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

April 2010

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at California State University, Stanislaus. 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 with Stipulations.**

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

	Met	Met with Concerns	Not Met
1) Candidate Knowledge, Skills, and Professional Dispositions	X		
2) Assessment System and Unit Evaluation			X
3) Field Experiences and Clinical Practice	X		
4) Diversity	X		
5) Faculty Qualifications, Performance, and Development	X		
6) Unit Governance and Resources		X	
CTC Common Standard 1.1 Credential Recommendation Process	X		
CTC Common Standard 6: Advice and Assistance	X		

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship, w/BCLAD (Cambodian, Hmong, Lao, Spanish)	19	18	1	0
Single Subject, with Internship, w/BCLAD (Cambodian, Hmong, Lao, Spanish)	19	18	1	0
California Teachers of English Learners (CTEL)	10	10	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

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Education Specialist: Moderate/Severe Level II	11	11	0	0
Reading Certificate/Reading Language Arts Specialist	20	20	0	0
Preliminary Administrative Services	15	14	1	0
Pupil Personnel Counseling: School Counseling, w/Intern	32	32	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, Stanislaus**

Dates of Visit: **April 18-21, 2010**

Accreditation Team Recommendation: **Accreditation with Stipulations**

Rationale:
The unanimous recommendation of **Accreditation with Stipulations** 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 four standards are met, one standard was met with concerns, and one standard was not 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 but three credential programs, all program standards are met. For the MS, SS, and Ed Admin programs all standards but one were met. One standard in each of these programs was met with concerns.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Based upon this review the team unanimously recommends a decision of **Accreditation with Stipulations.**

Stipulations:

- That the California State University, Stanislaus College of Education continue to develop and implement a unit-wide assessment system and apply that system across unit programs. The system is to include: data collection, aggregation, and analysis related to

unit outcomes; use of those data for unit improvement; and a means for assessing the effectiveness of the system. In addition that the COE provide evidence that assessment is being used systematically for program improvement.

- That the institution provides evidence about actions taken to address stipulations within one year of the date of action by the Committee on 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 (Cambodian, Hmong, Lao, Spanish)

Single Subject
- Single Subject
- Single Subject Internships
- Single Subject BCLAD (Spanish)

Education Specialist Credentials

Preliminary Level I
- Mild/Moderate Disabilities including Internship
- Moderate/Severe Disabilities, including Internship

Advanced/Service Credentials

Administrative Services
- Preliminary

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

Pupil Personnel Services
- School Counseling including Internship

Staff recommends that:

- The institution's response to the preconditions be accepted.
- California State University, Stanislaus be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Stanislaus 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	**Katharine D. Rasch** University of South Florida St. Petersburg
California Co-Chair:	**Joel A. Colbert** Chapman University
NCATE/Common Standards Cluster:	**Rick Eigenbrood** Seattle Pacific University
	Julie K. Tomomitsu Farrington HS, Honolulu, HI
	David J. Kommer Ashland University, Ohio
	Michael Kotar California State University at Chico
	Bonnie A. Konopak California Polytechnic State University, SLO
Programs Cluster:	**Michelle Smith** Alliant International University
	Steve Turley California State University at Long Beach
	Caron Mellborn-Nishioka California State University at Dominguez Hills
Staff to the Accreditation Team	**Paula Jacobs**, Consultant **Terry Janicki**, Administrator **Terri Fesperman,** Consultant

Documents Reviewed

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

Interviews Conducted

	TOTAL
Program Faculty	119
Institutional Administration	9
Candidates	151
Graduates/Completers	48
Field Supervisors	28
Steering Committee	30
Credential Analysts & Others	20
Employers	27
Total	**432**

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

NCATE STANDARDS/CTC COMMON STANDARDS

CSU Stanislaus (established in 1957), is one of 23 public universities in the California State University system. Located in Turlock, CA in the heart of the CA Central Valley, the city itself is a suburban community to nearby Modesto, and a commuter community to Sacramento, Fresno, and the San Francisco Bay Area. However, the region immediately surrounding Turlock is rural. The CSU Stanislaus six-county service area consisting of Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne counties, is slightly larger than the State of Vermont and serves approximately 1.5 million citizens, nearly two and a half times the population of Vermont. While Vermont has nearly 20 accredited colleges and universities, CSU Stanislaus is one of only three residential universities in the region.

Until the mid-nineties, CSU Stanislaus was a commuter campus with no students in residence aside from off-campus apartments. In the early 1990's, CSU Stanislaus made the strategic decision to increase the number of full-time first-year students and to build housing to accommodate them. Residence Life Village opened for 200 students in 1994 and has grown to a community of almost 600, with a 640-student capacity. Currently, CSUS serves 8601 students, 6906 undergraduate and 1695 graduate students. In addition to the main campus, classes are offered in the CSU Stanislaus Stockton Center, about 1 hour north of Turlock.

The CSU Stanislaus mission is the following: "The faculty, staff, administration, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities and provide opportunities for the intellectual, cultural, and artistic enrichment of the region."

As the surrounding communities have grown larger and more multicultural, the makeup of the student body at CSU Stanislaus has changed accordingly. Consistently over the last decade, more than 50% of Stanislaus graduates have been the first in their families to graduate from college. Many CSU Stanislaus graduates are students who returned to higher education after another career or raising a family. The number of students who self-identify as "Caucasian" dropped below 50% in the 1990s, and the number of students of Hispanic origin has steadily increased. In 2003, CSU Stanislaus was recognized as an "Hispanic-Serving Institution" by the U.S. Department of Education.

The College of Education is one of six colleges in the university and is the professional education unit. It is the college that bears primary responsibility in the university for the preparation of teachers and other education professionals. The College is composed of four departments: Advanced Studies, Kinesiology (formerly Health and Physical Education), Liberal Studies, and Teacher Education.

Liberal Studies serves undergraduates and is the elementary subject matter preparation program for students intending to enroll in the post-baccalaureate Multiple Subject Credential Program. Students intending to enroll in the post-baccalaureate Single Subject Credential Program acquire their subject matter preparation through disciplinary programs/departments in other colleges in the university, and the College of Education works cooperatively with the partner programs.

The remaining three departments in the College offer all of the initial and advanced teacher and education professional preparation programs. In addition, the College offers a doctoral program in Educational Leadership, which is a college-wide program housed in the Department of Advanced Studies.

Department of Advanced Studies in Education:

- School Administration: Administration Services Credential; MA – Concentration School Administration
- School Counseling: Pupil Personnel Services Credential; MA – Concentration in School Counseling;
- Special Education: Education Specialist Level I Mild/Moderate Disabilities Credential, Level I Moderate/Severe Credential, Level II Mild/Moderate Credential, Level II Moderate Severe Credential, MA - Concentration in Special Education.
- Educational Technology: MA – Concentration in Educational Technology.

