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation)

Initial and Advanced

Syllabi for courses provide the unit's CF emphases, and faculty members talk with candidates about the CF. State content standards are listed in syllabi, and program-based knowledge, skills, and dispositions are listed. Candidates learn about California approved curriculum materials and local districts' curriculum adoptions and implementation. Courses include opportunities for candidates to develop reflective and critical thinking in class meetings, assignments, clinical placements, written assignments, and program assessments. In clinical settings, candidates receive feedback from supervisors, and they develop reflective responses to this feedback.

Syllabi show that faculty members use many instructional strategies, including cooperative learning, pair and small group discussions and presentations, lectures, service, and discovery learning; and assessments, such as case studies, portfolios, performance assessment, action research, peer coaching reviews, and other formal and informal assessments. Faculty and department chairs confirmed the interplay of theory and practice, learning by doing, and using strategies that model instruction, and the incorporation of technology (computers, Elmo, DVD, Internet, multi-media, and instructional software). Faculty uses course delivery and management systems such as a WebCT, Blackboard, or Moodle. There are technology workshops for faculty.

Credential programs have a technology course with relevant knowledge and skills. Initial teacher education candidates use technology for course presentations and the Teaching Performance Assessment (PACT Teaching Event).

One program also took candidates on a field trip to community areas of a local district, starting and ending with candidates' pre and post-tour reflections on what they expected and what they learned. School psychology and special education programs use case studies and model practice in family interviews and IEP meetings.

University Academic Personnel Policies and Procedures describe requirements for yearly review and course evaluation. Faculty members provide self-assessment of teaching in their Professional Information File for retention, promotion, and tenure. Tenured-faculty and full professors are evaluated every five years. Students complete course evaluations, including questions with quantitative analysis and written student responses to evaluation questions. There is university based electronic student evaluation instrument(s) that can be used. Faculty members receive the evaluation data and responses after classes are completed for self-assessment of

effectiveness. Faculty members are observed at least once each academic year for both probationary faculty and those being considered for promotion.

5c. Modeling Best Professional Practices in Scholarship

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation)

Initial and Advanced

University guidelines for Academic Personnel describe work requirements and expectations for “Contributions to the Field of Study,” (scholarship requirements). Faculty must demonstrate growth as recognized scholars and contributors to a field of study. Publications to establish expertise are necessary. Published books, peer reviewed journal articles, and reviews are expected. Other publication requirements and criteria deemed necessary by the discipline are allowed and go through approval by a College Personnel Committee.

Faculty listed publications and other evidence of scholarly activities in vitae, and the IR presented a table on Faculty Preparation with a selection of scholarship for each full-time faculty member. Selected faculty members commented on their scholarship and their projects’ connections to make contributions to the community and for relevance to the credential programs for which they teach. Funded by Michael D. Eisner Foundation, a Center for Teaching and Learning (CTL) was developed approximately two years ago, and it assists faculty with research and professional development. Faculty members volunteer to submit proposals for reassigned time or a stipend to CTL to work on innovative research projects and collaborations with a school. CTL has developed some areas such as motivation, strategic instruction, and neural development with two university and two school-based professional teams for each to bring in a national expert who meets with teachers at one or more school sites. There is follow-up later with the school, the university, and the national expert. There is staff support for faculty members’ arrangements for conferences and community presentations for P-16 workshops and professional development. Some faculty members participate in funded grants whose purposes are to research problems and professional practice needs of K-12 teachers.

5d. Modeling Best Professional Practices in Service

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation)

Initial

Faculty members must provide evidence of service to the unit, the university, the community, and professional organizations for their respective fields of expertise. Membership on department, college, or university committees is expected. Some faculty members interact with community organizations and school districts, giving presentations and workshops and serving on advisory groups. Some faculty members serve on boards for professional organizations. The unit provided a table listing several examples of local, state, and national organizations with faculty participation as leaders and examples of service to P-12 schools. Faculty vitae also provided examples of service to schools, the community, and professional organizations.

Examples of faculty service in the initial credential programs include: participation in mentoring teachers in the Beginning Teacher Support and Assessment (induction in California) at area schools; participation in mentoring students at a new charter school; member of a program review committee at a high school; membership on a school and business alliance advisory committee for a district; participation on task force panels for work on developing standards for the Education Specialist credentials (special education); reviewer of program documents and state review teams for accreditation; participation on Bilingual Cross-Cultural Academic Development task forces for the state Commission on Teacher Credentialing; co-sponsoring Special Olympics, and participation on national math groups such as WCER.

Advanced

Some examples of service for advanced program faculty include: participation on advisory committees at districts; participation on program reviews for the Commission on Teacher Credentialing; review of program documents for Administrative Services Credentials; presentations to child development faculty at area community colleges; a national organization called Zero to Three for childhood development; membership on a student scholarship board in South Africa; and state and national professional organizations in educational administration and in school and counseling psychology. Some faculty members in special education, counseling, and social work participate in a Teaching, Learning, and Counseling Consortium to provide service to families and children with the purpose of modeling counseling and literacy practices for candidates.

5e. Unit Evaluation of Professional Education Faculty Performance

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation)

Initial and Advanced

The unit and university have a comprehensive system for evaluating tenured and tenure-track and part-time faculty. A University handbook for Academic Personnel Policies and Procedures and the Personnel Planning and Review Committee (PPR) provide guidelines. Each department has a Personnel Committee, and the college has a College Personnel Committee with six representatives from each department. Each faculty member upon appointment completes a Personnel Information file (PIF), and the Dean's office maintains a Personnel Action File (PAF). The PIF includes rank and professional preparation, teaching effectiveness, contributions to the field of study, contributions to the university and community, and professional and personal responsibilities. Faculty members provide evidence of their work in these areas. The department and college committees review the reports, and they make recommendations to the dean of the unit. The dean makes a recommendation to the provost and president. There is a university committee for review of tenure and promotion recommendations that come from the unit. When there is disagreement on recommendations, the PPR reviews all reports and conducts pertinent interviews and makes its report to the provost and president.

Each of six years, there is a review for retention. Tenure track faculty members are reviewed in the sixth year for tenure and promotion. Faculty may elect to apply for tenure, but not promotion

or for tenure and promotion in the sixth year. Once tenured, faculty members teach six years in rank between promotions, though early review is allowed. A committee of three or more full professors review full professors every five years. Their report is given to the dean, who interviews the full professor and provides a verbal and written report. The faculty member is given time and opportunity for a response to reports.

Some faculty reported that there are university meetings scheduled by the provost to help explain the tenure process, and meetings at the college level, with the department chair, and with colleagues, to provide advice on developing one's dossier. The IR presented three years of data for the review of full-time faculty engaged in Retention, Tenure and Promotion (RTP) with the number eligible for review and the number awarded tenure and/or promotion.

A department chair or a designee reviews part-time faculty members. Course evaluations, student teacher evaluations of supervisors, and other evaluation instruments help inform the chair or designee about the performance of part-time faculty. Provisions for review are also provided in the University's Academic Personnel Policies and Procedures for Temporary Academic Personnel manual.

Student course evaluations, the yearly PIF, and the RTP processes provide information for individual faculty members to use findings to improve teaching, scholarship, and service. Department chairs mentor faculty.

5f. Unit Facilitation of Professional Development Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation)

Initial

The Personnel Information File (PIF) includes sections in the areas of teaching, scholarship, and service for yearly review for faculty members' reports on accomplishments. Department chairs and department and college committees provide feedback to individuals on areas of professional development related to teaching effectiveness, contributions to the field (scholarship), and/or service. Faculty members in interviews commented on receiving feedback from a chair, a college committee, or other colleagues that helped them with these areas. Some faculty commented on having some department and college funds to help offset partial costs of conference attendance. Individual departments engage in planning department goals and use of resources and can designate funds to help with professional development.

Initial teacher education program faculty members have worked on improving knowledge of performance assessments of candidates. The use of the Performance Assessment for California Teachers (PACT), a consortium of universities and colleges, with offices at Stanford University, led to participation of several faculty in yearly PACT conferences and in calibration trainings. The unit has sponsored faculty members' presentations to colleagues on technology use in their teaching and on cultural diversity, such as a Bridging Cultures presentation. The Center for Teaching and Learning has brought in nationally known guest speakers in special education, for understanding motivation and resilience, and for strategic instructional models, for example, and these events have provided knowledge and ideas for knowledge and skill development for

faculty, candidates, and P-12 colleagues. Often the national expert meets with P-12 faculty at their school sites so that professional development for university faculty, P-12 school faculty, and candidates is collaborative.

Advanced.

Same as above.

Advanced programs have invited speakers on academic, behavioral, and social challenges for children, positive psychology, urban cultural and education issues, and demographic and cultural changes in the LA service area for CSUN. The Teaching, Learning, and Counseling Consortium, for example, was developed as a response to department and program planning to work across departments to provide clinical training for educators and mental health professionals. Faculty members involved in this consortium have benefited from collaboration and co-training. Also, some faculty in advanced programs mentioned that the Los Angeles area draws professional meetings and internationally known speakers, making them geographically accessible.

Overall Assessment of Standard

Faculty members are well-qualified for their positions due to their academic and professional preparation and experiences. All are engaged in research and service that is related to unit goals and the conceptual framework. Department faculty are involved at the department level in reviewing their goals and adjusting them with unit goals. University and College policies and procedures for academic personnel are clear and explained to faculty. Many faculty members work collaboratively with P-12 professionals and other service agencies and are engaged in providing professional development. For faculty members, professional development is organized around scholarship and/or services needs of the department or the credential program.

Strengths

Faculty members uniformly have relevant professional experiences in P-12, and they are very successful at modeling professional practice for their candidates. They demonstrate in depth understanding of their content through collaborative scholarship on teacher preparation, developing interventions in pedagogical content knowledge in mathematics, analyzing the effects of teacher education partnership, and developing a model of linking teacher preparation data to graduates’ pupil achievement to ascertain the impact of teacher preparation on pupil learning. (Standard 5, element d)

Recommendation for Standard 5

Initial Teacher Preparation	Met
Advanced Preparation	Met

State Team Decision - Met

Standard 6: Unit Governance and Resources

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

Information reported in the institutional report for Standard 6 was validated in the exhibits and interviews.

Yes No

6a. Unit Leadership & Authority – Initial and Advanced Preparation

Summary of Findings

The Michael D. Eisner College of Education (MDECOE), defined as the unit, coordinates all initial and advanced teacher preparation programs at CSUN. The MDECOE is headed by a dean. The dean is the chief academic officer for the unit and is responsible for all unit academic programs. Additionally, the dean is responsible for all MDECOE academic and administrative operations. The dean is assisted by a management team that includes: an associate dean who coordinates curriculum and program development, assessment activities, accreditation and program review; a Manager of Academic Resources (MAR) who manages enrollment, facilities, technology needs, and all resources; a Director of Development who seeks external funding, gifts, scholarship donations, and endowments as well as coordinates alumni affairs; an Assessment Coordinator who is responsible for data management, analysis, and dissemination; and a Director of Credentialing who manages all admission, advisement, and application activities related to credential programs.

Integral to the unit's governance structure are the Administrative Council and the Faculty Council. The Administrative Council includes the dean's staff, the six department chairs, the chair of the Faculty Council and the Directors of the Center for Teaching and Learning and of the Teaching Learning Consortium. The membership of the Council represents each of the credential areas in the MDECOE. This group meets twice each month to discuss programmatic and operational issues related to the MDECOE. The Administrative Council is both an advisory group to the dean and a decision-making body in its own right regarding policy issues and budget. Department chairs have administrative responsibility for all academic programs offered by their departments.

The Faculty Council is the governing body of the faculty in the MDECOE. The Council consists of a president elected by a vote of the entire faculty; three members at large; and a representative elected by each department. The dean, associate dean, and director of the credential office are non-voting members. There are four standing committees – Equity and Faculty Affairs, Equity and Student Affairs, College Personnel Committee, Curriculum and Assessment Committee. The Faculty Governance Manual provides the bylaws and charge of each committee. Student membership consists of one elected student from each of the departments.

Review of MDECOE Faculty Governance Manual and minutes confirmed policies and procedures designating its function, membership, and meeting schedule as described in the IR.

Interviews with the members of the MDECOE Administrative and Faculty councils confirmed involvement of the entire campus and public school representatives in the governance of the unit.

The unit's recruiting and admissions policies are published on the university's website and other documents. Prospective applicants must apply to the university system (the CSU) and to the program. Policies and procedures regarding the university system are available on the university home page, as the application process is on-line. These documents are monitored regularly and updated to ensure unit policies are communicated clearly and consistently. The associate dean is responsible for ensuring that the University Catalog accurately reflects admission criteria and that these are consonant with the online materials. Admission, retention, and exit policies are published in the university catalog and the MDECOE Policies.

Continuous advisement is essential to the success of candidates as they move through the defined unit transition points. Advising and other student support are provided through face-to-face interaction, by phone, and online for candidates on the main campus, at alternate sites and those served through online or distance learning. Upon admission to the unit, candidates receive, in their letter of admission, information regarding orientation and advisement sessions they must attend. Every program has at least one advisement coordinator. Candidates in initial teacher preparation programs attend orientation sessions as well as advisement/counseling sessions within their program. These candidates may also obtain advisement and counseling at the unit's Credentialing Office.

Candidates in advanced credential programs and masters programs are assigned a program advisor and programs typically have graduate coordinator. In addition, departments and programs have websites providing contacts for advisement and counseling, as well as information regarding program requirements. Student interviews confirmed access to advisement and other student services.

Minutes and other exhibits provide evidence that unit faculty collaborates with other academic units involved in the preparation of professional educators. For example, the unit has a strong P-12 partnership with school districts in its region. Through the P-12 partners, the Accelerated Collaborative Teacher Preparation Program (ACT) was completely designed collaboratively by CSUN faculty from four departments in the education department with teachers and administrators from an LAUSD local district. Another example is the design and implementation of the Training Counselors for Leadership in Schools project, in which the school counseling program was completely redesigned through a large Readers' Digest grant. The unit also engages in externally funded projects in partnership with colleagues from other units of the university and public schools.

6b. Unit Budget

Budget total for all units at CSUN for the 2008 year was \$154,843,151. The budget available to support unit activities was \$17,586,534, an increase of over six percent over the 2004 budget. The unit's allocation represents approximately 12 percent of the university's budget for all six units. According to interviews, funding for operational expenses at the university funding for the unit is proportional to that of other units on campus. Each department and center has its own budget and is managed by the department chair or director.

In addition, the base budget is enriched by support from the provost, for example in providing funds to develop the data warehouse, and by grants awarded to the centers and faculty. The MDECOE is the second highest producer of grant awards at CSUN, with about \$27 million dollars in grants received between AYA 2003-2004 and AY 2007-2008 as follows: 2003-2004 \$7,154,359; 2005-2006 \$5,667,234; 2006-2007 \$5,762,121; and 2007-2008 \$ 8,139, 636.

Faculty members in the unit have access to funding sources to support travel and professional development. Faculty interviews confirmed that travel funds are readily available for their use.

6c. Personnel

Most of the faculty in the COE primarily teach at the graduate level. Differences in graduate workload are accommodated as follows: 1) the student faculty ratio (SFR) per class is reduced at the graduate level, and 2) enriched workload credit is provided for individual supervision of student work. The ratio of faculty to students differs based on the nature of the course. Overall, education courses are delivered at a ratio of approximately 18:1. The accepted ratio for traditional student teaching in the CSU system is 2:1. That is, supervision of six students is considered the equivalent of teaching a three-unit course, thus making the faculty/student ratio less than in standard classroom courses. Field experiences in School Counseling are supervised on a ratio established by CACREP and in School Psychology by NASP. Clinical supervision is managed by regular full-time faculty; by part-time faculty. Full-time faculty teach 12 units (4 courses) and have three units for advisement, research, and service each semester. Part-time faculty only required to teach, and are not required to engage in advisement or other non-teaching duties.

Teacher preparation programs typically have student teacher supervision ratios ranging from 1:1 for Special Education, 2.5:1 for Elementary Education, and 3:1 for Secondary education. However, to supplement lower face-time meetings, some faculty may use technology (i.e. Skype, Elluminate) or other ways of communicating with the candidates and providing feedback.

At the advanced level, in School Counseling and School Psychology, the field supervision ratio is 12:1 and entails three to four visits. For Educational Administration it is 18:1 and entails four face-to-face visits.

The MDECOE faculty are highly productive. As indicated in 6b.2 above, faculty have been awarded an average of 6.5 million dollars in grants per year during the last four years. These grants provide reassigned time which support faculty efforts in research, program development, and other endeavors. In addition, the large grants, TNE and the Eisner grant, have also contributed in supporting faculty scholarship and service through reassigned time.

The unit employs over 127 part-time faculty annually to teach courses. The unit ensures that the use of part-time faculty contribute to the quality of the unit and its programs. Mentoring and management of part-time faculty is addressed at the department level in order to maximize opportunities to integrate faculty into programs and help them forge professional relationships with their colleagues. Part-time faculty Personnel Action Files (PAFs) are housed in the department offices because the chair and department personnel committee are responsible for evaluating part-time faculty and for keeping track of their entitlement level.

Part-time faculty members interviewed reported support from the unit that assists them in their teaching responsibilities. Chairpersons are responsible for the orientation, supervision, and evaluation of all part-time faculty members. Part-time faculty interviewed felt well-prepared to teach their specific courses, to address the CF, to conduct the necessary assessments, and to use technology.

Interviews confirm that support personnel are adequate to meet the needs of the unit. The unit provides support staff to work directly with candidates and faculty across a variety of offices. Each department has two full-time staff and a number of student workers. Other offices include the Dean's Office and the Credential Office. The staff in the Dean's Office provides a variety of services to faculty and students and works with the dean, associate dean, the manager of Academic Resources, and the Assessment Coordinator. Credential Office staff consists of 10 full-time and 2 half-time positions, and eight student workers. A full time computer technician assists students and faculty, monitors the computer laboratories to ensure that the equipment is functioning and maintains the computer system throughout the MDECOE and provides technical assistance in the use of the equipment.

6d. Unit Facilities

The team found that the IR accurately describes the facilities. The main structure Eisner Education Building includes approximately 100 individual faculty offices, suites for each department, and the Dean's Office. The building also houses 10 classrooms, a raked auditorium which seats approximately 60, a research room for each department, an ASL (American Sign Language) Lab, the Keck Science/Math Lab, and several common spaces on the exterior which are frequently used for informally and for receptions and displays.

Five computer laboratories provide instructional and workspace for students. In addition to the computer labs, the Eisner Education Building has a media room, which is equipped with production equipment. All offices in the building are equipped with computers as well, with a total of at least 400 computers in the building with access to the university electronic mail system and to the Internet. The entire building has been wired for Internet access. A review of unit facilities revealed that facilities including classrooms and faculty offices are adequate to support teaching and learning.

6e. Unit Resources including Technology

Resources provided to the unit are sufficient for the incorporation of technology. Computer labs are available on campus, and candidate interviews confirm use of them. Faculty members have computers in their offices. Current program candidates confirm the use of technology in their classes. All faculty are provided with personal computers and printers, and all classrooms are equipped with permanent projectors, computers, screens, etc. Computers are upgraded, on average, every three years and faculty members have the option of requesting a laptop rather than a desktop. The entire CSUN campus is wireless. Task Stream is the primary tool used to manage assessment data and WebCT/Blackboard is the online course management software.

The description of library and media resources described in the IR is accurate. The library provides online access to numerous electronic resources for both on-campus and remote (off-campus and distance). General information about the library and access to its online catalog can be found on its website. Faculty and candidates have access to the CSU's 23 campus library

system and other databases. Interviews confirm that candidates utilize electronic resources available to them and find them adequate.

Overall Statement of the Standard

The MDECOE Faculty Council is the governing body for all teacher education programs at CSUN. Review of documentation confirmed policies and procedures designating its function, membership, and meeting schedule. Responsibility for administration and coordination of all teacher education programs rests with the dean of the MDECOE. The Faculty Handbook maintains clear policies regarding faculty workloads. The budget available to support unit activities in FY 2009-10 represents an increase over the previous years' budget. Funding for the unit is proportional to that of other units on campus. Facilities are adequate for the programs of the education unit. Current program candidates confirm the availability and use of electronic resources.

Recommendation for Standard 6

Initial Teacher Preparation	Met
Advanced Preparation	Met

State Team Decision - Met

CTC COMMON STANDARDS NOT ADDRESSED BY NCATE UNIT STANDARDS

CTC Common Standard 1.1

Met

The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings:

CSUN has procedures in place for each credential program which verify that all credential requirements have been met by each candidate. Through interviews with credential analysts, credential advisors, and a credential evaluator, and review of the California State University Northridge credential checklists the team found that this credential recommendation process is appropriately implemented. The credential office team is competent and consistently using resources such as the Credential Information Guide (CIG), CTC list serve, and CAW news.

CTC Common Standard 6: Advice and Assistance

Met

Qualified members of the Unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The Unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Findings:

Credential advisors and faculty provide information to candidates on the requirements for the credential and monitor candidate progress toward the completion of the credential requirements. Enrollment advisors for the university and the program attend conferences, consult the CTC website, and receive newsletters to remain updated on the latest changes in credential requirements. The credential office staff and faculty provide walk-in assistance, email communications, and online meetings. Regular informational meetings are held for interested potential students and for candidates at the transition points during the semester.

Each candidate is assigned a mentor who monitors progress and guides the candidate through completion of the program. The qualifications of unit mentors include preparation and teaching experience specific to the program served. There is regular communication by phone and email. Across all credential programs, candidates and program completers report that the individuals who provide advice and assistance are knowledgeable and accessible to the credential candidates. Academic and dispositional mentoring and coaching are offered for individuals who require additional or remedial support to successfully complete the competencies.

PROGRAM REPORTS

Teaching Credential Programs

Multiple Subject Multiple Subject with Internship Multiple Subject with BCLAD

Program Design

California State University, Northridge (CSUN) Multiple Subject Credential offers both post-baccalaureate programs and blended models designed to meet the needs of a wide range of candidates.

For post baccalaureate candidates, CSUN offers three enrollment options: 1) Multiple Subject Credential Program (for traditional candidates); 2) Multiple Subject University Internship Program; and 3) the Accelerated Collaborative Teacher Preparation Program (ACT). The Multiple Subject Credential program (traditional) consists of a sequence of required courses and fieldwork experiences. Candidates are full-time students who complete the program in two semesters or are part time students. The Multiple Subject University Internship Program consists of a four-semester sequence of coursework. Candidates who elect this option must be employed as the teacher of record in one of the public school districts that has an established internship agreement with CSUN. Each candidate in this program is a full-time teacher and part-time candidate, and is mentored and supervised by both program faculty and an assigned and trained on-school site support provider. Candidates in this program take the same coursework as traditional program candidates. Candidates meet as a cohort for fieldwork seminars with program faculty and program coordinators in open dialogue about common needs and issues and to complete program evaluation and exit requirements.

The Accelerated Collaborative Teacher (ACT) Preparation program consists of a two-semester sequence of required courses. Candidates are full-time students who take all coursework with a cohort group. Classes meet either at CSUN or at the DELTA/District 2 Professional Development Center (PDC) of the Los Angeles Unified School District (LAUSD) and all placements for fieldwork are in K-8 school sites within Local District 2. Candidates who have elected special education and secondary education meet with multiple subject candidates for coursework in a common core, and then each cohort meets separately for coursework in the specialization area and field experiences. Candidates are supervised by participating program faculty and on-site collaborating teachers trained as coaches, and are regularly advised by faculty administering the ACT Program.

CSUN also offers a “blended” baccalaureate program that combines coursework in subject matter knowledge required for a Bachelor of Arts degree in Liberal Studies and the professional education coursework and fieldwork for a multiple subject credential. Candidates may apply as freshmen to the Integrated Teacher Education Program (ITEP) or as juniors, when required courses have been completed at either CSUN or transferred from another institution. Candidates who elect the Freshman Option are full-time freshmen who are placed in cohort groups for many of their courses, and follow a prescribed series of paired and blended courses, beginning with

fieldwork in the first semester of the freshman year. Candidates who elect the Junior Option may complete the program as full-time or part-time candidates to accommodate their various life situations.

Candidates may opt to complete the post-baccalaureate Multiple Subject Credential Program with a Bilingual, Cross-cultural, and Academic Development (BCLAD) emphasis in Armenian, Korean, or Spanish. Pathways include the Traditional, Internship, and ACT Program pathways. In order to earn the BCLAD, candidates must successfully complete all requirements for the credential under SB 2042 Standards, plus four additional courses and testing requirements. Interviews and enrollment indicate minimal numbers of students enrolling in the BCLAD program. CSUN also participates in an Asian BCLAD Consortium comprised of five CSU partners. This consortium provides the participating CSUs with opportunities for their candidates to earn a BCLAD in languages, such as Tagalog, where the enrollment at their home campus is insufficient to support course offerings. Long-range plans include offering BCLAD courses online in order to make these courses easily accessible for candidates across wide geographic areas.

Interviews with collaborative partners, professors, directors, coordinators, credential analysts, advisors, program completers, students, and community partners verify the effectiveness of the leadership within the MS credential programs. Frequency of communication within the Multiple Subject Programs includes monthly meetings, bimonthly meetings, committees, and community partnerships and modifications of the program occur as a result of collaborative discussion among key stakeholders. Interviews indicate that the Multiple Subject program has become more sensitive to needs of diverse populations (e.g., English Language Development, gifted, and special needs) in recent years and modifications have been made through the program improvement cycle. Faculty assist candidates in becoming increasingly sensitive to bias and to special needs in diversity.

Examination of source documents, interviews with faculty, interviews with students, and interviews with collaborative partners indicate a clearly-articulated relationship between coursework and field experiences for the credential candidates. Content and pedagogy for multiple subject candidates are guided by the research related to the development of young children and needs of differentiated instruction for ELLs, Special Needs, and gifted students. In particular, candidate interviews indicated a strong preparation for English Language Learners.

Interviews with community partners, current students, and alumni consistently indicate that key stakeholders have regular and consistent feedback into the program with program modifications made as needed.

Curriculum

A review of program documents and evidence confirms that the program options differ mainly in pacing of coursework and fieldwork; program options do not differ substantially in content. For the post baccalaureate delivery options, required courses are identical, with the exception of two “core” courses used only in the Accelerated Collaborative Teacher (ACT) Preparation Program option; these core courses are team taught by faculty from the Departments of Educational Leadership and Policy Studies and Special Education, and the K-12 Program Coordinator who is

a former teacher in one of the partnership schools. All courses are grounded by the academic content of baccalaureate coursework and the California K-12 content standards. Each course is specifically designed to connect the knowledge of content, theory, and pedagogy gained in program coursework to the needs of all K-8 learners as candidates design and deliver instruction within diverse fieldwork experiences and the culminating student teaching experience.

The ITEP Freshmen Option consists of a four-year full-time carefully designed sequence of courses. Candidates who elect to enroll in this option must be entering freshmen who have met developmental requirements for CSUN in writing and math. They are full-time students who take the majority of their coursework with a cohort group; the remainder of their program is taken with the general population of CSUN students. Fieldwork begins in the fall semester of the freshman year and is continuous, linking subject matter and pedagogy coursework throughout every semester in the program.

The ITEP Junior option consists of a two-year sequence of courses following enrollment in the junior year. Candidates must have met lower division subject matter requirements as specified by the program. They take some of their courses in blocks established to link subject matter, pedagogy, and fieldwork; the remainder of their program coursework is taken with the general population of CSUN students.

During interviews, current students repeatedly expressed appreciation for faculty mentoring, specifically for their availability by phone, email, or in person. Program completers and student teachers consistently indicated during interviews that their professors were well qualified, not just theoretically but also in practical classroom experience, and served as mentors and role models. Many program completers indicated that they are still in touch with their professors, even several years beyond graduation.

Interviews with employers, graduates, and current students stated that courses, such as math methods, were particularly effective as professors modeled math methodology. Interviews with employers, supervisors, student teachers, and program completers indicate that they feel that the Multiple Subject program prepares candidates as much as possible to work with diverse students, such as the differentiated needs reflected in English learners, special needs, and gifted populations. While CSUN clearly meets the standards related to technology, interviews with current students indicated that because of the technology proficiency they have prior to program entry, that they would like to see a path for challenging the technology course as well as a shift from product orientation in technology (e.g., creating a website) to even more technology methods for teaching (e.g., instructional strategies for utilizing a Smartboard).

Field Experience

In all programs, fieldwork is viewed as sequential; there are early experiences that introduce candidates to the culture of school and the school community. Candidates in these experiences taken early in the program are provided with entry level tasks related to the readings, theory, and research under study in concurrent courses. Each additional field experience provides a progression of skills and challenges as the candidate develops additional competence and works to refine presentational skills.

Candidates in the post baccalaureate programs engage in a sequence of supervised field experiences that culminates in a full day student teaching experience. In all programs regular seminars are a required and distinct part of the fieldwork experience, but delivery of the seminar varies based on the needs of different programs. In all programs, only those who have met all prerequisite requirements and clearances may participate in the culminating student teaching experience.

Those enrolled in the internship use their classroom as the site for the majority of their field based assignments. Interns are provided with opportunities to gain experiences in settings and grade levels different than their regular classroom assignments.

A review of the evidence and interviews confirmed careful attention to field placement sites for all post baccalaureate programs ensures experiences with English Language Learners, emergent readers, inclusion students, different grade level spans, different school and community demographics and all phases of the school year.

The Freshman Option of the Integrated Teacher Education Program includes thirteen field experiences that are linked to subject matter and pedagogical coursework. The Junior Option of ITEP includes ten field experiences that are linked to subject matter and pedagogical coursework.

In all programs, the majority of the supervisors for field experiences are either full-time program faculty with established relationships with schools within the CSUN service area, or adjunct program faculty, who are current, former, or retired K-8 faculty and administrators. Each of the delivery models recruits and trains, district based fieldwork supervisors differently to meet the unique needs of the program. For instance, the Internship program has an established group of trained onsite school support providers who work with interns at their school site; the traditional program uses a Student Teaching Coordinator, and the ACT program has an established group of trained “coaches” identified as exemplifying best practices within LAUSD District 2 who meet regularly with program coordinators.

Interviews with district personnel, current candidates, program completers, and faculty verify that all of the CSUN MS program pathways candidates enjoy extensive, well-sequenced field experiences that enable candidates to gain experiences in primary and upper grade elementary classrooms with diverse populations. Coursework and field assignments are clearly connected and sequenced as verified by interviews with key stakeholders.