All coursework supporting the four credential programs is offered by the Department of Advanced Studies. Research courses in the Master's programs are common across programs and departments, and are offered college wide.

Department of Teacher Education:

- Multiple Subject Credential Program (MSCP)
- Single Subject Credential Program (SSCP)
- Bilingual Multiple Subject Credential Program
- Bilingual Single Subject Credential Program
- Reading Specialist Credential (RSC)
- Cross Cultural, Language and Academic Development (CLAD)/ California Teachers of English Learners (CTEL) Certificate
- MA in Education - Curriculum and Instruction with four concentrations, Elementary Education, Secondary Education, Multilingual Education, and Reading.

Most coursework for the teacher preparation programs within Teacher Education is offered through the Department. Exceptions are one course offered through Kinesiology, one in Special Education, and one in Educational Technology. The partner programs for MSCP and SSCP (Liberal Studies and the Subject Matter Preparation Programs) are comprised of coursework delivered across five of the six colleges on campus.

California is a joint partnership state. The protocol agreement between California and NCATE requires a joint team. The visit was a joint/concurrent 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.

1. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The College of Education also teaches courses at the CSUS Stockton Campus Center. A member of the NCATE team and a staff person from CTC visited that site and several partner school sites in the Stockton area to gather information and interview students, cooperating teachers and school partners.

2. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

There were no unusual circumstances that affected the visit.

CONCEPTUAL FRAMEWORK

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

The conceptual framework CSUS is clearly developed from the mission of the College of Education:

Preparing Leaders in Learning.

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

The conceptual framework is built on a foundation of valuing diversity, social justice, equal opportunity, best educational practices, collaboration, and person excellence. It employs 4 delivery modes to prepare leaders in learning, namely (a) Professional Coursework; (b) Filed/Clinical experiences; (c) scholarship and research; and (d) Connections to communities to ensure that graduates are a) Competent (multiculturally, discipline-specifically, pedagogically, technologically, and ethically); b) Reflective (assessment-oriented, data-driven decision-makers who are intellectually engaged lifelong learners); and c) Engaged (in leadership, collaboration, advocacy, and innovation).

The conceptual framework has undergone recent comprehensive revision, elaboration, and renewal. It clearly represents the values of the unit. It is accompanied by an extensive explication of the research and wisdom of practice undergirding it that is current and rigorous. The links to the 4 modes of learning mentioned above are clear and well articulated.

The revisions to the conceptual framework involved the community and began with a clear review and decisions about what parts of the existing framework continued to support the goals and candidate outcomes for the unit.

The unit has articulated how this framework has provided direction and accountability for the candidate outcomes, faculty performance, and community collaborations that are the outgrowth of the direction it charts.

Through the ongoing development and evaluation of candidate assessments, the unit ensures that its components are being evaluated. Candidates and faculty articulated and demonstrated components of the conceptual framework throughout the visit.

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. (If not, provide an explanation.)

X Yes ☐ No

1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	**Target**
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation

Candidates in the Initial Teacher Preparation (ITP) Programs demonstrate that they know the content they plan to teach and can explain important principles and concepts delineated in professional state and institutional standards. The programs assess and determine the extent of candidates' content knowledge in the following ways:

- In the Multiple Subject (MS) Teaching Credential Program, candidates must take the Reading Instruction Competence Assessment (RICA) and the California Subject Examination for Teachers (CSET). In 2008-2009, a 74 percent passage rate (first attempt) on the RICA was reported, with 75 percent for 2007-2008, and 73 percent for 2006-2007. It should be noted that all candidates successfully passed the RICA on subsequent attempts prior to completing their credential program. The pass rate for the CSET was 100 percent in 2008-2009. All candidates in the MS program, have completed an undergraduate degree as well.
- In the Single Subject Teaching Credential Program (SS), candidates may select one of two options: (a) complete a state-approved Subject Matter Preparation Program (SMPP) or (b) pass the CSET. In 2008-2009, CSET passage rate was100 percent.
- In the Mild-Moderate and Moderate-Severe Disabilities (MM/SS) Credential Program,

candidates who do not already have a MS or SS credential must pass the same assessments as those for MS or SS. In 2007-2008 all admitted candidates passed the CSET for either multiple subjects (N = 10), or the CSET for single subjects (N = 1). In 2008-2009 all 9 admitted candidates already had a credential and were certified for having adequate content knowledge as a result of having achieved an initial credential.

In addition to the test scores listed above, candidates in the initial teacher credential programs must complete a sequence of course assignments and field experiences that are aligned either with Teaching Performance Expectations (TPE's) designed to meet state standards and program goals (MS and SS), or the California Standards of Quality and Effectiveness for Education Specialist Credential Programs (MM/MS). Course objectives outlined in each syllabus have been aligned with TPEs in order to ensure that courses contribute to the development of required subject matter and professional content knowledge. Since the coursework for these programs are aligned with the identified standards, grades are used by each of the programs as evidence of subject matter competence.

The CSU Chancellor's Office also administers surveys to students and school personnel from all campuses within the CSU system and gathers information about the professional preparation from graduates exiting programs, completers finishing their first year as teachers, and each teacher's current supervisor. Sixty-one percent (N=82) of MS graduates reported that they were well or adequately prepared in the content areas (compared to 73 percent CSU graduates as whole). 82 percent (N=50) of supervisors (mostly principals) rated CSU Stanislaus graduates as well or adequately prepared (compared to 90 percent for the system as whole). Results for Single Subject graduates indicated that 91 percent (N=35) of CSU Stanislaus graduates reported they were well or adequately prepared (compared to 88 percent system wide). Supervisor ratings for Single Subject graduates were identical for CSU Stanislaus and the rest of the system with 95 percent reporting that the graduates were well or adequately prepared. Four Special Education graduates from CSU Stanislaus completed the survey and all (100 percent) indicated that they were well or adequately prepared compared to 67 percent (N=348) for the system. The two supervisors who responded for CSU Stanislaus rated all the Special Education graduates as well or adequately (100 percent) prepared compared to 88 percent (N=219) system wide. While MS graduate responder survey results are lower than 80 percent and the CSU system as a whole, employers results and interviews with graduates and current student indicate with great enthusiasm that candidates are adequately prepared. They report candidate success in the classroom.