Group interviews on school sites verified the effectiveness of the CSUN Multiple Subject Program. The CSUN Multiple Subjects program has established close partnerships with numerous educational entities in the region. Two critical partnerships enjoyed by the CSUN Multiple Subject program are the Los Angeles Unified School District and the CHIME (Community Honoring Inclusive Model Education) Charter Elementary School, a K-5th grade charter school established in 2001. Interviewees verified extensive collaboration and feedback between local partners and the university to promote best practices. Strategic joint research projects and reading clinics (e.g., the morning reading clinic at CHIME) elevate practice and improve the educational experiences of diverse learners in need of intervention. Regular

observations by university supervisors, daily feedback by master teachers, and innovative methods of providing clarity of expectations from CSUN Multiple Subject personnel for master teachers (e.g., online orientation, written materials, inservices, joint professional development days) promote quality training for multiple subject candidates during the critical time of student teaching.

Assessment

In all programs, each course contains authentic assignments which permit candidates to practice the skills needed for effective practice. The use of the Embedded Signature Assignments, the Teaching Event of the PACT, and the Classroom Teaching Profile (CTP) facilitates a performance based assessment system. Evaluation of teaching performance is monitored through supervisor observation and articulated on the Classroom Teaching Profile which includes statements derived from the Teaching Performance Expectations. For all programs, the Classroom Teaching Profile is used for formative assessment at midterm and summative assessment by fieldwork supervisors and collaborating classroom teachers/coaches/school site support providers.

If a candidate is unsuccessful in the student teaching/practicum experience, the procedure is for the program supervisor to create an individual Student Teaching Assistance Plan. This plan focuses on the candidate's demonstrated deficiencies as defined by the domains of the California Standards for the Teaching Profession and the Teaching Performance Expectations and provides the candidate with personalized intervention and remediation to build additional competency before re-enrolling in the field experience. For Internship candidates, the individualized plan includes an extension of the intern credential and the opportunity to continue supervised practice.

During fieldwork and student teaching, each candidate is provided with formative assessment of teaching performance and a formative midterm evaluation. These midterm evaluations are used for professional goal setting for the remainder of the experience. The final summative evaluation is used to set goals for the next field experience; at the conclusion of student teaching, the goals set are used for the Individual Induction Plan (IIP). Each program determines which fieldwork experiences, other than student teaching, generate a final evaluation.

Examination of written materials, including data and interviews with stakeholders, all indicate candidate attainment of teaching performance expectations and standards as indicated in formative and summative assessments. Program data verify appropriate progress for candidates in the various CSUN pathways for the Multiple Subject credential. Selected assessments, points of collection, and methods of summary and reflection provide appropriate avenues for programmatic feedback for program improvement.

Interviews with faculty and administration clearly demonstrate a research mindset that regularly leads to innovative practice for the benefit of teacher training and student performance in local schools. Numerous grants, research activities, and community partnerships, invite collaborative research between university professors, school practitioners, and candidates in training, elevating, in many instances, teacher candidates to co-teachers and co-investigators in the ongoing search for best practice. Based upon the evidence reviewed, the team concludes that all standards are met.

Single Subject
Single Subject with Internship
Single Subject with BCLAD

Program Design

California State University, Northridge offers multiple pathways to the single subject credential. Each program is structured to meet the different needs of credential candidates. These pathways are: Traditional, Accelerated Collaborative Teacher (ACT) Preparation Program, University Intern Program, Four-Year Integrated (FYI) Teacher Credential Program and the Junior-Year Integrated (JYI) Teacher Credential Program. Candidates in the Traditional and Intern pathways have the option of earning a BCLAD (Bilingual Cross-Cultural Language and Academic Development) Credential in Korean, Armenian, or Spanish. Candidates in each program address the K-12 student content standards and state adopted instructional materials. Content is designed to ensure candidate competence in the Teaching Performance Expectations. All candidates complete the Performance Assessment for California Teachers (PACT).

The Traditional Single Subject Credential Program is a post-baccalaureate program for full-time or part-time pre-service candidates. Full-time candidates may complete the program in two semesters, while many others will elect to complete the program in two or more years. Features of the Traditional Program include courses offered late afternoons and evenings at the university campus and an emphasis on adolescence as well as urban schools. BCLAD Traditional Candidates are fluent in Spanish, Armenian, or Korean, as well as the cultures associated with the language of emphasis.

The Accelerated Collaborative Teacher (ACT) Preparation Program is a one year cohort and field-based program for single subject, multiple subject, and education specialist credential candidates that is offered at the Professional Development Center at Francis Polytechnic High School (LAUSD). This post-baccalaureate, fifth-year program is offered in collaboration with District B of the Los Angeles Unified School District. Candidates from all credential areas enroll in common core courses, as well as in credential-specific specialization methods courses and fieldwork experiences. Features of the ACT program include a cohort program and core courses of integrated foundational content taught by both university and school site faculty.

The Single Subject University Intern Program is a post-baccalaureate program for candidates employed full-time in middle and high schools who have met subject competency and all other intern requirements. Candidates in the two-year Intern Program have Intern Credentials and proceed as a cohort through a structured program of courses. CSUN has Intern Programs in cooperation with Los Angeles Unified School District, Hart Unified School District, Burbank Unified School District, Glendale Unified School District, Ventura County Office of the Superintendent of Schools, and Santa Monica School District. With the exception of the subject-specific methods course, classes meet off campus at locations convenient for candidates.

The Four-Year Integrated Teacher Credential Program in English or Mathematics is an undergraduate program of teacher preparation designed for university freshmen who are prepared to enter college-level mathematics and writing classes. The program makes it possible for a candidate to earn a Bachelor of Arts Degree and a Preliminary Single Subject Credential in

English or Mathematics in four years. FYI was approved by the Commission on Teacher Credentialing in the summer of 2001, and a small number of candidates began the program in Fall 2001. Features of FYI include a cohort program; early, ongoing, and structured field experiences; and an emphasis on adolescence and on urban schools.

The Junior-Year Entry Integrated Teacher Credential Program (JYI) in English and Mathematics is an integrated undergraduate program of teacher preparation designed for CSUN juniors or community college transfers. Entering students have completed all General Education and the required lower-division English or Mathematics courses that are part of the major. The program makes it possible for a student to earn a Bachelor of Arts Degree and a Preliminary Single Subject Credential in English or Mathematics in two to three years. Features of JYI include early, ongoing, and structured field experiences; and an emphasis on adolescence and on urban schools.

All single subject credential pathways are developmental in design and based on current theory, best practice, and standards as delineated by the Commission on Teacher Credentialing, National Council for the Accreditation of Teacher Education, and various professional organizations, such as the National Council of Teachers of English and the National Council of Teachers of Mathematics. Additionally, the single subject programs are aligned with the College of Education Conceptual Framework and the University and College Mission Statements. Credential candidates complete a planned sequence of foundation, methods, and fieldwork experiences so that they may learn, understand, and apply subject and pedagogical knowledge. The multiple pathways to the Single Subject credential were conceptualized and designed by College of Education faculty and faculty from content departments across the University who served on planning committees appointed by the provost. Planning Committee members consulted with grades 6-12 faculty and administrators in area schools.

In interviews, faculty credited excellence in the program design to leadership provided by the dean, department chairs, and subject matter coordinators, along with input from faculty and key stakeholders. There are monthly meetings and retreats where input is shared and modifications made as the need arises. This has allowed the teacher education program to improve practice. Regular communication between the principals and program coordinators at the different school sites, and non-profit foundations (e.g., Project GRAD Los Angeles, Los Angeles Times Literacy Center) was acknowledged by all participants. Evidence reviewed and interviews conducted confirmed that there is a strong sense of teamwork to benefit the candidates at the University and the K-12 students in the community. This understanding was expressed by one of the principals interviewed who called the effort, “Community-based reform for the schools in our community.”

Candidates in the teaching program stated that faculty members acted as facilitators in their classrooms. They were easily approachable and were always ready to share the wealth of knowledge they had. Many graduates continued with the Master’s program and two graduates shared their desire to continue into doctoral studies.

Interviews with representative stakeholders all agreed that the program design prepares candidates in content knowledge and pedagogy including familiarity with universal access, differentiation, and SDAIE teaching techniques and is highly effective.

Curriculum

Each of the five single subject pathways has been specifically designed for a distinct population of candidates recognized as having needs that differ across programs. Candidates in all programs enroll in introductory courses, and then build on the knowledge from these classes, increasing and enhancing depth and breadth of theory, content knowledge, and pedagogical knowledge, while progressing through the programs. Courses offered early in the programs require candidates to complete beginning field-based activities relating theory to curriculum and academic content standards in preparation for implementation in classroom teaching. Fieldwork courses, including the supervised field experience and the supervised practicum, provide developmental and multiple opportunities to teach and learn by implementing ideas from coursework in secondary school settings.

The overarching structure of the five pathways is best described as developmental and spiraling: candidates are introduced to key concepts and ideas; return to these periodically throughout the program to increase depth and breadth of understanding and to apply them in classrooms; and complete a program by bringing together all concepts with increasing sophistication in the culminating supervised practicum and seminar.

Many classes at the University have the seminar format where students reflect upon and analyze their practices. Seminar instructors assess the gaps in student skills and provide appropriate instruction. In interviews, candidates expressed appreciation for the collaborative learning environment where professors were facilitators of learning. They noted that this format helped them achieve competency in the TPEs and PACT assignments which require reflection and analysis.

Fieldwork

The Single Subject Credential Programs have established valuable collaborative partnerships with subject matter departments and faculty across the campus and local education agencies. Building upon the success of the work of liaisons with Northridge Academy High School, the Teachers for a New Era Initiative has supported a liaison from Secondary Education to build closer relationships with six additional area middle and high schools, Granada Hills Charter High School, Monroe High School, Polytechnic High School, Sutter Middle School, Vista Middle School, and Chime Charter Middle School (6-8). A variety of activities supporting student teacher placements and supervision are in place.

Candidates in the traditional, ACT, FYI, and JYI Single Subject pathways complete two semesters of student teaching. In the first assignment, they begin with structured observations and work with small groups of students, then assume responsibility for planning and teaching one class period daily at week 6 or 7 through the remainder of the school semester or track.

A review of the evidence and interviews with the program coordinator and university field supervisors confirmed that site supervisors are appropriately qualified to supervise and care is taken to match candidates with site supervisors that have the specific subject matter expertise applicable to the candidate they are supervising.

Interviews confirmed that university supervisors visit each candidate every two weeks. Principals are invited to attend the post-visit conferences. Student teachers noted that they believed the constructive feedback from their university supervisors, master teachers, principals, and peers during seminars was valuable to improving their practice.

Assessment of Candidate Competence

Candidate performance in the Single Subject programs are based on multiple assessments upon admission to the program and at various transition points such as entry into student teaching, exit from student teaching, and exit from the program. In addition, the program collects and analyzes information once candidates are employed in the field.

A review of evidence and interviews confirmed that feedback regarding completed student work is provided in a number of ways. There is feedback in class discussions when groups create lesson plans or examples of particular strategies, and when groups create and present demonstration lessons. Or, peer review may be undertaken with specific criteria for a particular assignment developed by a class. The peer review may take the form of a class read-around, or groups of students may provide suggestions for the work completed by others. Faculty conduct closing discussions following group discussions so that candidates can articulate what they have learned and what they plan to modify for purposes of teaching. Final projects for program courses often ask candidates to synthesize pieces learned over the semester.

During field experiences, supervising teachers and university supervisors provide ongoing feedback. Typically, a supervising teacher makes notes that are inserted in the lesson plan notebook. When a university supervisor observes the candidate, he or she makes written comments about the lesson plans, student responses, questions, etc. during the observation or may use the TPE-based Observation form. Candidate self-assessment is furthered via daily lesson plan reflections and post-observation conferences. Candidates are encouraged to participate substantively in these conferences, and so their questions, concerns, and focuses often are central. The final assessment for first student teaching assignment is the Student Teaching Progress Report, organized by the 13 TPEs in the six categories or domains of the CSTPs. The Progress Report is submitted by both the university supervisory and the master teacher. The final student teaching assignment is assessed using the Student Teaching Evaluation. This is also organized by the TPEs but contains additional items not contained in the Student Teaching Progress Reports. The Student Teaching Evaluation is completed by the university supervisor and the master teacher. Similarly, interns are assessed first using the Intern Progress Report early in the fieldwork experience and then after the final fieldwork experience, the Intern Evaluation is completed by both a university supervisor and the master teacher.

The Performance Assessment for California Teachers (PACT) Teaching Event is used as a final assessment of candidate competency. Scorers are trained and calibrated according to PACT specifications, and responses for the PACT rubrics are entered in the Data Warehouse. The PACT Teaching Event scores are shared with department and program faculty, the Dean's Office, the Single Subject Community Advisory Board, and other appropriate committees and groups. Faculty meet in a one-day retreat each fall, and some years in a half-day spring retreat, to review data and discuss course and program changes.

The team's interviews with stakeholders support the description of a detailed assessment process. Many student teachers expressed very positive feelings about the PACT process. Candidates interviewed noted that the kind of detailed feedback from participating in the PACT process helped transfer their theoretical knowledge into practical teaching strategies.

Based upon the evidence reviewed, the team concludes that all standards are met.

**Education Specialist
Preliminary Level I and Professional Level II**

**Mild/Moderate, with Intern
Moderate/Severe, with Intern
Deaf and Hard of Hearing, with Intern
Early Childhood Special Education, with Intern**

Program Design

The Department of Special Education's mission is closely tied to the Conceptual Framework of the College of Education. The programs include opportunities for reflection, problem solving, collaboration, and the application of knowledge and skills in settings that demonstrate effective practices. All programs work in partnership with schools and communities to provide ongoing support, mentoring, and guidance to students while promoting innovative approaches for individuals with exceptional needs.

Documentation indicated that the Department of Special Education believes that society benefits when all individuals are able to achieve their maximum learning potential. As such, the Department believes that well prepared special education professionals:

- have a core set of knowledge and skills enabling them to collaborate effectively with others to ensure the highest educational and quality of life potential for individuals with exceptional needs;
- engage in professional activities which are responsive to and benefit the increasingly diverse needs of individuals with exceptionalities and their families in changing society; and
- continuously strive to achieve and maintain a high degree of competence and integrity in all of their professional practices.

The programs are designed to ensure a commitment to ongoing and evolving philosophy, content, and practices. Collaboration with schools and communities to promote innovation and exemplary practices is a central component of all the programs offered in the Department. The Department expresses a belief that teachers of students with disabilities must be prepared to serve learners with diverse needs, adapting instruction to individual differences, cultural backgrounds, and developmental levels of learners. The Department suggests that this requires highly skilled and reflective professionals who are able to make sound educational judgments that are informed by theory, research, and best practice of both general education and special education. Guided by this philosophy, the preparation programs focus on the diverse characteristics and backgrounds of learners with disabilities, methods in adapting curriculum and instruction that are built upon a strong foundation in subject matter instruction, and an emphasis on teaching as a process that requires ongoing evaluation. The Department is guided by the belief that teachers of learners with disabilities should also be leaders and catalysts for change. As such, the program emphasizes the development of problem solving and critical thinking skills, to evaluate assessment results and various instructional practices and creativity to accommodate unique needs.

The Department of Special Education offers each of the various credential programs via multiple pathways offering potential candidates options to determine which best meets his or her needs. The pathways for the Mild/Moderate, Moderate/Severe, and DHH include 1) a traditional program; 2) the intern program; 3) the Accelerated Collaborative Teacher Preparation Program (ACT); and the Integrated Teacher Education Program (ITEP). Early Childhood Special Education (ECSE) is offered via the traditional or intern route.

During interviews, beginning level I candidates from all specialty areas confirmed that the sequence of coursework was appropriate and progressed to higher levels that were developmentally appropriate. Program coordinators of all specialty areas indicated that collaboration and communication were at high levels.

The department considers the size and the range of disability expertise as a strength. The ability to collaborate and offer coursework to all candidates across specialty areas capitalizes on the unique perspectives and expertise of faculty and enhances the candidates' experiences in coursework. Evidence and interviews confirmed that further opportunities to collaborate and communicate occur at the committee level. All committees such as the department's Assessment Committee include each specialty area. Monthly department meetings and specialization meetings provide faculty with additional opportunity to collaborate and interact to further the department's philosophy of educating children with special needs.

Candidates, program completers, cooperating teachers, faculty and program coordinators confirmed the strong and meaningful relationship between coursework and field experiences. Through interviews, candidates of specialty areas and the various pathways confirmed the variety of experiences through coursework assignments ensuring that candidates were exposed to a variety of age, grade, and disability areas. Candidates confirmed that faculty ensure that they gain exposure to different age and grade levels by creating assignments that include observations and interviews along with field experiences outside the particular age/grade level with which the candidate is familiar and comfortable. One Moderate/Severe graduate indicated that she would have never considered instructing high school students, which is now her permanent assignment, had it not been for having had this broadened exposure. Program coordinators, partners such as the Director of the CHIME (a K-5) Charter School, and Community Advisory Board members confirm the opportunity for input from all stakeholders.

Curriculum

Courses have been designed to incorporate essential professional competencies that have emerged from research and best practice in the field of special education. Competencies for Level I programs are organized into 10 areas reflecting the Council for Exceptional Children (CEC) common core of knowledge and skills: 1) foundations of special education; 2) development and characteristics of learners; 3) individual learning; 4) instructional strategies; 5) learning environments and social interactions; 6) language; 7) instructional planning; 8) assessment; 9) professional and ethical practices; and 10) collaboration.

Core courses focus on the fundamentals of teaching learners with special needs and build a foundation for advanced coursework. Core courses required in all specializations focus on the fundamentals of teaching or early intervention with learners with special needs. General

education courses provide knowledge of specific subject matter content, curriculum, and methods for teaching reading and other subject matter areas. Special education methods courses focus on program planning, adaption of curricula, and instructional strategies for diverse learners in the different areas of specialization.

Core Courses in the traditional and intern programs include a focus on the teaching and learning process including foundations of special education, knowledge of students with diverse and special needs, assessment, instruction, behavioral management and positive supports, and communication and collaboration skills. Candidates in all specialization areas are required to take SPED 402A: Behavioral Assessment and Positive Behavior Support which provides an overview of positive behavior support to address challenging behavior. In addition, core courses required for all Mild/Moderate, Moderate/Severe, and Deaf and Hard of Hearing include SPED 400 Introduction to Special Education which provides an overview of special education law along with the characteristics and educational needs of students with disabilities and SPED 401C: Inclusive Education which introduces candidates to the knowledge and skills needed to teach special populations in general education settings.

In addition to the core coursework, each specialization includes additional coursework requirements. These courses further develop and refine the foundational curricular and instructional skills established through core and general education coursework. The specific courses differ based on the specialization area and delivery model for the program

A strength of the curriculum design as indicated by program coordinators and field supervisors of all specialty areas is that candidates are able to take coursework specific to specialty area and also able to participate and collaborate in classes across specialty areas. Beginning level I candidates across programs confirmed that foundational coursework requirements allowed candidates to collaborate and learn from each others' experiences and perspectives. Candidates from M/M, M/S and DHH reported that coursework along with assignments prepared candidates to make core curriculum accessible to students with disabilities through accommodations and modifications.

Program coordinators noted that all interns had to meet the 160 hour pre-service preparation component prior to beginning internships. Candidates confirmed that the requirement of the pre-service preparation component was completed and those candidates missing preparation in the area of English language learners reported completing an online module.

Employers and supporting teachers of candidates across programs confirmed that candidates were well prepared in coursework and ready to begin fieldwork. All employers interviewed indicated that candidates had an excellent foundation and that employers were able to expand this foundation by providing professional development opportunities in the format of workshops and/or observations. Some employers indicated that candidates are so well prepared that the majority of their teaching staff is CSUN graduates. Some intern candidates from Mild/Moderate program noted that they believed some level I coursework was redundant; however, the majority of candidates in the program interviewed indicated that coursework was relevant, applicable and developmental. Some veteran teachers with numerous credentials enrolled in the Level II program expressed a desire for more differentiated instruction that takes into consideration their

teaching experience. However, the majority of Level II candidates and graduates noted that level I coursework was foundational with level II providing more in depth coverage. One candidate noted that “learning was scaffolded”. Furthermore, program coordinators are already planning on how to address the new standards by adjusting and enriching existing coursework, including coursework for new authorizations and meeting induction standards for the clear education specialist credential.

Fieldwork

Practicum experiences in MM, MS, DHH, and ECSE include early fieldwork and student teaching/practica. The specific requirements differ by pathway. Traditional route candidates are required to complete their first supervised fieldwork assignment prior to student teaching that is designed to provide credential candidates with practical hands on experience in P-12 schools. A six unit, one semester, full day assignment is required with the candidate gradually assuming full responsibility for the complete instructional program.

The natural diversity of southern California schools offers ample opportunity to ensure that all candidates gain direct experiences working with culturally and linguistically diverse children and their families during their student teaching and practica experiences. In relation to issues of diversity, students are specifically asked to demonstrate their abilities in each of the six domains of the California Standards for the Teaching Profession (CSTP) during fieldwork and student teaching/practica.

All candidates complete a supervised early fieldwork and student teaching/practicum experience. Common elements of early fieldwork for each pathway include the following:

- Candidates are introduced to the CSTPs. These standards guide the organization of the professional portfolio that candidates begin to develop during early fieldwork.
- Each fieldwork assignment has an accompanying seminar in which candidates are encouraged to draw from their classroom experiences as they examine theory and pedagogy, and share and reflect upon their teaching experiences.
- Candidates are assigned a university supervisor who is often the seminar instructor. The supervisor observes and conferences with the candidate, completing observation feedback forms, a teaching evaluation, and disposition evaluation.
- Candidates are assigned a cooperating teacher, on-site supervisor, or intern support provider who assists in guiding and supporting development.

The student teaching/practicum experience requires candidates to integrate, apply, and refine all of the skills and knowledge gained in previous coursework into their daily interactions with pupils who have disabilities. Although the majority of objectives will have been met to some degree in previous courses, they may have been achieved in isolation from others, and/or at only minimal levels of competence. The student teaching experience emphasizes the high standards in the acquisition and application of professional knowledge and skills. Clinical supervision is provided through on-site visits by university supervisors and observations by the assigned on-site supervisor/intern support provider or cooperating teacher, with an emphasis on critical reflection to facilitate improved practice. These visits are often supplemented by videotaping. Candidates meet in seminar to discuss their fieldwork activities. Demonstration, modeling, and feedback are

provided by the university supervisor on site, in the weekly seminar, and/or in individual conferences.

Assurance that candidates in all specialty areas obtain a variety of experiences with different age groups, grade levels and general education teachers was confirmed by interviews with candidates in early fieldwork by program coordinators and employers. Specific variety was dependent on the flexibility of the field site and the employer, opportunities to collaborate with other professionals and pursue inclusion. Candidates who had completed level I and were currently in level II from Mild/Moderate and Moderate/Severe indicated that what was learned in coursework was applied “seamlessly between CSU and CHIME” and other school sites. Candidates and cooperating teachers noted that instructional theory, practice and research is applied to field assignment and both university field supervisor and cooperating teacher assists candidate in finding connection with what was learned and application to CHIME and other settings. Coursework for all specialty areas promotes the philosophy of inclusionary practices and candidates can apply those practices at the school setting during early fieldwork and student teaching/practica. This was confirmed by level I M/M and M/S completers during interviews.

Supporting teachers reported that they were orientated to their supervisory role. Support Providers also indicated that orientation to roles and responsibilities of mentoring intern teachers occurred at regular meetings which allows for continued professional development in developing their role in mentoring interns. Cooperating teachers noted that there is regular communication and collaboration between the university field supervisors and the cooperating teachers. Cooperating teachers also indicated that orientation by university supervisors allowed master teachers to know the fieldwork requirements for candidates and to assist candidates in ensuring the requirements are met.

Assessment

Candidate performance in all the Education Specialist related programs are based on multiple assessments upon admission to programs and at various transition points such as entry into student teaching, exit from student teaching, and exit from the program. In addition, the program collects and analyzes information once candidates are employed in the field.

Candidates for admission are evaluated based on course grades/GPA, an interview process, recommendations, and passage of required standardized examinations such as CBEST and CSET. Admission in the program is based on a rigorous review of application materials. In addition to completion of coursework, all candidates must pass with a minimum of 3.0 GPA. Prior to student teaching all candidates must have passed the CBEST examination. The programs also use early fieldwork evaluations and/or fieldwork portfolios, passage of a writing proficiency examination, passage of the ASLPI for Deaf/Hard of Hearing candidates. At the conclusion of student teaching, each candidate is evaluated by the university supervisor and the cooperating teacher. In addition a teaching/practicum portfolio is required of all candidates.

Candidates in all Education Specialist related programs are evaluated upon entrance and exit from student teaching on knowledge, skills, and dispositions with two performance assessment measures, the Fieldwork/Student Teaching Evaluation and the Portfolio Evaluation, both organized around the six domains of the California Standards for the Teaching Profession

(individual items differ for each specialization). University supervisors and cooperating teachers use a rubric, adapted from the California Formative Assessment and Support System for Teachers (CFASST) Summary of Practice in assessing candidates' performance. The teaching evaluation rubric provides detailed observable examples of CSTP ratings for each element on the evaluation form. Guidelines for portfolio assignments, with accompanying scoring rubrics are distributed to university supervisors. Supervisor ratings by standards for both the teaching evaluation and portfolio are submitted to CSUN's on-line data warehouse. The data warehouse compiles scores by credential pathway and specialization with findings shared with campus departments and programs. The evaluation forms for the student teaching experience and the portfolio rubric provide a scale for rating each competency and a section for additional comments.

Interviews with university supervisors and program coordinators confirmed that all candidates in all specialty programs are evaluated according to the CSTPs with added competencies related to area of specialization. Candidates noted that assessments of their competence were fair in both coursework and field work. Program Coordinators and student teaching candidates noted that they were expected to be reflective in their teaching practice. Any candidate experiencing difficulty in their fieldwork continued to benefit from both the university supervisor and supporting teacher in assisting the student teacher in improving professional practice. Meetings with the student teaching candidate, university supervisor and supporting teacher at mid-point aided in providing an accurate evaluation of the candidates performance and provided opportunity for addressing any weaknesses of the candidate. Action plans and additional assignments are created in addition to increasing observations and feedback to assist candidates in meeting field work competencies. Both supporting teachers and field supervisors noted that the majority of candidates met fieldwork competencies with very few experiencing weaknesses and these were viewed as challenges to be worked through. On rare occasions change of placement for fieldwork is used to provide additional opportunities to address challenges. Employers and cooperating teachers noted that university field supervisor evaluations of the candidates' professional practice were comparable to their own.

Based on review of program assessment report, biennial report and interviews with candidates, graduates, supporting teachers and employers of the graduates of all education specialist programs, the team determines that all standards are met.

Adapted Physical Education (APE) Program

Program Design

The primary purpose of the Adapted Physical Education (APE) Program is the preparation of specialists for successful entry into the physical education/special education teaching profession. The overall design of the program is to integrate required courses from the general physical education teacher program, APE teacher program, and ongoing field-based experiences in general physical education classes, special education classes and/or recreational settings. Individuals who wish to pursue an APE authorization must have subject matter clearance in physical education and complete the required APE professional coursework, field-based experiences, and APE competency portfolio. At CSUN the general physical education subject matter and APE professional coursework are offered through the Department of Kinesiology. The APE program is designed to accommodate two primary categories of students: undergraduate students pursuing their B.S. degree in Kinesiology while concurrently pursuing their teaching credential in general and adapted physical education; and, graduate students already holding an authorized credential to teach physical education and who are seeking an APE authorization. While the Department of Kinesiology and the APE program are located administratively in the College of Health and Human Development, teaching credentials and authorizations are obtained through the Secondary Education Department, which is housed in the College of Education.

All candidates in the APE program are able to complete extensive clinical work at the Brown Center for the Physically Disabled in the Department of Kinesiology at CSUN. The Brown Western Center for Adaptive Aquatic Therapy serves the community through therapeutic exercise programs. The Brown Center became operational in spring 2003, adapting land-based programs to the aquatic environment. This 19,000 square foot indoor aquatic facility - with four treatment-specific pools - is the only comprehensive facility of its kind in the western United States. The Brown Center is also a renowned teaching facility for university students and a model for similar programs worldwide.

Curriculum

The first course required of candidates in the APE specialization is KIN 311 and Lab (Individual Program Design). The extensive hands-on experiences provided in this course introduce candidates to individuals with physical disabilities. Since this course is also an elective for all Kinesiology majors, many students are inspired to pursue the APE program based on this experience. The second required course KIN 347 (Introduction to Adapted Physical Education) is generic to all general and Adapted Physical Education option candidates, and introduces candidates to special education legislation, the public school APE program and common school-aged disabilities and divergences.

KIN 447 (Implementation and Instruction of Adapted Physical Education Programs) provides candidates with content to develop programmatic strategies and skills to initiate APE programs for individuals ages 3 to 22. Content related to historical, philosophical, legal implications, assessment, program planning, and service delivery of APE programs is included in this course. The remaining 12 units are designed around categories of specific unique populations found in schools: KIN 429 (Perceptual Motor Problems of the Atypical Student); KIN 448 & Lab

(Adapted Therapeutic Exercise: Assessment and Design); KIN 449 (Physical Education for the Physically Disabled); and KIN 547 (Physical Education for Students with Mental Retardation and Multiple Disabilities). Content focus for these courses include etiology, assessment, exercise and activity prescription for appropriate activities, teaching strategies for units in physical fitness, motor patterns and skills, aquatics, individual/team sports, principles of service delivery, and collaboration with special education team members or agencies/organizations. Rather than offering one generic course in assessment in APE, the problems related to assessment are uniquely addressed and applied to specific populations in each course.

In these courses candidates learn to understand and apply principles of growth and motor development, motor learning, exercise physiology and biomechanics specific to students with disabilities. Other content includes learning to task analyze and teach motor skills in a developmental fashion, as well as teach activities conducive to physical and motor fitness, and aquatic and rhythm activities to students with disabilities.

The Program Coordinator confirmed that coursework requires a variety of activities to augment theories of practice. Interviews with candidates and completers verified that coursework covered required content. Candidates were able to apply their learning in lab work with students with disabilities at the Brown Center.

Field Experience

Prerequisite field experience incorporating hands-on learning in teaching Physical Education to students of varied ages include KIN 335/L (Health Related Fitness for K-12), KIN 371/L (Physical Education Content Development for Children) and KIN 462/L (Physical Education Content Development for Adolescents). These classes require multiple early field and university-based teaching to peers and K-12 students from local elementary, middle, and high schools.