Summary of Findings for Advanced Teacher Preparation

The unit offers several programs for advanced teacher preparation, including MA's in reading, educational technology, curriculum and instruction with a concentration in either elementary or secondary education, kinesiology, school administration, multilingual education, school counseling, and special education (mild/moderate and moderate/severe). In addition, the unit offers an English Language learner certificate program (CLAD/CTEL). Since applicants to advanced programs must meet university graduate school, as well as program-specific requirements, it is assumed that candidates have sufficient content knowledge when they enter the advanced teacher education programs. Advanced teacher candidates in all programs

demonstrate additional content knowledge through signature assignments that have been aligned with appropriate standards. Interviews with candidates indicate that they have knowledge and understanding of state, professional, and programmatic standards and are able to put this knowledge into practice in their specific fields. In addition, many serve as master teachers for the ITP candidates because of their expertise.

Surveys of graduates indicate that graduates' preparation in the content areas in advanced programs was adequate and appropriate.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	**Target**
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation

In each ITP program, course assignments are aligned with TPE expectations related to Pedagogical Content Knowledge for the MS and SS program and CTS Specialty Standards for the MM/MS special education programs. As evidence that candidates demonstrate pedagogical content knowledge through these aligned assignments candidates are expected to maintain a GPA of 3.0 in those courses with no grade less than a C (2.0) (no grade lower than a B for special education students).

Pedagogical content knowledge for MS and SS is also demonstrated by those relevant TPE items that are part of the students teaching evaluation, and the successful completion of the California Teacher Performance Assessments (TPA). The TPA requires extensive planning, reflection and assessment of the candidates' own performance with students as well as their use of standards to inform instruction. Though special education candidates are not required to complete the TPA, they demonstrate pedagogical content knowledge and skills by way of student teaching evaluations aligned with CTC Specialty Standards or TPE standards (beginning fall of 2009).

Evidence provided through the analysis of a variety of signature assignments, TPAs, field work evaluations, and feedback from graduates, current candidates, and employers indicate that candidates demonstrate breadth of pedagogical content knowledge consistently and extensively, including a variety of instructional strategies and the integration of technology into their teaching.

Summary of Findings for Advanced Teacher Preparation

Candidates in advanced programs demonstrate an understanding of content and pedagogy related to learning through signature assignments in coursework that have been aligned with standards, required field work, capstone requirements (e.g. thesis, comprehensive exam), and in some cases (e.g. special education, school counseling) exit interviews.

The candidate's ability to use technology to enhance student learning is evidenced through course-based artifacts and candidate interviews. Candidates use a variety of technologies in the delivery of papers, projects, and presentations throughout their programs. Advanced candidates and alumni surveys confirm that candidates consider technology integration a useful experience in their programs.

A review of candidates' artifacts and reflections of learning demonstrate that advanced level candidates are able to use a broad range of instructional strategies and technologies to promote student learning. Interviews with faculty, candidates, and graduates verify that each program requires candidates to demonstrate competency in all areas.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	**Target**
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation

Candidates across the initial teacher preparation programs continuously demonstrate their pedagogical and professional knowledge and skills in their completion of course assignments aligned with either the TPE (MS and SS) or the CTC Specialist standards (special education), student teaching evaluations, and completion of the TPAs.

These assessments and their evaluative criteria are aligned with professional, state, and institutional standards that are related to the facilitation of learning. The SS and MS programs began using TPAs in addition to signature assignments in the summer of 2008.

- MS candidate student teaching evaluations in Fall 2009 indicate that 97 percent of students received a rating of outstanding or satisfactory performance on the TPEs related to pedagogical and professional knowledge and skills. TPA results from Spring 2009 indicated that 93.0 percent of candidates received a rating of "outstanding" or "satisfactory" performance on the TPEs associated with professional and pedagogical skills
- SS candidates student teaching evaluations indicate that they are well prepared when it comes to professional and pedagogical knowledge and skills. Average spring 2009 final evaluation scores on the TPEs included 21.2 out of 25 possible for "Engaging and Supporting Students in Learning" (TPEs 5 and 6), 21.8 (max 25) in "Planning Instruction and Designing Learning Experiences for Students" (TPE 9), 26.2 (max 30) in "Creating and Maintaining Effective Environments for Student Learning" (TPE 11), and 17.1 (max 20) in "Developing as a Professional Educator" (TPE 12). TPA results from Spring 2009 indicated that 89.9 percent of candidates received a rating of "outstanding" or "satisfactory" performance on the TPEs associated with professional and pedagogical skills.

Evidence for the special education ITP's is based on the alignment of with the CTC Education Specialist Standards. Students must pass courses with a GPA of 3.0 (B) or higher with no course grade below a B. Average pass rates for program coursework for fall 2008 and spring 2009 were 98 percent. Student teaching evaluations and the exit interview are used to confirm that candidates are able to demonstrate these skills.

Year out surveys of ITP program graduates and employers indicate program completers are well prepared to meet the needs of all students and families, including those from diverse backgrounds.

Summary of Findings for Advanced Teacher Preparation

Candidates in advanced programs demonstrate an understanding of content and pedagogy related to learning through signature assignments, required field work, capstone requirements (e.g. thesis, comprehensive exam), and in some cases (e.g. special education, school counseling) mid-program and exit interviews. All advanced level programs have identified signature assignments that are aligned with identified standards. The various programs provided examples of candidate completed signature assignments along with scoring rubrics.

Three of the larger programs, in terms of the number of candidates, survey graduates and report the following.

- The Reading Specialist survey results indicate the program prepared them well to demonstrate understandings of theoretical foundations and evaluating student progress, and reported that the program prepared them to communicate with parents, classroom teachers and the community.
- School Administration graduate survey results indicate that the program prepared them well or satisfactorily in developing skills and understandings of school-community relations.
- School Counseling graduates rated the program high on how well the program prepared them to meet the needs of all students and families, including those from diverse backgrounds.

Interviews with candidates, faculty, and employers from the various advanced teacher programs indicated that the programs are effective in their ability to prepare candidates to work with students and families from diverse backgrounds and effective community engagement.

1d. Student Learning for Teacher Candidates

Student Learning for Teacher Candidates – Initial Teacher Preparation	**Target**
Student Learning for Teacher Candidates – Advanced Teacher Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation

In each ITP program, course assignments are aligned with TPE expectations related to student learning for the MS and SS program and CTS Specialty Standards for the MM/MS special education programs. Candidates must maintain a GPA of 3.0 in those courses with no grade less than a C (2.0) (no grade lower than a B for special education students).

These assessments and their evaluative criteria are aligned with professional, state, and institutional standards that are related to the facilitation of learning. The SS and MS programs began using TPAs in addition to signature assignments in the summer of 2008. The TPA assignments focus specifically on student learning, including students with exceptionalities and English Language Learners.