Field experiences required by all candidates include specific practicum courses: KIN 498K, Supervised Individual Projects in Adapted Physical Education Programs (5 units) Each unit of KIN 498K is equivalent to 40 contact hours, thus totaling 200 required hours. Appropriate professional experience that is worthy of credit may be substituted for a portion of these requirements. The hands-on class/laboratory assignments and KIN 498K field experiences total between 200 and 250 hours.

The placements for field experience, indicated in the KIN 498K course outline, are very diverse. In consultation with the APE Program Director and Single Subject Coordinator, candidates select their location from the pre-approved Practica Experiences form. Candidates' participation in all other locations requires the Program Director's approval. Preference is given to placement in school/recreational programs taught by credentialed APE teachers. When candidates work schedules conflict, they are allowed to participate in other specialty programs, as indicated on the Practica Experiences form such as "Adapted Aquatic programs," or "Ahead with Horses." The number of options on this list is quite extensive. Consequently, undergraduate/graduate students can choose locations near their home, alternative placements or place of employment, as well as hours conducive to their schedules. These sites/programs are often supervised by therapeutic recreation specialists or activity specialists.

Because of the wide range of abilities of credentialed teachers in some school districts, the school district APE Program Specialist recommends to the Program Director specific supervisors and sites selected for these field experiences. In smaller districts the Program Director selects the on-site supervisor. Those selected on-site supervisors have a minimum of three years experience. The practica experiences expose the students to individuals with a wide range of disabilities and ages (i.e., 3 to 22 years of age). Candidates are also exposed to early intervention infant programs which focus on children as young as one and one-half years. In addition, candidates have a practical experience in a special education schools and work with itinerant APE teachers at elementary and/or secondary schools.

Supervision of field experience is conducted by the on-site supervisor, who in most instances is a credentialed APE teacher, but at some placement sites by a therapeutic recreation or aquatic specialist. The candidates provide their supervisors with the instructions/guidelines found in the Guidelines for Practicum Site Supervisors. Supervisors use these guidelines to establish levels of expectations for their practicum students. The APE Program Director discusses the guidelines with each APE teacher/supervisor when they initially agree to be listed as a supervisor.

Interviews with candidates and completers indicated that expectations for the practica experiences/assignments and student teaching are well defined. Candidates must conduct themselves professionally as they observe and assist in teaching individuals with disabilities. They are expected to apply information learned in their courses such as screening and assessing students, formulating IEP's, and attending IEP meetings. In addition they should be involved in planning and instruction of activities, including the modification of equipment, skills, and progression and in managing student behavior. Practicum and student teaching guidelines have been distributed in classes such as the KIN 347.

Interviews with candidates and completers indicate that evaluation of the practicum experience is conducted by the on-site supervisor. Upon completion of the field experience, the site supervisor completes an online evaluation of the candidate. Data from this assessment can be accessed by the APE Program Director, who in turn shares with the student. These data can also be used in their aggregate form to evaluate and modify site experiences. The candidate submits all artifacts from the experience (e.g., daily logs, reflection, lessons, supervisor feedback, video etc.) to the APE Program Director. Although the practica experiences are graded Credit or No-Credit, the on-site Supervisor's evaluation and the candidate's log/journal is discussed each semester during times of advisement. The detailed comments/scores given by the on-site supervisor are evaluated before any further practicum can occur. During initial practica experiences, candidates are not expected to yield high scores, but with opportunities and experience, improved ratings/comments are expected. Where "weak" ratings are reported, candidates receive more extensive and focused advisement and suggestions for improvement are carefully discussed. If necessary, an "Action Plan" is implemented with more formal procedures elaborated.

Assessment of Candidate Competence

The APE specialist program at CSUN targets learning outcomes related to standards-based knowledge, skills, and dispositions (KSDs). It is the mission of the APE faculty to assist candidates in the pursuit of those outcomes as they prepare to teach Adapted Physical Education in the P-12 schools. Thus assessment of candidate learning is an ongoing process throughout

coursework and field-based experiences in the APE program. Formative and summative assessment tools are used to evaluate the candidates' ability to integrate, apply, and analyze content.

Candidate assessment is developmental. For instance, upon entry into the APE program the expectation is that their pedagogical knowledge and skills are limited. Once a candidate has been accepted into the APE specialist program, assessment of their KSDs occurs at critical entry-, mid-, and exit transition points. During the mid transition point, the Rubric for Work Sample Lessons is used to evaluate candidate lessons, targeting the lesson context, objectives, practice activities, management plan and pedagogical skills. Progress in Individualized Supervised Projects (KIN 4998Ks) is used to evaluate the candidate's field-based experiences. Upon exit from the program, candidates are assessed in multiple, unique, but related ways. These tools include the Student Teacher Evaluation Reports, the Teacher Candidate Disposition assessment, and the APE Competency Portfolio evaluated as part of the APE Exit Survey. The APE faculty meets regularly (at least once each semester) to discuss the various assessment tools with the intent to aggregate, analyze and interpret assessment data.

Interviews with candidates and faculty confirmed that candidates are required to have a minimum of 120 hours of KIN 498K's Supervised Individualized Projects or comparable field-based experiences. These experiences can include a variety of locations, various disabilities and programs carefully selected by the APE Program Director. Candidates are given opportunities to observe current best practices and to personally experience instruction of individuals with disabilities of all ages. Upon completion of a KIN 498K experience, the site supervisor is asked to rate the candidates' performance as it relates to his/her professional attitude/personal qualities, communication skills, management skills and instructional skills using the Supervised Individualized Projects evaluation. This assessment is administered by the site supervisor. Performance rating scores for the APE Entrance and the Supervised Individualized Projects are either Emerging (unaware; lacking), Developing (aware; applies consistently), Acceptable (consistent; needs further development) or Target (consistent; appropriate; reflective; applies). The expectation is that field-based experiences will be completed upon entry into the program. While this is most often the case for those undergraduate students pursuing both their B.S. in Kinesiology and the teaching credential, those candidates that already hold a credential who are pursuing APE often require additional field based hours. As a result assessment of Supervised Individualized Projects can take place at the entry and mid transition points.

Prior to and during clinical practice, APE candidates are enrolled in a variety of required credential and APE professional courses. These classes (i.e. SED 525PE, SED 555 and KIN 547) include assignments which require the candidate to develop and implement a variety of lessons targeting individuals with disabilities. Evaluation of these assignments includes an APE Rubric for Sample Lessons administered by the instructor of the course. Lessons are assessed based upon lesson content, objectives, practice activities, management plan and pedagogical skills. These criteria are scored using the same rating system as used in the other assessment tools: Emerging (unaware; lacking), Developing (aware; applies consistently), Acceptable (consistent; needs further development) or Target (consistent; appropriate; reflective; applies).

Teacher candidates completing the APE program are evaluated in multiple unique ways. Student Teaching Evaluation Reports are written by the University supervisor and the master teacher at midterm and the final two weeks of the candidate's student teaching experience. The master teacher and University supervisor confer prior to each evaluation during the candidates' student teaching assignments. Each evaluation is thoroughly discussed with the candidate. The master teacher evaluates their APE candidate using the Teacher Candidate Disposition tool. This tool is used to assess the candidate's dispositions related to such traits as ability to work with others, dependability, communication skills, honesty, critical thinking, ethical and professional behavior, appreciation for diversity and responsibility.

Interviews with candidates and completers indicated that assessment results are used to discuss candidate performance and program effectiveness. Interviews with faculty and the program director confirmed that the reliability and validity of all of these tools are also evaluated and where necessary redesigned/recalibrated. For example, recently the APE faculty met to discuss the use of and ultimate revision of the Rubric for Work Sample Lessons. At the end of the spring 2009 semester, the APE faculty analyzed and discussed the data gathered to date. Outcomes and specific trends were discussed. As a result, the faculty identified curricular and field-based areas in need of revisions. Regarding candidate performance, at any of the transition points where a candidate is not meeting the requirements and standards of the APE program, the candidate conferences with the APE Program Director to discuss and review continued eligibility in the program. The APE faculty also meets as a group to discuss candidate concerns.

Based on careful review of the program documents, including the Biennial Report, the Program Assessment document, and supporting evidence, as well as information collected through interviews with current candidates and program completers, partners, field supervisors, faculty and staff, (full-time and part-time), school district partners, and employers, the team determined that all program standards are met.

Reading Certificate and Reading and Language Arts Specialist Credential Programs

Program Design

The College of Education offers a graduate program of study leading to the California Reading and Language Arts Certificate and the Reading and Language Arts Specialist Credential. The Reading Certificate and Reading/Language Arts Specialist Credential programs are for candidates with basic teaching credentials and experience who wish to specialize in the field of reading and language arts and become effective literacy leaders for California's multicultural population. Upon completion of the specialist credential program, candidates will have developed competencies needed to assume such positions as reading/language arts coordinators, consultants, mentor teachers, staff development coordinators, and curriculum directors.

Candidates who elect to enroll must be accepted to the University as a graduate student and also accepted to the Specialist Program by the College of Education Credential Office. The expectation is that applicants to the program are working as full-time teachers at the time of admission.

Candidates seek initial advisement through the Credential Office which refers them to the Program Coordinator in either the Department of Elementary Education or the Department of Secondary Education. The purpose of this program-specific advisement is to ensure that candidates create the required program plan of coursework, typically completed in conjunction with coursework for the Master of Arts in Education, Reading Language Arts degree. Candidates pursuing this specialized credential are a major subset of the students completing the Master of Arts in Education, Elementary Education, Language and Literacy option, or the English Education option in the Department of Secondary Education.

Findings of the program reviewers, which included interviews with the chair, director, professors, candidates and program completers, as well as an examination of paper and electronic program materials, indicate sound research-based programmatic design with an emphasis on the assessment learning cycle. Professors augment the program through a myriad of innovations and grant acquisitions, holding monthly English Language Development research forums and most recently, their first Children's Literature Conference. The program is designed and retooled by literacy professors who are involved in cutting edge professional development, such as the work of the Center for Advancement of Reading, the International Reading Association, and the California Reading Association.

Curriculum

The Reading Certificate program consists of five courses that are taken by all Reading Certificate candidates (both elementary and secondary teachers). All eleven standards for the Reading Certificate program are met in these five courses. A sixth course, EED 633: Seminar in Elementary School Language Arts Education, for elementary teachers or SED 625ENG: Theory and Research in Teaching Secondary School English is included. By including a sixth course, the Reading Certificate candidate has the opportunity to focus on the needs of his/her current students. The sixth course provides in depth opportunities to integrate current reading and language issues in either the elementary or secondary levels.

In parallel fashion, the Reading Language Arts Specialist Credential (R/LASC) consists of five courses. All ten standards for the RLASC Program are met in these five courses. A sixth course, EED 616: Microcomputers and Technology in the Development of English/Language Arts, for elementary teachers or SED 617: Microcomputers in the Secondary Reading and Language Arts Curriculum, for secondary teachers is included. By including a sixth course the RLASC provides the opportunity for candidates to focus on the needs of his/her current students. The sixth course provides opportunities for use of computers in the development of elementary or secondary reading/language curriculum.

Program completers consistently reported quality mentoring from their faculty in acquiring the professional competencies of the Reading Specialist Credential Program. Over the last several years, few candidates enroll in the Reading Certificate Program as most of the candidates enroll for the full Reading Specialist Credential Program and simultaneously enroll for the Master's Program as well. Interviews with administration, faculty, and program completers indicate that the curriculum is well designed for acquiring professional competencies of literacy specialists for the classroom context, schoolwide context, and community leadership.

Field Experience

A policy established by the new director of the CSUN Los Angeles Times Literacy Center now places all candidates within the Center for the supervised clinical experience. The Los Angeles Times Literacy Center takes a transdisciplinary approach to education and is comprised of the Berke Assessment Clinic and Library, the Family Focus Resource and Empowerment Center, the Los Angeles Times Literacy Center, the Mitchell Family Counseling Clinic, and the Special Education Laboratory. Each candidate works with two students of different ages to ensure that the candidate has the opportunity to become proficient with a variety of instructional materials and assessments. The intervention program provided for each student is customized to his/her needs and strengths and the clinical experience typically lasts for one year. Candidates confer with parents to gather information on home literacy practices and health/social concerns. Candidates also confer with their professors and other specialists within the consortium as is applicable to meeting their students' needs. They then meet with parents to report assessment results, progress being made, and collaboration regarding next steps.

To assist candidate understanding of varying student needs, a weekly debrief is held with each candidate. At this time candidates describe their sessions' goals, materials, and results so that others may learn from these analyses. In addition, since candidates all work with students at the same time for one hour each week and cannot consistently observe one another, they are required to video tape their session at least once each semester in order to garner feedback from a self-analysis and a peer analysis of strong and weak areas. Candidates then set goals for improvement. Candidate plans for each session are reviewed as a draft by the course instructor and written formative feedback is provided.

Interviews with the chair, director of the Reading Credential Program, professors in the Reading Credential Program, program completers, and the administrator of the Los Angeles Times Literacy Center provided consistent evidence regarding thoughtfully designed field experiences. Interviews, review of paper and electronic resources, and a visit to the clinic, provided

verification of best practices for the candidates' professional development. Program completers consistently expressed deep appreciation for their professors, particularly their accessibility, mentoring, and feedback within the clinical setting.

Assessment of Candidate Competence

The portfolio process requires that each candidate prepares evidence of meeting the six professional competencies based on CTC requirements for the Reading Specialist Certificate or the Reading Language Arts Specialist Credential. Candidates receive requirements for the portfolio as part of the information/application packet distributed by the College of Education Credential Office. The Program Coordinator discusses the portfolio requirements during an advisement session. Candidates are encouraged to make a separate advisement appointment when they are ready to begin work on the portfolio. Each section of the portfolio is centered on a program standard that requires candidates to submit artifacts as evidence of professional competency, accompanied by a reflective statement on the standard. The six professional competencies that candidates must meet reflect an advanced perspective beyond their entry level understandings and skills.

Evaluators of candidate portfolios rate each competency as “fully met,” “partially met,” or “not met.” Since all standards must be fully met, receiving a rating of “partially met” or “not met” requires that the candidate redo that section of the portfolio. Portfolio evaluators are the Program Coordinator, the Graduate Coordinator, and another Literacy faculty member who volunteers to fulfill that role. In addition to rating each candidate on each standard, the Program Coordinator prepares a compilation of evaluator comments listed as strengths of the portfolio for the candidate's records. Interviews with the chair, program director, professors, candidates, and program completers confirm the portfolio experience as a valuable summative assessment of candidate competency.

Based upon careful review of program materials; interviews with chair, director, and professors; interviews with candidates/program completers; and interviews with personnel working in the Los Angeles Times Literacy Clinic, the team concludes that all standards are met within the Reading Specialist Credential.

Administrative Services Preliminary Administrative Services Program

Program Design

The mission of the Preliminary Administrative Services Program, as delivered by the Educational Leadership and Policy Studies (ELPS) is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships and promote culturally responsive leadership in a diverse environment. Meetings with faculty, employers, students and program completers confirmed that the Preliminary Administrative Services (Tier I) program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the university classroom while others occur chiefly in the field. These experiences, found in course assignments and the Practicum, prepare candidates as instructional leaders in a variety of public schools and school districts. The design, as attested to by program completers, is intended to create “change agents” capable of leading schools well into the 21st Century. CSUN serves a diverse geographical area. Primary partnerships enjoyed by the university are found with the Los Angeles Unified School District where the greatest portion of administrative services candidates participate in CSUN Tier I activities. Other districts, as revealed through interviews with employers, seek to “mine” the university of its graduates, and rely heavily on CSUN candidates to fill their administrative ranks as openings develop. One superintendent of a large school district revealed that 80% of her district’s administrators come from the CSUN administration preparation programs.