- MS student teaching evaluation items targeting TPEs 3, 6, 7, and 8 indicate that 95.3 percent of candidates in Fall 2009 received a rating of outstanding or satisfactory performance on the TPEs related to student learning. Since 2008, TPA assessments serve as capstone assignments, where initial certification students demonstrate their ability to meet all TPEs. Assessors' ratings of students' performance on the TPEs as measured by the TPAs demonstrate that they are well prepared regarding this element. In spring 2009, on average, 87.5 percent of Multiple Subject students received a rating of "outstanding" or "satisfactory" performance on the TPEs associated with student learning.

- SS candidates student teaching evaluations indicate that they are well prepared when it comes to TPE's related to student learning. Average spring 2009 final evaluation scores on the TPEs included 47.3 out of 55 possible in the category "Assessing Student Learning" (TPE 3), 21.2 (max 25), in "Engaging and Supporting Students in Learning" (TPEs 6 and 7), and 21.8 (max 25) in "Planning Instruction and Designing Learning Experiences for Students"). TPA results from spring 2009 indicated that 86.4 percent of candidates received a rating of "outstanding" or "satisfactory" performance on the TPEs associated with student learning.

Evidence for the special education ITP's is based on the alignment with the CTC Education Specialist Standards. Students must pass with a GPA of 3.0 (B) or higher with no course grade below a B. Average pass rates for program coursework for fall 2008 and spring 2009 were 98 percent. Student teaching evaluations and the exit interview are used to confirm that candidates are able to demonstrate skills targeting student learning. The TPA has clear guidelines and extensive expectations regarding the documentation and analysis of student learning.

ITP candidates focus on students' learning, using assessment to monitor student learning and adjust instructional practices to address individual learning differences and needs while creating engaging and meaningful learning experiences for their students.

University faculty provide extensive feedback to candidates to assist them in developing the skills necessary to analyze student learning in their classrooms.

Summary of Findings for Advanced Teacher Preparation

Candidates in advanced programs demonstrate skills related to student learning, through signature assignments, required field work, capstone requirements (e.g. thesis, comprehensive exam), and in some cases (e.g. special education, school counseling) mid-program and exit interviews. All advanced level programs have identified signature assignments that are aligned with identified standards. The various programs provided examples of candidate completed signature assignments along with scoring rubrics. Specific assignments require the use of new knowledge and strategies in the schools, with a focus upon student learning.

Three of the larger programs (reading specialist, school administration, and school counseling) prepare graduates to effectively use assessment to monitor student learning and adjust instructional practices to address individual learning differences and needs while creating engaging and meaningful learning experiences for their students.

Interviews with candidates, faculty, and employers from the various advanced teacher programs indicate that the programs are effective in their ability to prepare candidates to use effective strategies to foster learning for all students.

1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals **Acceptable**	**Acceptable**

Summary of Findings for the Preparation of Other School Professionals

The unit offers several programs for other school professionals (OSP), including school counseling (pupil services credential), special education level II (credential), reading specialist (credential), educational leadership (administrator services credential), and Doctor of Education (Ed.D). Except for the Ed.D. program, each of the OSP programs is imbedded with the advanced teacher programs described previously, and much of the evidence provided in 1a. is applicable here. Each of these OSP programs requires signature course assignments and experiences that increase and enhance candidate knowledge and skills. Professional standards found within each program guide how knowledge and skills are developed and integrated throughout the curricula. Sample signature assignments from OSP candidates presented as exhibits indicate that candidates demonstrated professional practice through reflection, field-experiences, and course activity.

Biennial CTC reports for each program provide evidence that candidates are assessed regularly and must demonstrate acceptable levels of competency at each phase of the program in order to graduate.

With respect to technology, candidates use a variety of technologies in the delivery of papers, projects, and presentations through coursework specific to their area of study. A review of biennial program reports, syllabi, program-specific artifacts, and portfolios as well as interviews

with faculty and candidates document that each program requires candidates to demonstrate competency in all areas.

1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals **acceptable**	• Acceptable •

Summary of Findings for the Preparation of Other School Professionals

Candidates in advanced programs for other school professionals demonstrate their ability to create positive learning environments for student; to build on developmental levels of students; and to understand community, family and community diversity as they complete the signature assignments required by each program. A review of CTC biennial program reports, syllabi, and program-specific signature assignments, as well as interviews with faculty and candidates, confirm that each program requires candidates to demonstrate competency in all areas.

1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation	**Acceptable**
Professional Dispositions for All Candidates – Advanced Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation

Each ITP program delineates specific professional dispositions that are aligned with the unit's conceptual framework and professional and state standards. These dispositions appear in program handbooks, are reflected in program and unit outcomes and the unit's mission statement and are clearly represented in interview protocols for students entering each of the ITP programs. Candidates in all programs are expected to demonstrate behaviors that are consistent with the ideal of fairness and the belief that all students can learn.

The MS and SS programs are aligned with TPEs 4, 5, 7, 8, 11 and 12, requiring the candidates to create equitable and productive social environments, promote equity and fairness, and take responsibility for students' academic learning, be aware of their own values and biases and how they may affect learning, resist racism and intolerance, and enact strategies consistent with legislated equity for all learners. The designated dispositions are assessed in the MS, and SS programs on the required TPAs and as part of student teaching evaluations, especially in regards to TPEs 4, 5, 7, 8, 11 and 12 which are directly related to the designated dispositions.

MM/MS special education candidates are required to demonstrate respect for personal, family, and community values, to handle professional responsibilities in an ethical manner, and to

respond and adapt to changing situations. The identified dispositions are assessed as part the admission and end-of-the-program interview protocols.

Throughout ITP programs, signature assignments and other coursework require candidates to work with students, families, colleagues and communities in ways that promote equity and fairness and demonstrate their belief that all students can learn. Candidates differentiate instruction based upon individual, cultural, and linguistic difference, collaborate with colleagues and families to ensure equity and excellence, and consistently express respect for family and community values in their development of responsive instruction and reflections upon their lessons.

Candidates who consistently demonstrate dispositions that are inconsistent with program expectations are made of aware of concerns and advised accordingly.

Summary of Findings for Advanced Teacher Preparation

Dispositions of candidates are assessed as part of the admission process and continually as students progress throughout the advanced programs. Faculty and school personnel evaluate the demonstration of dispositions. Feedback is provided about candidate progress when problems become evident through student behaviors.

Measurement of dispositions also takes place via field experience or internship evaluation instruments completed by unit faculty and field-based supervisors to assess the professional dispositions of candidates.

A review of the data and interviews with faculty and candidates indicate that programs have specific expectations for candidate dispositions but that the evaluation and measurement of these dispositions varies among programs. Interviews with graduates, faculty, and program coordinators, indicate that dispositions in many programs are measured informally, and that individual candidate advising is the primary means of dealing with concerns.