The design of the Tier I program is informed by theory and research, and is aligned with the California Professional Standards for Educational Leaders (CAPSELs) and the CTC Program Standards. The program is designed to provide extensive opportunities for candidates to learn and apply their knowledge, and includes both formative and summative assessments. The program of study is cohesive and developmental, designed to offer a blend of theory and practice that meets the standards as well as the expectations of those who hire graduates of the program. Programs faculty speak highly of the theory that the courses bring to the learning process, and to the “practice” that begins with the first course in the program of study, continuing through the practicum.

The program practice is based on the latest knowledge in the field of educational leadership and flows directly from the principles outlined in the Conceptual Framework: (1) Academic excellence; (2) Use of evidence to inform instruction and monitor progress; (3) Ethical practice; (4) Collaborative partnerships; (5) Diversity; and (6) Creative and reflective thinking and practice. As revealed in course syllabi and in interviews with faculty, these principles are emphasized throughout the curriculum. Ethical behavior is a key expectation within all assignments and experiences. Activities include acquisition of subject matter, content area, professional and pedagogical knowledge; use of resources, including technology; practice of effective oral and written communications; research and scholarship; use of a wide variety of assessment approaches and tools; practice of ethical inquiry; participation in collaborative partnerships with stakeholders and the community; and creative problem solving and collegial interaction. The latter was emphasized in both group and individual interviews. Faculty appear to thrive in the culture of working collaboratively to maximize the educational opportunities for

program candidates, and as a result, program improvements are on-going. For example, one adjunct faculty member, who is also an assistant superintendent, cited the learning that takes place at the frequent faculty meetings as a reason to have more such opportunities because the meetings keep her current as a practicing professional.

The program has an organizational structure that provides for coordination of the administrative components of the program that facilitates each candidate's completion of the program. One significant strength in the program coordination is the assignment of a "course coordinator" for every course in the curriculum. The course coordinator may or may not be a full-time faculty member, and sometimes the assignment is shared by two individuals. The responsibilities of the course coordinator require taking ownership of the syllabus and recommending changes in emphasis, including textbooks. As such, the coordinator works with instructors to assure articulation and consistency in the delivery of coursework. Course coordinators are sensitive to using current materials, although "seminal" works, including textbooks, are not discarded if they are felt to be highly relevant.

A review of the evidence confirms that CSUN employs faculty, full-time and adjunct, who are highly experienced as site and/or district administrators, or have been inextricably involved with education policy. Candidates and completers speak to the expertise of the faculty as the basis of their learning, both theoretical and practical. They look upon faculty members as a part of the network that will be available to them extending into their administrative careers.

There is coordination and a close relationship between the credential and master's degree programs, which allows the candidates, if they desire, to complete a master's degree with the same coursework as required for the Preliminary Administrative Services Credential. The advisement process includes assignment to a faculty advisor, as well as a school district cohort liaison. One issue that has created challenges for the Credentials Office is that some students do not apply to the credential program until they have basically completed it. The institution is addressing this issue.

The program provides opportunities and relevance for individuals outside of ELPS, as found during an interview with four school nurses. Each had gone through the Tier I program to acquire a Preliminary Administrative Services Credential, but with no intention of ever running a school. However, knowledge learned in the program allows them to know the concerns and needs that principals have in every facet of the educational program, and it gives them the expertise to work with principals at finding resources to support school nurses at the school site.

An online version of the Tier I program is utilized primarily by students living abroad or in other states. Faculty queried about the online courses indicated that syllabi are identical to those utilized in the non-online version; additionally, faculty is the same. No discernible differences were found except for the fact that fieldwork conducted by the online students is conducted outside of California. Faculty noted that the program standards and assessment measures are the same.

Curriculum

The Tier I, Preliminary Services Administrative Credential, is an 18-month, 33 unit program that prepares current teachers and certificated personnel in the areas of educational and instructional leadership with a focus on the knowledge, skills and dispositions necessary to be successful 21st century school leaders.

Eleven courses are offered covering education research, leadership, legal aspects, business and financial aspects, human resources management, school community relations, special education, supervision of curriculum and instruction, and decision making. Field Experience is taken at the point where no more than 6 units remain. A comprehensive exam is the culminating course.

Each course includes incorporation of technology as an administrative tool at all levels. Program faculty noted that most candidates bring with them considerable technology experience which then carries over into effective course presentations and purposeful data collection. It is not unusual for candidates to bring technological expertise into the program that is incorporated by faculty into the educational experience for other candidates.

Current students, who are near completion, and completers, point to a moment when they began “thinking more like administrators” and less like teachers. Two courses in particular were cited by those interviewed as particularly useful for enhancing their understanding of school administration: ELPS 672 and ELPS 675. Citing ELPS 672 – Management Human Relations, candidates and completers noted they were confronted with the realities of collective bargaining or employee discipline. Citing ELPS 663 – Legal Aspects of Educational Administration, candidates and completers noted that they learned about the many aspects of the California Education Code. Other courses were also mentioned such as ELPS 675 – Decision-Making Simulation in Educational Administration which is taken toward the end of the program, but prior to Fieldwork. According to students and completers, the course provides simulated experiences in time-pressured situations requiring them to utilize knowledge gained in other classes to make quick, effective, ethical decisions. The program encourages candidates to critically examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed and skillful decisions about teaching, learning and instructional leadership.

Evidence reviewed and interviews conducted confirmed that an Advisory Board consisting of faculty and community employers meet regularly to discuss curricular issues. The Advisory Board began as a focus group, but has now taken on the responsibility of assuring a connection between the curriculum and K-12 schools. One of their initial recommendations, to incorporate ethics within every course in the program, thereby assuring that each candidate learns to model personal and professional ethics, integrity, justice, and fairness rather than offer it as a stand alone course, was subsequently implemented within the program.

Field Experience

To assure a sound foundation of knowledge and theory, candidates take most of their coursework first and then apply their knowledge base to their practical fieldwork. The six (6) units (2 semesters) of fieldwork are taken when candidates have no more than six (6) units of coursework remaining.

So that candidates are inculcated into the culture of school administration in a setting perhaps unfamiliar to them, they are required to do a “shadow” experience at a different level of schooling than their own, and in a setting where at least 25% of the student population is of a different ethnic/cultural background than that of the candidate’s. Interviews revealed that, in so doing, candidates make that linkage between the field experience and the content of coursework in school administration. Employers commented that believe the experience is highly positive for candidates.

The largest segment of Field Experience occurs during ELPS 688 – Fieldwork. Candidates generally are assigned to the schools at which they are working as classroom teachers. Thus, there is significant and intensive field experience in that one setting wherein candidates are able to perform a wide range of the typical responsibilities of a full-time administrator. They are responsible for acquiring written permission from their sites prior to the beginning of the experience. As issues develop between a candidate and a site mentor (i.e., one or the other is transferred to another school), program faculty assist in making necessary adjustments. Candidates are required to participate and/or lead activities which cover the six CAPSELS. Among the suggested activities for engaging the standards are: Leading or assisting in the development of the school’s vision as part of an accreditation process; assisting in providing training in conflict resolution skills for the school family; coordinating the assessment and modification of curricular and instructional programs; assisting in or conducting a parent conference to explain a student’s test results; helping to facilitate the development of a campus crisis intervention plan; coordinating campus needs assessments to align with campus goals and priorities; reviewing requests for use of school facilities; attending an interagency meeting related to student welfare; identifying and providing training in legal and ethical parameters in the selection and employment of staff and faculty; initiating a program that supports and recognizes the positive aspects that are observed through classroom observations; investigation of the efficacy of small learning communities, magnet or charter schools; and assisting in planning a categorical budget. Students and completers report that they engaged in such activities, among many others that are recommended.

Assessment of Candidate Competence

By design, candidates are assessed through the use of formative assessments embedded throughout the program and a summative assessment at the program’s conclusion. That summative assessment is found in a comprehensive examination wherein content from the entire curriculum is tested. Assessment components are included in all coursework and fieldwork, as well as in the overall program. Syllabi are replete with assessment activities. Indeed, the assessment piece is one of the most noteworthy aspects of the program. Candidates must meet certain requirements at specified transition points in order to move to the next level of the program. These transition points include admission to the program, entry to clinical practice (fieldwork), exit from clinical practice, and completion of the program. All course outlines include performance objectives/learning outcomes and suggested performance assessments. A set of dispositions adopted by the ELPS Department as those considered essential for future administrators are specifically incorporated and assessed in three courses: ELPS 650, 688, and 675, which use self-reflection and fieldwork mentor assessment. Completers commented upon the value of the self-reflection opportunities.

Upon completion of the Fieldwork, the Six Standards of Candidate Assessment of Competence form is completed. This includes a rating by the fieldwork mentor on the degree of achievement of the factors listed in each standard, and a rating of the department dispositions. Both the faculty supervisor and site supervising administrator sign off on this form. All assessments are entered into the Data Warehouse which generates reports used by the ELPS Department to evaluate programs and courses. The Data Warehouse was referred to often during interviews with faculty and is seen as a significant resource.

Several candidates and completers credited their success within the various assessments to the expertise of the faculty, all of whom, they noted, have the professional experience to support their instruction. A review of faculty vitae provides a plethora of administrative experience at every level within diverse educational settings. Completers, in particular, referred to that experience as vital to their success as candidates within the program.

Upon completion of interviews with program leadership, faculty, staff, candidates, completers, Advisory Board members and employers, and after reviewing documents provided by program staff, the team has concluded that all standards associated with the Preliminary Administrative Services Credential are met.

Professional Clear Administrative Services Program

Program Design

The rationale for the design of the program, as offered by the Educational Leadership and Policies (ELPS) Department is based on the understanding that the candidates are already practicing administrators who have individual needs based on their current positions as well as their future career goals. The program provides the candidate with a knowledge base, a theoretical and scholarly foundation through the 12 unit program. Almost half of the program consists of coursework (ELPS 684—Seminar/5 units), whereas the remaining 7 units are individualized activities, which provide candidates with many options to meet their own individual needs. The individualized projects are outlined in the candidate's Induction Plan, and are based on the Six Thematic Areas: 1) Vision of Learning; 2) Student Learning and Professional Growth; 3) Organizational Management for Student Learning; 4) Working with Diverse Families and Communities; 5) Personal Ethics and Leadership Capacity; and 6) Political, Social, Economic, Legal and Cultural Understanding. These thematic areas provide structure for candidates, but allow them to select experiences that are related both to their current position and to their own future career goals.

Interviews with faculty, candidates and completers verified the efficacy of the program design. Each of these groups was able to identify situations wherein input from stakeholders led to changes in the program, especially as it has been streamlined to avoid duplication of (administrative) effort and content redundancy. The groups attributed such change to the flexibility of the program leadership which in turn credited the faculty and the candidates for their dedication and hard work.

Curriculum

Admission to the Professional Service Credential Program requires employment in an administrative position. Candidates interested in earning the Professional Administrative Services credential must complete 12 units of work including an Induction Plan (ELPS 685, 2 units), a Practicum in Educational Administration (ELPS 689, 3 units), an Assessment of Candidate Competence (ELPS 686, 2 units), and Leadership/ Field-based Leadership (ELPS 684, 5 units). This 12-unit program may be completed in one semester. The program includes a mentor component, and action research. Completers, in particular, proffered the belief that the four courses are in actuality a continuum as one leads effortlessly into the next. A review of evidence reveals that program leadership is actively reviewing strategies for emphasizing a more integrated approach to instruction.

CSUN began an Ed.D. Program in Educational Leadership in the fall of 2008. The doctoral program also offers the Tier II elements for those who wish to complete both the Professional Administrative Services Credential and Ed. D. Program in Educational Leadership. The doctoral program is completed in three years, and includes coursework in collaborative leadership, field based inquiry, and curricular and instructional leadership for systematic reform. There is a mentor component, which plays an active role throughout the program. Candidates for the doctoral degree are assessed by portfolio documentation reviewed by an assessment committee. They are also required to respond to a problem-based case. An exit interview is conducted by

the Department committee and mentor. While there are only three such candidates at the time of the visit, two of them were interviewed, and both were highly pleased with every facet of the program. Other program candidates in the Tier II program, not enrolled in the doctoral program, indicated the strong support they receive from program faculty, and they are most appreciative of the support the program encourages them to give to each other. In fact, it is a hallmark of this program that candidates bring situations they encounter in the field to the table for discussion among their peers.

Field Experience

The practicum experience is an action research project that provides traditional candidates the opportunity to conduct an Action Research Study on an issue at their own site or department. This allows candidates to focus on a relevant contemporary problem related to student achievement and to collect data that will contribute to its solution. Candidates develop a proposal for the Action Research project in collaboration with the site mentor and the university advisor. Candidates complete an action research project at a field site, and write a report on the process and results. This project is presented at the end of the program at the Exit Interview conducted with all members of the triad. Candidates and completers indicated that they are/were not always able to complete an action research project within a single semester. In such circumstances, they are permitted to take additional time as arranged with their professor to assure mastery. Program leadership indicated that the primary role of the Action Research approach is to teach students to address student learning in a systematic manner. Through the use of data, a practice emphasized throughout the Tier II program, candidates are able to assess their organization's performance and determine where improvement is most needed. Thus, the design of an effective and objective intervention is of primary concern.

Doctoral candidates plan action research and collect data on a contemporary problem related to student achievement, and present the project in a seminar setting. For example, one Tier II candidate is the principal of a diverse school which she utilizes as a laboratory for her dissertation based on action research methodology. In this way, she is able to transform the school while receiving CSUN guidance in the process. Another Tier II doctoral student is investigating the psychological factors leading to teacher success as a way of addressing the high turn-over among newer teachers.

Assessment of Candidate Competence

In the ELPS Tier 2 Program for the Professional Administrative Services Credential (Clear) the ELPS Assessment Plan consists of the following major assessment components.

The first major means for assessment is during Induction, which consists of the Induction Entry Rubric which addresses the six dispositions and is completed by both the student and their on-site administrative supervisor. The students complete the Administrative Competency Self-Assessment (CPSELS) in ELPS 686, and a summary of findings accompanies the results. All of the data collected from the above is entered into the Data Warehouse.

In addition, the Mid-semester Review is another major component of the assessments used in this program. It includes a Research Action Study Proposal, read and approved by the instructor, and entered into the Data Warehouse. Students select at least one of the six CTC thematic areas

to be developed in their Action Research Study. Assessment tools include reflective journals, case studies and scenarios these are entered into the Data Warehouse.

The last major assessment component occurs at the end of the 12-unit semester for Tier 2. It includes evaluation by the instructor of coursework assignments submitted by students, employing the Portfolio Rubric and/or instructor grading procedures.

Throughout coursework, instructors evaluate student work addressing the Six Standards. The Competency Self-Assessment and Summary of Findings are evaluated and used for planning growth within the Induction Plan. The Final Action Research Proposal is evaluated using the Portfolio Rubric. Classroom participation and Reflective Journals, Case Studies, Scenarios and assigned readings are evaluated using the Portfolio Rubric. The Portfolio Rubric criteria consists of Knowledge, Skills and Dispositions (KSD's) that are assessed through the Six Standards elements, as indicated in the Induction Plan and the ELPS Dispositions.