Preparation of Other School Professionals

Same as for advanced teacher preparation programs described above

Overall Assessment of Standard

ITP candidates demonstrate consistently that they have the content knowledge, pedagogical content knowledge, and the pedagogical and professional knowledge required for teachers to assure that all students can learn and that equity and fairness are enacted in their lessons and learning environments. They use assessments to monitor student learning and learning styles and needs and use the results of such evaluations to differentiate instruction accordingly. ITP candidates not only explore their own values but those of their students, their families and

communities, expressing respect for values by creating responsive learning experiences that engage students in meaningful learning.

Programs for the preparation of initial and advanced teacher candidates as well as other school professionals ensure that candidates know and demonstrate content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.

Strengths for ITP programs are especially evident for ITP programs in the MS and SS programs. Of special note, is the implementation of the TPA assessment activities that provide clear evidence of candidate proficiencies critical to effective teaching for all students.

Areas for Improvement and Rationales:

None

Recommendation for Standard 1

Initial Teacher Preparation	**Met**
Advanced Preparation	**Met**

Corrections to the Institutional Report: None

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.

X Yes □ No

2a. Assessment System

Element	Unacceptable	Acceptable	Target
2a. Assessment System – Initial Teacher Preparation	**X**		
2a. Assessment System – Advanced Preparation	**X**		

Summary of Findings for Initial Teacher Preparation:

The unit assessment system reflects California and national professional standards. A new dean was appointed for the unit in summer, 2008 after several deans with 1-2 year tenures. She initiated the faculty's development of a comprehensive assessment system with the College of Education that allows for aggregating and analyzing assessment data across programs. To facilitate assessment system development and implementation, a new Accreditation, Assessment and Accountability Committee (AAA Committee) was established in 2009. The AAA Committee has led the unit through revision and update of the conceptual framework and developed a comprehensive and integrated unit assessment system with plans for data sharing and analysis. However, the unit system is currently being implemented at initial stages, with only some components operational. Assessment data included in the Biennial report were analyzed to varying degrees, program by program. Feedback from CTC indicated this variability.

The assessment system at the time of the visit includes measures to monitor candidate performance in both initial and advanced programs. Data on candidate performance are collected at three transition points to map progress toward program goals. For initial programs transition points are at program admission, completion of courses, and program exit. In addition, one year out survey data are collected from initial program teacher candidates and their employers through a California State University systemwide survey. For advanced programs and programs for other school personnel transition points are at program admission, a point during the program, and program exit. Follow-up surveys are used with some programs. Additional assessments are being collected throughout the program, though it is less clear how these assessments are aggregated or analyzed over time.

In all programs data collected at admission are used to determine if candidates have the knowledge, skills and dispositions required to meet program goals. The second transition point provides information on candidate progress toward program goals. The third transition point, at program exit, is used to determine if candidates meet program outcomes and state and

professional standards. Inspection of assessments for each program show that both initial and advanced programs use a wide variety of measures to monitor and track candidate progress. Assessments, often identified as key or signature assignments, encompass a variety of response types, are scored using rubrics and often are scored by multiple faculty to insure fairness and reduce bias. The California Teaching Performance Assessment (TPA) used in initial programs, was professionally developed through the California Commission on Teacher Credentialing. TPA assessors are trained and calibrated regularly. Multiple assessors score each candidate's responses and a proportion of responses are double scored to maintain reliability.

Data are also available from CSU systemwide surveys of initial program finishers and their employers. These were displayed in the IR and in exhibits, and they were discussed in interviews. This information is a main source of evidence used to gauge program effectiveness. Some advanced programs have locally developed surveys for program finishers. Data generated from these surveys are also used to inform program improvements.

The unit is still developing steps and instruments that will allow for summarizing results for advanced and other professional programs at the unit level, a candidate to gather key information across programs, instruments that will gather regular input from key stakeholder groups, faculty, and staff as part of the improvement process, as well as evaluate the conceptual framework. The unit is also developing the structure to share data, and to be able to compare data over time.

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

See summary of findings for initial programs above.

2b. Data Collection, Analysis, and Evaluation

Element	**Unacceptable**	**Acceptable**	**Target**
2b. Data Collection, Analysis, & Evaluation– Initial Teacher Preparation	**X**		
2b. Data Collection, Analysis, & Evaluation– Advanced Preparation	**X**		

Summary of Findings for Initial Teacher Preparation:

The unit is applying and integrating information technologies that will expand its ability to maintain its assessment system, archive data and make greater use of available data. A process is underway to shift from paper to electronic data collection that faculty report is both challenging and time consuming. TaskStream is being used to collect information on candidates in initial programs, and it provides a vehicle for submission and scoring of TPAs. For initial and advanced programs, tracking candidate progress is accomplished using FileMaker Pro and a Blackboard site for the common graduate core. Plans are underway to integrate this database with the university's student information system. Some candidate and assessment data as well as other unit records are being stored in the university's electronic data warehouse. The unit also subscribes to an online survey tool into which university supervisors enter data on field

experience evaluations and the unit is provided with a means for conducting qualitative surveys of candidates, faculty and staff. Microsoft Access and Excel are being implemented to conduct relational studies on data.

Programs regularly collect and compile candidate assessment data. Minutes of program meetings verified that data is shared and interpreted by faculty. An annual data sharing retreat was also recently instituted. However, interviews and exhibits revealed that not all programs consistently aggregate, summarize and analyze data for improvement of unit operations. The IR and other documents showed that the unit does not disaggregate assessments for candidates in alternate certification routes.

Exhibits showed that the unit maintains records of formal candidate complaints and documentation regarding their resolution. Interviews with faculty confirmed processes for handling complaints.

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

See summary for initial programs above.

2c. Use of Data for Program Improvement

Element	**Unacceptable**	**Acceptable**	**Target**
2c. Use of Data for Program Improvement – Initial Teacher Preparation	**X**		
2c. Use of Data for Program Improvement – Advanced Preparation	**X**		

Summary of Findings for Initial Teacher Preparation (Character Limit: 3,200)
Data are regularly compiled, summarized, and analyzed.

The unit reports that improvements to programs are being made through data collection and analysis that is idiosyncratic to individual programs. The IR and unit assessment plan report that program coordinators, faculty and stakeholders have been responsible for implementing and administering assessments through a distributed approach that worked well to maintain the quality of individual programs, but has been less effective in providing information to manage and improve the unit's operations. Documents and interviews revealed that program changes have occurred as a result of assessment data; however, data are not regularly and consistently aggregated across programs to inform unit improvements. Examples of the beginnings of cross program data analysis include advanced programs posting of data to a Blackboard site that allows faculty access and ability to share data and interpretations based on Graduate School goals. There was little evidence that the new comprehensive system has had input or evaluation from the unit's external professional community.