Upon completion and submission of requirements for all four courses the appropriate instructor enters the information into the Data Warehouse.

Candidates, completers, faculty and program leadership all emphasize the important role of self-assessment inherent within the program. Readings refer candidates to activities for self-assessment, and working within groups provides opportunities for assessing oneself against a variety of experiences and perspectives.

Upon completion of interviews with program leadership, faculty, staff, candidates, completers, Advisory Board members and employers, and after reviewing documents provided by program staff, the team has concluded that all standards associated with the Professional Clear Administrative Services Credential Program are met.

Pupil Personnel Services School Counseling

Program Design

The Pupil Personnel Services School Psychology Credential Program enrolls about 45 students each academic year into its three-year combined credential Master's degree program. The scope and sequence of the program includes a set of required courses and fieldwork assignments that seek to build necessary knowledge and skill sets in prospective school counselors to work effectively in the unique and diverse K-12 schools throughout the service area and beyond. The program has clearly established collaborative relationships with local schools, especially the Los Angeles Unified School District, in order to balance the development of foundational knowledge and skills in candidates. The program provides various opportunities for candidates to engage in reflective practice via practica, fieldwork, and the implementation of action research projects. Candidates in the program are offered a wide range of opportunities to learn various theoretical constructs and models and draw practical implications that address the needs of diverse learners.

The program provides coursework that addresses various theories and models, treatments and strategies, as well as data driven assessment approaches. While completing fieldwork requirements, candidates engage in making connections, and applying what they have learned as they are placed at field placement sites and practica. Candidates and program completers note the strong emphasis on the understanding of diverse groups of individuals, including nontraditional family structures, and the use of data in making decisions. These same individuals also spoke of the importance of field placements, which occur during the first semester of their program and subsequently each semester.

As candidates complete the program requirements, they engage in increasingly complex learning tasks and activities including writing academic papers, developing cooperative projects, and designing presentations. During fieldwork, candidates are assessed formatively and summatively through reflective reports, field notes, and supervisor evaluations. A review of evidence and interviews conducted confirmed that candidates are appropriately mentored and guided to successfully complete required assignments and tasks. Program completers and current candidates noted the support, interest, and responsiveness of both full-time and part-time faculty.

The program provides a sequential organization of courses, practicum and field experience that build from foundational elements of school counseling and theoretical constructions to more advanced levels of knowledge and skill. Coursework, instructional materials, and course requirements are linked to field experience in school settings throughout most of the program.

The program requires applicants to complete prerequisite coursework in child development, fundamentals of counseling, and statistics. Applicants who have little or no experience working in schools are required to take Psychological Foundations of Education, rather than a course in child development. This course covers basic concepts and theories of child development, but also focuses on the application of development theory to classroom instruction. Classroom observation is a course requirement. Applicants with school-based experience are required to complete a course in child development. Candidates must have a grade of "B" or better in prerequisite courses.

Curriculum

Knowledge and understanding of student growth and development is considered a foundation of school counselor preparation in the CSUN school counseling program. The program establishes this foundation by requiring all entering students to complete a prerequisite course in child development and a first semester graduate level course focused primarily on learning and child development (Advanced Psychological Foundations of Education). The department course that meets the prerequisite requirement, Development and Learning in Early Childhood Education, addresses the major theories and research in child development from birth through age eight.

The graduate course devoted primarily to growth and development is Advanced Psychological Foundations of Education completed in the first program semester. This course provides lectures, readings and discussion focused on more advanced information in child development focusing on learning and cognitive development. The course covers development of children and adolescents through the teenage years. Candidates are provided with didactic and experiential information on child development that differentiates between developmental delays, cognitive weaknesses, and expected developmental trajectories for typical children. Experiential learning is addressed through candidate observation and interaction with children in school and community settings that is a requirement of the course. Language development is a particular focus.

The city and school districts of Los Angeles County provide a backdrop for learning about language development as many school age children are from immigrant and culturally diverse families who speak English as a second language (EL students). A review of evidence and interviews with candidates and program completers indicated that candidates are provided many opportunities to interact with EL students in their fieldwork placements. They demonstrate their learning and understanding of language development in responding to discussion questions and presenting their experiences in class. Theories of language development, as well as the particular development and learning challenges confronting children whose primary language is other than English, are presented in lectures and readings. Physical and cognitive development and health factors that influence normal and abnormal development are addressed through lectures, readings and discussion. The course infuses theory and applications of how cultural values systems affect school and home settings.

Cultural variables, factors of human diversity, and resiliency that influence development and learning are addressed in a thorough discussion of fieldwork experience and lectures in the course Counseling in Cross-Cultural Settings. The diversity among students and their families, school staff, and the communities where candidates engage in practicum and fieldwork experiences, provide a rich source of information and knowledge about the influence of culture, language and diversity on student growth and development. Interviews with faculty, candidates, and program completers indicated that discussion of these issues permeates all program courses and is a particular focus of discussion in the practicum courses during the first years when candidates present their work with students and respond to questions from instructors pertaining to these areas.

The influence of socioeconomic status and diversity on student development and learning is introduced in PowerPoint presentations, lectures, readings and discussion in the first program

course taken in the summer, Foundations of School Counseling. Information on the achievement of students in the United States and in California disaggregated by culture and ethnic background presents a particular picture of how these factors currently affect learning and educational outcomes.

Field Experience

Field experience in this program includes a minimum of 600 clock hours in public school settings at two of three school levels (e.g. elementary, middle, high school) with a minimum of 200 clock hours at each level. One-third of the 600 clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed in public school settings with K-12 students.

A review of documentation and interviews with candidates, program completers, and field supervisors confirmed that field supervisors provide an average of one hour of individual supervision per week throughout the fieldwork experience. In addition, an average of 90 minutes per week of group supervision is provided as part of the Practicum in Counseling courses and Fieldwork in Counseling Service courses by the university course instructor.

Candidates are required to gain supervised field experience in the understanding and use of a variety of school resources including the following: (a) data and information systems used by school counselors and other school and district staff to document student learning and achievement; (b) career development materials; (c) information on colleges and universities; (d) the use of school technologies for information access, teaching and learning; (e) tests and measures used in assessing student learning and achievement; and (f) information on school and district policies and practices.

Candidates are required to have their school site field supervisor complete an evaluation of their performance for each semester in which they are engaged in practicum or fieldwork. After completing the evaluation form, supervisors meet with the candidate in a face-to-face meeting review the completed evaluation.

Candidates and program completers expressed that their fieldwork experiences were exceptionally valuable in their professional development. These individuals also noted that during their field experiences they were well supported by university supervisors, university faculty, and mentors. Field experiences were well connected to both practical information and theory learned during their coursework.

Assessment of Candidate Competence

When a graduate student/candidate has successfully completed all courses and fieldwork required for the credential in school counseling, the student must request a program evaluation review from a school counseling program coordinator. The program coordinator reviews the material in the candidate's file that is held in the department office, and a portfolio presented by the candidate.

Interviews with the program coordinator and evidence confirmed that the program coordinator approves the candidate's program completion and readiness to serve as a professional school

counselor by signing the review form, noting that the candidate has successfully completed all requirements for the Pupil Personnel Services Credential in School Counseling and recommending the candidate for the credential.

Interviews with school site supervisors and candidates indicated that school site field supervisor completes an evaluation of candidate performance for each semester in which the candidate is engaged in practicum or fieldwork. After completing the evaluation form, the supervisor meets with the candidate in a face-to-face meeting to review the completed evaluation.

Based on careful review of the program documents, including the Biennial Report and the Program Assessment document, along with supporting evidence and documentation, conducting multiple interviews with current candidates and program completers , school district partners, field supervisors, faculty and staff, both fulltime and part-time, school district partners, and employers, the team determined that all program standards are met.

Pupil Personnel Services Credential School Psychology

Program Design

The Pupil Personnel Services School Psychology Credential Program enrolls approximately twenty-five students each academic year into their three year combined credential and Master's degree program. The scope and sequence of the program includes a set of required courses and fieldwork assignments that build necessary knowledge and skills in prospective school psychologists to work effectively in the unique diverse K-12 schools throughout the service area and beyond. The program has clearly established collaborative relationships with local schools, especially the Los Angeles Unified School District. In order to balance the development of foundational knowledge and skills in candidates, the program provides various opportunities for candidates to engage in reflective practice via practica, fieldwork, and the implementation of action research projects. Candidates in the program are offered a wide range of opportunities to learn various theoretical constructs and models and to draw practical implications that address the needs of diverse learners. The program provides coursework that addresses various theories and models, treatments and strategies, as well as data driven assessment approaches. While completing fieldwork requirements, candidates apply what they have learned as they are placed in their field placement sites and practica.

As candidates complete program requirements, they engage in increasingly complex learning tasks and activities including writing academic papers, cooperative projects, and presentations. During fieldwork, candidates are assessed formatively and summatively through reflective reports, field notes, and supervisor evaluations. Candidates are appropriately mentored and guided to successfully complete required assignments and tasks.

The School Psychology Program was designed for candidates with a background in education or counseling. Currently, all candidates are concurrently pursuing both their master's degree and PPS credential in school psychology. In order to be considered for admission, applicants must complete the prerequisite courses or their equivalent. Courses in the School Psychology Program are offered in the evening. The program has admissions criteria and currently offers two options for entrance: 1) a master's degree combined with a credential (Master of Science in Counseling with an option in School Psychology and an Advanced Pupil Personnel Services Credential in School Psychology), and 2) a credential program (Advanced Pupil Personnel Services Credential in School Psychology) for candidates who hold a master's degree in counseling or its equivalent.

The Master of Science in Counseling with an option in School Psychology and a PPS credential in School Psychology requires a minimum of three years of study. A review of program documents and interviews indicated that during the first year, candidates typically take counseling courses, including counseling theories, cross-cultural counseling, practica, a foundation course in measurement, a special education course, a professional course in school psychology that includes laws and ethics, theoretical foundations of psychopathology and exceptionalities, and behavioral assessment and intervention. During the second year, candidates are placed in fieldwork in public schools while taking courses in psychological assessment, consultation, research and program assessment, as well as course work in several areas of

counseling and school psychology. The third year is exclusively reserved for internship and a culminating scholarly activity. To fulfill this requirement, candidates may elect to write a thesis, carry out a project, or take a comprehensive examination. Candidates admitted as “advanced” candidates (those who already hold a master’s degree and are pursuing only a credential) are not required to write a thesis, project, or take a comprehensive examination.

The majority of candidates in the School Psychology Program are full-time candidates and have opportunities to develop positive relationships with their cohort and peers. In addition, they develop an affiliation with the profession through a continuous full-time internship during the third year.

Program completers and employers interviewed during the site visit unanimously commented on the efficacious design of the program resulting in candidates who were thoroughly prepared to function as school psychologists.

Curriculum

The program develops professional skills in the following areas: psycho educational assessment, ecological/systems assessment, child and adolescent counseling, consultation with parents, school staff, and other professionals and applied research. The CSUN program evolved parallel to the research and developments within the field of school psychology. The program has recently added courses in academic and behavioral interventions. It has also placed greater emphasis on work with exceptional children, and adolescents with special needs in areas involving cognitive, learning, and social emotional adjustment. Training involves both theoretical and practical knowledge regarding normal and abnormal development, regular and special education practices, and includes intensive, field-based practical experiences in public school fieldwork placements.

The course sequence applies to students pursuing a Masters degree in Counseling and a Pupil Personnel Services Credential in School Psychology, as well as those few advanced students pursuing only the PPS credential in School Psychology.

Field Experience

Candidates are required to complete 450 hours in the fieldwork class. Candidates, with the guidance of the fieldwork/practica instructors, seek and find fieldwork site supervisors. The field site supervisor, the instructor, and candidate fill out a fieldwork agreement for the candidate’s placement for the public school academic year. A list of fieldwork activities linked to program objectives and associated fieldwork performance requirements for each semester is provided to the candidate and field site supervisor.

Interviews and evidence reviewed confirmed that supervisors working with candidates are credentialed school psychologists and have at least three years of experience working as school psychologists. Candidate interviews indicated that they meet with supervisors for at least two hours per eight hours of work. Each fieldwork placement is paired with an associated fieldwork course that serves to reinforce, and at times, introduce relevant concepts according the stage of professional development of candidates.

For each semester in the field, candidates complete Performance Based Outcomes that are listed on three forms. The EPC 659 instructors meet with field site supervisors at least once each semester to assess candidate progress in attainment of fieldwork performance requirements via discussion and by viewing fieldwork logs. In addition candidates also receive weekly guidance from the 659 fieldwork/internship instructors on progress and activities in the field in a group supervision format. Each semester candidates meet individually with the EPC faculty and, when possible, with the field site supervisor to assess progress in the field and program and to receive program advisement. In addition, the field site supervisors meet for two hours each week with each candidate at the field site to assess progress in fieldwork performance requirements.

Interviews and a review of documents confirmed that the supervisor completes a fieldwork/internship evaluation form at the end of each academic semester, and reviews this assessment with the individual candidate in a face-to-face meeting. The evaluation form is based on program-mandated fieldwork/internship performance outcome requirements and related program objectives. The instructor also reviews this evaluation during the individual semester meeting with the candidate. Feedback, new program/fieldwork goals, remedial coursework or fieldwork, counseling, or other supportive measures may be recommended by the instructor in consultation with the supervisor.

The School Psychology Program requires that candidates complete a minimum of 1200 internship hours at an approved field site under supervision of a credentialed school psychologist. The 1200 hours are earned in a one-year full time placement, or a two-year, half-time placement. Interviews with candidates confirmed they are required to work in two separate school field sites, and at two of the three levels in schools (elementary, middle, high school) for a minimum of 300 hours each and document these experiences in their fieldwork/internship logs. At least 600 hours of the internship are completed in an actual school setting. Prior approval from the School Psychology coordinator must be obtained whenever the candidate will be earning hours outside of a school setting. The candidate must be enrolled in two internship courses during the fulltime internship training year. Similar to fieldwork courses, internship courses are didactic and based on field experience.

In the internship course in the fall of year three, candidates begin a full time school placement, sometimes beginning in late summer. Internship placements in the third year of the program are designed to guide the candidate through a full time, year-long supervised internship in a multi-cultural school setting. As interns, candidates demonstrate professional knowledge and skills of a beginning school psychologist, as listed and communicated to candidates in the Program Objectives and Performance Outcomes.

Assessment of Candidate Competence

First Evaluation: The first major evaluation occurs during the end of the first year. Practicum faculty members, plus two student-selected faculty members, rate candidates in several areas, including personal and academic qualities, to determine their suitability in continuing in the program and entering fieldwork.

Evidence reviewed and interviews conducted substantiated that throughout fieldwork, candidates are evaluated by fieldwork supervisors in consultation with the fieldwork instructor. Evaluations

may occur by telephone and/or by visits to field sites by the university instructor. Upon completion of fieldwork, the fieldwork supervisor provides a written evaluation of the candidate in all areas of professional practice, ethics, and personal characteristics. The evaluation is done in consultation with the candidate. Supervisors make recommendations for the candidates' improvement in needed areas. Improvements are to be accomplished during the internship.