A systematic approach to assessing analyzing and using student and employer feedback is lacking at this time. The AAA Assessment committee has put a calendar and structure into place and is just beginning to implement it. As an example, it became apparent through interviews with faculty, employers, and community partners that while program faculty regularly engage in thoughtful and intentional program improvement, it appears that such change is based largely on anecdotal evidence. The faculty is encouraged to engage in deliberate activities to collect data to inform program change and improvement. For example, responses to admission interview questions should be analyzed for entry-level dispositions and exit interviews should be analyzed to determine how the entry dispositions have changed. Additionally, exit interviews should be analyzed to determine if common themes occur that may inform enhancements and or modifications of course content, and alumni retention rates in the schools should be surveyed at longer intervals than what is currently being assessed.

The unit also reported that it is establishing routines such as the Accreditation System Annual Timeline (page 98 in the IR) for using program level data at transition points to provide information about program effectiveness and to monitoring student progress. Program coordinators reported that they summarize and analyze these data prior to discussing findings and potential implications with faculty such as at the Annual Assessment Retreat. The unit stated that information generated from the data would be used to gauge the efficacy of instructional quality of specific courses and field experiences. Interviews confirmed that findings are currently reported to department chairs, the dean, and the AAA committee.

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

See summary for initial programs above.

Overall Assessment of Standard

The unit had an operational assessment system at its last accreditation visit in 2001. This system served as the basis for the level of program assessment and indicators of data-driven program improvements that were observed and confirmed during the current visit. Candidates in all programs are being assessed through multiple means and the data generated by these assessments is used to inform candidates and faculty of their learning and verify that they are achieving program goals, California standards for credentials and professional outcomes.

Between 2004 and the summer of 2008 the unit was lead by four deans. The initiative to develop a comprehensive and integrated assessment system with extensive input was launched by the current dean. Faculty expressed broad support for the efforts of her and her team to put this in place. A plan for the new unit assessment system has been developed concurrently with preparation for state and national accreditation. Implementation of more advanced technology for maintaining the assessment system is also being implemented. At the time of this visit, implementation of the new assessment system is underway, with portions of the system

operational. Complete implementation is needed that may result in further refinements to the assessment system

Areas for Improvement and Rationales

AFIs from last visit: Corrected **None**

AFIs from last visit: Continued **None**

New AFIs

AFI Number & Text	AFI Rationale
1. The unit assessment system does not clearly assess the unit's conceptual framework.	The unit has a well-defined conceptual framework and the unit collects multiple types of candidate assessment information. However, there are not clear and consistent measures of the essential elements of the conceptual framework as evidenced in the IR, interviews and exhibits.
2. The unit's assessment system does not consistently aggregate, summarize and analyze data at the unit level.	As evidenced through the IR, interviews, and by the examination of exhibits, the unit uses data to evaluate and improve programs. However, aggregation and analysis of data was found to be inconsistent across all programs and not yet implemented toward improvement of unit operations.
3. The unit does not disaggregate candidate assessment data when candidates are in alternate route or off-campus programs.	As evidenced by the IR, interviews, and by the examination of exhibits, the unit has not disaggregated and analyzed data from alternate route candidates or those candidates who are in programs offered at off-campus sites so that such information can be used for program improvements.
4. The unit has not involved its professional community in the development of its assessment system.	The unit has begun implementation of a new unit assessment system. There was insufficient evidence in the IR, interviews and exhibits of regular involvement of members of the professional community, e.g. school partners external to the unit, in the development of the assessment system.

Recommendation for Standard 2

Initial Teacher Preparation	**Not Met**
Advanced Preparation	**Not Met**

Corrections to the Institutional Report: None

State Team Decision – Not 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

Collaboration between Unit and School Partners – Initial Teacher Preparation	**Acceptable**
Collaboration between Unit and School Partners – Advanced Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation:

The unit has established student teaching, fieldwork and internship partnerships with 63 service area school districts. Active and direct interactions transpire in Stanislaus, San Joaquin and Merced Counties. The California Commission on Teacher on Credentialing (CTC) guidelines is used in the placement of student teachers for certified programs. Basic requirements include having a 3.0 grade average with no grade lower than a C, passing CSET and TPA 1. Candidates are interviewed and their applications are reviewed by the unit's field service director to evaluate their previous experiences to make a determination of best placement choice. Criteria include access to diverse student populations, placement so that their field experience is varied so that it best suits candidate needs but meets program requirements. The unit's faculty, school district administrators and master teachers are involved in designing, implementing and evaluating the unit's field and clinical experiences. Interviews (master teachers, School Administrators, faculty, graduates verify that the unit's program) and findings from program advisory board meeting minutes and surveys solicited input from involved master teachers, administrators and students confirm this.

Principals identify Multiple Subject Credential Program (MSCP) mentor teachers who have demonstrated exceptional skills as teachers. The Field Site director works with district administrators and department chairs to identify quality teachers and to assign Single Subject Credential Program (SSCP) student teachers. MSCP and SSCP student teachers are assigned a university supervisor who makes multiple site visits and does formative and summative lesson observations. During these visits, the university supervisor and school personnel collaborate to guide and assess the student's development. Program Advisory board meetings composed of university faculty and directors, local school partners, and other professionals provide opportunities for the exchange and discussion of ideas and topics related to the field experiences and clinical practice. The unit has demonstrated that pooling resources with school communities provides an essential component that establishes significant field experience opportunities for their candidates.

Due to budget cuts, the unit's full-time faculty now serves as university supervisors for most field service, and student teaching experiences rather than a group of adjunct supervisors who had served in the past. Since full-time faculty now carry out and do 11 student teaching observations and evaluations for each student teacher assigned, many of the unit's faculty have acquired new and direct insights of how their candidates perform in the school settings. They have gained key perspectives on the preparation levels of their candidates. Consequently many of the unit's faculty has altered their own courses and assignments to better meet candidate needs and to bridge gaps in learning and teaching that they have observed.

Course syllabi, matrices and confirmations by candidates indicate that much of the field experiences are connected to the unit's courses and that many of the unit's faculty meet with school partners to consider input and assistance in refining field experience program requirements and assessment instruments measuring candidate performance. Active partnerships have been established in district schools where methods courses are taught on campus by the unit's faculty, service learning projects such as afterschool reading programs are held on the school campus and the unit's faculty has been involved in helping partnering schools in various learning fairs for parents, and students. Most noteworthy is the unit's leadership and partnership with the Transitional Learning Center in Stockton where candidates, alumni and faculty have direct associations in working with a multitude of community agencies and the San Joaquin school districts to help homeless students and their families.

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

The unit's university supervisors, in consultation with local practitioners, have developed clear selection criteria of district mentors for the School Administration, School Counseling and Reading Specialist Programs. Placement of School Counseling students are arranged through mutual agreement among the candidate, the site supervisor, school administrator, and the university coordinator. Reading Specialist program students are limited to reading clinic assignments that are supported by the district, site administrators, and classroom teachers.

Internship experiences in the Advanced Program are the culminating experiences and candidates are assigned to mentors in the field who are generally from the districts in which the candidates are employed. All candidates have to complete capstone and other program specific field work assignments approved by the university supervisor who communicated regularly with the candidates and district mentors. Mentors are trained in orientation sessions or during school site visits by the university supervisor. During scheduled meetings, university supervisors review professional developmental stages, needs and ideas to support and guide candidates in acquiring the standard-driven skills necessary to be successful in schools. Throughout the field experiences, there is ongoing communications between supervisor, mentor and candidate and other key stakeholders who meet on a regular basis to discuss ways to enhance the clinical experience.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	**Acceptable**
Design, Implementation, and Evaluation of Field	

Experiences and Clinical Practice – Advanced Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation

The conceptual framework is integrated throughout the unit's philosophy and field experiences which allows candidates to exhibit growth from theory to practice. Interviews and handbooks confirmed that field experiences for initial candidates are developmental and the goals and outcomes are understood by all partners. Work samples and confirmations by mentor teachers, candidates, and school administrators indicate that field and student teaching experiences provide a learning community where students grow in cultural competence, develop student-centered classrooms, and use technology effectively to enhance learning while meeting Teacher Performance Standards (TPEs).

The Office of Field Services works with school principals to identify mentor(master) teachers who have had at least 3 years of successful teaching experience, have CLAD or EL authorization and demonstrate exceptional skills as teachers. Bilingual student teachers complete their clinical practice at one of 11 dual language immersion schools in the area. Special Education student teachers are placed with credentialed cooperating teachers that are tenured in their district and recommended by the school administrator. University supervisors are selected from full and part time faculty based on licensure, experience, knowledge of content area and faculty load. Assessments data of university supervisors and cooperating teachers are generally very high but there was variability in the adequacy of supervision in graduate survey findings and interviews of alumni and current teacher candidates.

Field experiences and clinical practice for the initial programs includes at least 45 hours of pre - service work before entry into the program and at least 10 hours per methods course for observation of pedagogical practices in a variety of settings involving different age groups, learning needs and diverse ethnic backgrounds and socioeconomics. Candidate experiences include being active participants in various teaching settings such as small to whole groups, working with various grade levels, and working with diverse learners and needs. Preservice observation hours are aligned with focused learning goals of the candidates and preferences for focus developed through recommendations from unit members. Letters from site supervisors confirm candidate's observation and participation activities. Observation hours that are required by methods courses are arranged by the unit faculty or staff.

Table 3B.2.1
Field Experiences and Clinical Practice by Program

INITIAL TEACHER CERTIFICATION PROGRAMS			
Program	**Field Experiences**	**Clinical Practice (Student Teaching or Internship)**	**Total Number of Hours**
Multiple Subject Credential – Traditional, Intern, and Bilingual	▪ 45 hrs prior to admission ▪ 20 hrs each in grades K-2, 3-5, 6-8 *Total: 105 hrs*	14 weeks of full time student or intern teaching. *Total: 420hrs*	525 hrs
Single Subject Credential – Traditional, Intern, and Bilingual	▪ 45 hrs prior to admission ▪ 15 hrs additional for Interns *Total: 45-60 hrs*	1st semester: ▪ 99 hrs of observing and assisting ▪ 22 hrs working with English Language Learners ▪ 22 hrs with Special Needs students ▪ 22 hrs of professional development 2nd Semester: ▪ 140 hrs of classroom instruction ▪ 70 hrs as advanced teacher's assistant *Total: 375 hrs*	420-435 hrs
Special Education Level 1	▪ 30 hrs prior to admission ▪ 85 hrs as part of coursework *Total: 115 hrs*	14 weeks of full time student or intern teaching. *Total: 420hrs*	535 hrs
ADVANCED/OTHER PROFESSIONAL PROGRAMS			
Program	**Field Experiences**	**Clinical Practice (Student Teaching or Internship)**	**Total Number of Hours**
School Administration	A minimum of 45 hrs each in courses 5801, 5802, 5803 and 5805 *Total: Min. 180 hrs*		180-200 hrs
Reading Specialist Credential	▪ 10 hrs of observation ▪ 20 hrs of tutoring *Total: 30 hrs*		30 hrs
School Counseling	▪ 100 hrs of observation as part of "Practicum" course ▪ 18-20 hrs of observation as part of "Counseling and Guidance in Education" course *Total: 118-120 hrs*	Three of the following: ▪ 200 hrs in higher education or community ▪ 200 hrs in elementary school ▪ 200 hours in middle school ▪ 200 hrs in high school *Total: 600 hrs*	718-720 hrs

Handbooks clearly outline the student teaching experiences for the MSCP, SSCP student teaching experiences and well as the Intern programs, in which candidates are employed while completing their credential. An orientation session for both candidates and cooperating teachers is held at the start of the experience where the supervisor informs the teachers about program requirements, and cooperating teachers share local policies and mandates that may impact the student teaching experience. University supervisors complete eight observations which include three formal lesson observations, two formative and one summative for each Multiple Subject student teacher. Cooperating teachers complete a midterm and final evaluation on Single Subject student teachers and university supervisors observe them six times using the clinical supervision model and weekly cohort sessions. These observations and evaluations align to the TPEs and TPA (Teacher Performance Assessments) record of evidence and serve as documentation seen in

lessons to assess the student teacher's level of performance. Special Education students are assessed at midterm and final points, using forms that aligned with state professional standards. All forms and evaluations are reviewed by the Office of Field Services for determination and recommendation for credential. Student teachers must demonstrate competence in lesson planning, assessment and differentiation of instruction by successfully completing TPA 2, 3 and 4 at the end of the semester. Students must also pass the Reading Instruction Competency Assessment (RICA) to show expertise in literacy instruction. They participate in school meetings, daily classroom routines and are involved in school projects, attend parent-teacher conferences, and work with teachers and collaborate with others at the school site outside of the classroom. SSCP and Bilingual student teachers must complete two semesters of field practica. The first semester involves observing a mentor teacher and assisting. During the second semester, the candidate assumes full responsibilities of a classroom teacher in addition to passing TPAs 2-4.