Candidate and field supervisor interviews confirmed that throughout internship and at the completion of the internship, candidates are evaluated by their field site supervisor in consultation with the internship instructor. The evaluation includes all areas of professional practice, ethics, and personal characteristics. Supervisors consult with candidates regarding the evaluation and make recommendations as part of the formal written evaluation for ongoing professional growth.

Based on careful review of the program documents, including the Biennial Report and the Program Assessment document, along with supporting evidence and documentation, conducting multiple interviews with current candidates and program completers, partners, field supervisors, faculty and staff, both fulltime and part-time, school district partners, and employers, the team determined that all program standards are met.

School Nursing Professional Credential Program

Program Design

The School Nurse (SN) program at California State University at Northridge is over 20 years old. It was the first nursing program at the University designed to respond to the need for credentialed school nurses in the Los Angeles area school districts. The school nursing program led the way for other nursing programs (e.g. BS/RN) to be developed. The SN enrollment within the past 10 years has varied from a high of over 50 completers in 2004-2005 to less than ten in 2006-2007. During the past 2 years there have been about 12 completers per year. Currently there are 65 candidates who have taken one or more courses in the sequence and 13 students in the final course. The administrators and long-term faculty indicated that the larger completer groups could be attributed to an attempt in the period of 2004-2006 to encourage students to complete their programs under the former program standards and move to a more sequenced program design. They also proposed that the downturn in the numbers of completers could be attributed to the increased competition from other institutions especially online programs offered through other programs in the California State University system. The program attracts a diverse ethnic and racial constituency of school nurses who hold the preliminary school nurse credential. The majority of the candidates and completers are employed in the Los Angeles Unified School District (LAUSD), while a minority is employed in other area school districts. The strong collaboration between the SN program and LAUSD provides advice to the program (several member of the active advisory committee and experienced practitioners serving as long-term adjunct faculty), recruitment of candidates, fieldwork opportunities, and continuing employment options.

The program prepares School Nurses who are currently working with a Preliminary credential to meet the School Nursing Competencies (SNC) in a sequence of courses consisting of 36 semester units, an additional requirement in audiometry that may be met through various alternative options, and a required course in community health nursing required only of candidates who do not qualify for a Public Health Nursing Certificate. After meeting the statutory requirements for admissions, candidates must enroll in an initial course, HSCI 475 Principles of School Nursing Practice. As a result continuous and careful advising with the program coordinator, a final check of course requirements, and the verification of the required two years of employed experience; candidates then may enroll in the final six-unit course, HSCI 476 School Nurse Field Experiences. During this final fieldwork experience candidates must demonstrate and document the School Nurse Competencies through a portfolio addressing the competencies. The fieldwork instructor and the preceptors (field site supervisors) are responsible for certifying and reviewing the candidates' final exit portfolios. The program coordinator conducts the final check on candidate completion and makes the recommendation for the Professional School Nurse Credential.

Based on the program document and interviews with the program coordinator, this program currently is composed of upper-division, undergraduate level courses taken by candidates who hold a bachelors degree and are registered nurses. Candidates may have 12 units waived if they have taken comparable courses within the past seven years. Coursework older than seven years cannot be waived based on a University-wide credit obsolescence policy. Some candidates

report that they believe they are repeating learning that they have already taken in their RN programs. Other candidates and the faculty indicate that these courses are constantly updated and current issues provide candidates with information and assignments that are relevant to their current work requirements (e.g. childhood obesity, flu pandemic, and drug usage).

Interviews with members of the Advisory Committee and a review of the meeting minutes confirmed that the Advisory Committee is actively involved in the review of the curriculum and is encouraging the continued consideration of offering some courses online, the upgrading of coursework from undergraduate to graduate level, the consolidation of the coverage of some topics in the curriculum to fewer courses that speak specifically to the school nurse standards and practice, and the development of a sequence of courses to meet the CTC Standards for the Special Teaching Authorization in Health. Candidates almost universally expressed their support for a program that could lead to a Masters Degree. The Advisory Committee is also very interested in CSUN working toward that end. Limited of resources seem to be the major issue impeding the implementation of many of these initiatives.

Curriculum

After a review of the course syllabi, interviews with program faculty, candidates, and completers, the courses have been revised to meet the new School Nursing standards adopted by CTC in 2007. The coursework builds on the relationship of theory, research, and practice that includes analysis of current issues supported by research, observations, and fieldwork. Several courses attend to the understanding and promotions of current health and wellness issues for children and adolescents. Sociocultural context as well as legal and ethical aspects have been purposefully integrated into the initial course in school nurse practice and a capstone in the exit fieldwork course that requires specific documentation to demonstrate competence. The health assessment course reinforces earlier skills learned during candidates' initial RN program and makes specific application to the K-12 population requiring the acquisition and understanding of competence of health management in school setting.

To address the initiative to develop graduate level coursework and address some perceived redundancy, there are plans to consolidate three courses related to health and drug use, child growth and development, and counseling of health issues into one course redesigned and taught by the Educational Psychology and Counseling faculty in the of College of Education (COE). Additionally the Program uses the Introduction to Special Education course offered by the COE Special Education Department. These collaborations across the unit provide inclusion experience for school nurses. Another consolidation being considered is to combine the environmental health and epidemiology courses into a combined graduate level course. The initial and ending course are also in the process of being redesigned to be offered at the graduate level. The faculty responsible for the health sciences curriculum course indicated that there is an existing graduate level course in community health curriculum development that could replace the current undergraduate course that is also used for teaching credential candidates.

Field Experience

The entire final semester of the program is dedicated to a six-unit SN field experience that is taught by a long term adjunct that is a senior nursing administrator in LAUSD who works to select experienced preceptors to mentor and supervise candidates. The process of selection and

matching of these preceptors is well established and is reported as a program strength by candidates. The preceptors meet individually with their mentees and through regular professional development activities in the employing districts. During this experience candidates document their dispositions, applied skills, and knowledge as practiced in the health and wellness services, direct care to students and others in the school site, and to promote overall health in the school community.

Assessing Candidate Competency

Throughout the program, candidates are assessed via course assignments and a series of entry and exit assessments. In the initial course SN practice candidates review program expectations and various assessments required throughout the program. The SN program is an active partner in the COE unit-wide assessment process and uses a variety of assessments to review candidate changes in knowledge, skills, and dispositions. Knowledge and skills are assessed through six scenario vignettes that are scored during the initial course and again in the exit course. Candidates are assessed on a detailed list of the SN competencies through their fieldwork and portfolio documentation. Dispositions are measured with a self-reflection tool completed at entry and again on exit of the program. In addition, candidates are assessed on their core computer skills as they enter and exit clinical practice. The program coordinator advises candidates on program progress and plans for completion. The final assessment is completed during the final program course, SN field experience managed by the course instructor. The program coordinator recommends candidates for the Professional School Nursing credential.

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

Speech-Language Pathology

Program Design

The undergraduate and graduate programs in the Department of Communication Disorder (CD) and Sciences are housed in Monterey Hall on the southeast corner of the California State University Northridge (CSUN) campus. The program fulfills the three dimensional mission of teaching, research, and service for the advancement of human potential in speech, language and hearing. The faculty teaches effectively both Residential graduate candidates and a cohort of graduate candidates who acquire knowledge and skills in Speech Language Pathology (SPLP) through Distance Learning. The faculty is supported in doing research that addresses the needs of persons with communication disorders. The Department of Communication Disorders and Sciences serves the needs of the citizens of the state of California by educating as many as 25% of the total number of Speech Language Pathologists who graduate in any given year. Schools and hospitals come to the CSUN campus to recruit and employ these SLPs.

The Master of Science graduate program in audiology has been suspended until a doctoral program can be implemented.

The program is designed to build upon the traditional content of the field, address the current needs of candidates and clients, and prepare the candidates for service in schools and hospitals across the state of California and beyond. Faculty praised the Program Coordinator who together with the faculty has created a vision for the CD program. The Early Intervention Program and the Distance Learning cohort are unique aspects of continuing CSUN learning opportunities. Together they anticipate approval of the CSUN proposal for a Clinical Doctorate in Audiology pending legislative action. The faculty has designed coursework for those completing an undergraduate major in speech language which will enable these candidates to be employed as Speech Language Pathology Assistants in the public schools. The Communication Disorders and Sciences Department project that by spring 2010 they will have an Augmentative and Alternative Communication (AAC) Lab, one of the very few at any university program in Southern California. The director of the AAC lab will structure opportunities for candidates to conduct assessments and provide instruction in the use of speech-generating devices.

The faculty makes decisions regarding curriculum, measures of candidate competency, and collaboration among other topics during monthly meetings. The faculty currently has two committees, one on personnel matters and the other on faculty practice planning which was designed to support faculty as consultants and in private practice while also making sure that a percentage of the income is designated to the University. Adjunct faculty is primarily employed as part time clinical supervisors. Department purchases require multiple uses, i.e. materials purchased for labs are to be used by candidates, for research, and in client evaluations. Additional funding and budgeting have allowed faculty to develop research projects and the program to be on the cutting edge of the field of audiology and speech and language. The motto “make everything count” seems to affect every aspect of the program.

The composition of the candidates reflects cultural diversity. Candidates speak eleven different languages and the majority of the candidates are the first in their families to pursue a degree in

higher education. Cultural diversity is addressed in course work, with guest speakers, and through candidates' developing their own Linguistic/Cultural Diversity profile in the Language Disorders I course.

Candidates confirm the strength of the faculty and program design in their evaluation of their program. One person described an especially effective course taught by a CD faculty member with a faculty member from the Department of Education. The "Knowledge" the candidates learn in coursework is then applied to the "Skills" needed in each of their clinical practica. However, as an introduction to their experience of using "Skills" in the clinical experience, the faculty holds a free "BOOT Camp," that consists of three days of lectures, seminars and demonstrations on current, evidence based, best clinical practices. The candidates appreciate the models of knowledgeable professionals. They acquire resources relevant for their new clinical practica.

The Credential Advisory Board meets yearly to provide feedback on the Communication Disorders and Sciences program. All three Credential Advisory Board members interviewed expressed appreciation of the openness of the faculty. For example the spring 2009 comprehensive examinations were rewritten to conform to the advice presented by the board.

The Department collaborates to deliver services within the clinic as well across disciplines on the CSUN campus. They have piloted programs that have then been replicated in other departments. Evidence confirms that the administration of CSUN respects the CD program and supports the forward thinking proposals of the CD faculty.

Curriculum

A review of program documentation, examination of syllabi, and interviews with eight faculty members demonstrated without question that the California Standards of Professional, Legal and Ethical Practices, Educating Diverse Learners with Disabilities, Speech, Language and Hearing Mechanism; Speech Language, and Hearing Acquisition, Speech and Language Disorders, as well as Evaluation of Speech and Language Disorders, and Management of Speech and Language Disorders are addressed by the program. "Knowledge" as described by the American Speech Language Hearing Association is also carefully identified on a worksheet given to each candidate and used in each semester's advisory sessions with the faculty. These standards include basic communication processes, swallowing processes, nature of disorder categories, voice and resonance, receptive/expressive language, hearing and impact on speech and language, cognitive aspects of communication and social aspects of communication, communication modalities as well as prevention, assessment and treatment methodology of communication disorders. One Residential graduate candidate (2008) was chosen for the Minority Student Leadership Program and awarded one of the Program Scholarships of the American Speech Language Hearing Association.

In many ways, the CSUN Department of Communication Disorders and Sciences is already addressing the Specialty Specific Program Standards of the Speech-Language Pathology Services Credential as proposed by the Commission on Teacher Credentialing in January 2009. Plans are being implemented to integrate understanding of swallowing and literacy within the curriculum.

Field Experiences

Field experiences for undergraduate and graduate candidates are provided in the Speech and Hearing Clinic. Undergraduate instruction is divided between Pre-clinical and Clinical Phase. Multiple measures of competency are assessed at each Transition point. Graduate candidates conduct diagnostics and therapy sessions with supervision in the Speech and Hearing Clinic.

The Early Intervention Program also provides candidates a unique opportunity for clinical experiences of children birth to three years of age and their parents. In addition to the Coordinator, the interdisciplinary staff brings together advanced candidates from the Department of Communication Disorders and Sciences, Child Development, Physical Therapy, Adaptive Physical Education and Family Environmental Sciences who teach together. Physicians and personnel at the Northern Los Angeles Regional Center make referrals of children who would benefit from participation in this program.

Field experiences are also arranged through partnerships with at least six school districts whose representatives were interviewed. The largest school partnership is Los Angeles Unified School District (LAUSD). A CSUN alumna of the Residential Program has been chosen as the LAUSD Coordinator of Speech and Language Program that employs 375 candidates for 22,000 children. A graduate of the CSUN Distance Education Masters' program was selected to be the Coordinator of Speech Pathologists for Antelope Valley and Lancaster. Interviews confirmed that these leaders are enthusiastic about recruiting and hiring CSUN graduates.

Master clinicians are chosen from experienced SLPs many of whom are CSUN graduates. The Coordinator of the Speech and Hearing Clinic is responsible for candidates' assignments. Each candidate experiences treatment of a range of communication disorders, including articulation, fluency, voice, receptive and expressive language, neurological impairments, hearing impairments, swallowing, cognitive and social aspects of communication. The CSUN faculty supervises the Master Teachers in the school through emails, visitations when possible, and through phone access as needed. The Distance Learning Coordinator supervises the placement and selection of supervisors for each cohort candidate.

At the conclusion of their coursework candidates are assigned to internships in schools and externships in hospitals by the CSUN faculty. Evidence of candidates' managing learning environments for diverse learners was observed in the Early Intervention program and described through interviews with the Master Clinicians. Soon to be implemented will be research in the Early Intervention program of techniques to improve clinical practice preparation. Candidates report learning the management of learning environments as outlined in Summary of Progress Report Rubric used by Residential and Distance Learning candidates.

Assessment of Competency of Candidates

Candidate competency is assessed by multiple measures and by multiple sources of information. Quizzes, tests, journals, group projects, and written papers are outlined clearly in each syllabus. Northridge Evaluation Scale (NES) provides for consistency in interpreting rubrics with candidates. Advisement occurs each semester. Procedures are clearly outlined for grievances.

Twice a year, comprehensive examinations are administered in both the Residential and Distance Learning program. Comprehensives demonstrate knowledge of academic information/standards in Communication Disorders and Sciences through completing an objective written test in one part of the day. Candidates describe critical clinical components as they apply knowledge and skills in clinical application of case studies the second part of the day. The faculty has developed rubrics for consistency of evaluation of these examinations. Candidates' performances are scored along three aspects: knowledge of academic information and standards, skill in clinical application, and disposition during examination. Faculty members grade the examinations without their knowing the identity of the candidate. A thesis option is also described.

The candidates also complete a national Praxis exam. Recently 96.5% of the graduating candidates demonstrated competence on passing this examination. These scores represented both Distance Learning and Residential program candidates.

Candidates submit necessary materials to obtain credentials from the Commission on Teacher Credentialing and the Board of Medical Quality Assurance in the State of California. They also document their preparation for their Clinical Fellowship Year as required by the American Speech Language Hearing Association as preparation for the Certificate of Clinical Competence.

Employee and Alumni Surveys post graduation also are used to measure the effectiveness of the program.

Based upon careful review of all program materials and interviews with relevant constituencies, the team determines that the Clinical Rehabilitative Services Credential program at California State University Northridge has met all of the Standards of Quality and Effectiveness for Clinical Rehabilitative Services (CRS) Credential programs as established by the California Commission on Teacher Credentialing.