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

Transition points exist for all 9 of the unit's advanced programs; and they vary based on national and state standards that serve as the primary criteria for evaluating candidate performance. Documentation provided by the unit confirmed that field experiences and clinical practice that have rigor and relevance and align with the unit's conceptual framework and state standards. Multiple and varied assessments ensure candidates develop necessary knowledge, skills, and dispositions. Specific standards require advanced teacher candidates to practice new skills and reflect upon their performance. In most instances, interviews with candidates confirm that clinical faculty provides regular and genuine support throughout the program. Advanced candidates and other school professionals embrace the experience to apply coursework in their action-research projects that require integrating theory and practice, analyze data and developing units focused on the learners.

Field experiences for School Administration and Reading Specialist programs are embedded into required coursework. Candidates working in local school generally do their clinical work at their school. School counseling candidates must pass key courses with a GPA of 3.0 or higher and perform satisfactory on the Competency Interview. To exit they must complete 600 hours of supervised practice including at least 200 hours in each of two different K-12 sites, 150 hours or work with students of diverse cultures and at least 25 hours of group counseling and guidance. They must also meet competencies required by CTC for PPS (Pupil Personnel Services) School Counseling students. School counseling site supervisors have a formal training session in supervision and an orientation workshop that covers the university requirements and their role, field work expectations, and a review of the professional development stages of counseling students. School Counseling supervisors must have PPS credentials, 2 years of counseling experience, and training in supervision. The Fieldwork Checklist and the Supervisor Feedback form are used in the School Counseling program and align with state and professional standards. Evidence of ongoing support for students is provided through candidate input and feedback during weekly seminars and communications.

Mentors for School Administration candidates must have a California Administrative Services Credential, fulltime employment, successful experience in leading effective schools, working with diverse students and coaching to foster adult learning. On-going assessment is

accomplished through site visits, feedback from weekly seminars and meetings between university and site supervisors, and placement evaluations by fieldwork trainees at the end of the experience. The School Administration Program requires approximately 200 hours of field work. Field work documents list observing expulsion hearings, attending SARB hearings, observing principal meetings, attending school board meeting, observing IEPs, observing collective bargaining sessions, holding professional conversations with school board presidents and district superintendents, shadowing on-site administrators, observing and evaluating teachers, attending professional association meetings, and facilitating faculty meetings.

School Administration and School Counseling students must complete course assignments in several classes which include the analysis of data and current research. School Administration students must demonstrate how to analyze student achievement data as part of the Improving Teaching and Student Achievement course. School Counseling students must complete a needs assessment for the program, research papers and a culminating thesis or creative project. Direct supervision which includes guidance, assistance and feedback is provided by the university supervisors and district mentors.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	**Acceptable**
Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation

The unit's MSCP and SSCP programs use a System-wide Survey and an end of the program survey that is administered by program coordinators to measure effectiveness of the program based on student's competence in the field. Year out surveys and interviews with school administrators and mentor teachers concur that the unit's student teachers are well prepared and enter with the knowledge skills and dispositions to be successful in the classroom. Overwhelmingly, student teachers rate their student teaching experiences as the most valuable and memorable learning experience which has prepared as a teacher. Recent alumni share that student teaching experiences has allowed them to develop a passion and excitement for teaching and learning.

MSCP student teachers are placed in schools that have at least 25% students of ethnic or language minority backgrounds. Candidates have multiple opportunities to develop and demonstrate knowledge, skills and dispositions to help all students learn. Consistently throughout the unit's field and clinical experiences, candidates are required to demonstrate their abilities to attend to P-12 students by being punctual; modeling the behaviors they expect of students in written and oral communication; making links to national and state standards, and ideas to make the content relevant to the students they teach. Documents verify the courses, requirements, and assessments completed at each gate. Candidate dispositions are assessed

throughout the unit's program and at the completion of student teaching. From interviews with candidates, graduates, faculty and mentor teachers, in addition to review of documents such as the student teaching binder, it is clear that reflection on the development of their knowledge, skills and dispositions is a key component of the unit's program. Review of course syllabi specifies reflection as a consistent field and clinical experience assessment practice.

Multiple assessment strategies and criteria are tied in and aligned with the unit's Conceptual Framework, state and national standards and program outcomes. Assessment tasks transpire in multiple means and at various times during the school-based clinical experience. At least twice per semester, formal unit evaluations are shared between university supervisor, the CT and the candidate. MSCP students must demonstrate content knowledge by passing all sections of the CSET before entering student teaching. SSCP students must pass the appropriate subject matter CSET Both MSCP and SSCP students must maintain a 3.0 GPA with no grade lower than a "C" in any program course. SSCP students may not receive a grade lower than a "B" in the core pedagogy course. The Field Service Director and Program Coordinators are responsible for monitoring the grades of the students in their cohort. On average, 95% of the 125 SSCP students successfully complete the program. The SPED program of 7-10 student teachers has a 98-100% successful completion rate in their first attempt. During student teaching, mentor teachers provide ongoing informal feedback to the candidate on a nearly daily basis. Findings demonstrate strong correlations between mentor teachers scores and those of the university supervisor which suggest a high degree of inter-rater reliability.

Candidates who have difficulties during student teaching are usually identified before the 5th week. These student teachers are closely monitored and coached by master teachers and counseled by the university supervisors. If the candidate fails student teaching, he/she can file a "Failed Student Petition" which is reviewed by the unit faculty selection review and may be considered for reassignment. In 2009, 80 placements were made in P-12 schools. Only 2-4 students during have been unsuccessful and have had to repeat their field experience or have been counseled out of the program.

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

Advanced candidates and other school professionals participate in field experiences linked to professional, state, and national standards and are required to submit an emerging, proficiency, and capstone portfolio or thesis project. All School Administrators, School Counseling and Reading Specialist students must pass an interview process before they are admitted to the respective programs to ensure that they possess professional dispositions for a career in their field. All students must have a 3.0 GPA. The success rate for School Administration students is 98-100%. School Counseling has on the average 12-18 students completing their clinical each year. The pass rate for clinical interviews in 2008/09 is 94%.

The unit focused its efforts to provide field experience and clinical practice which involve multiple and diverse opportunities. Interviews substantiate that advanced candidates, and other school professional's work with students from diverse populations. Field experience is embedded in the coursework. While doing advanced level fieldwork, candidates simultaneously participate in seminars where opportunities to reflect on personal and professional growth in the

areas of diversity, instructional delivery, motivation, management, assessment, content area knowledge, pedagogy and technology are assigned. Substantial opportunities and requirements exist for reflection and feedback at all levels.
Candidates reflect on various course projects and also receive feedback from peers and faculty.
Advanced candidates participate in fieldwork projects that can be conducted in a wide variety of grade levels and/or curricular departments, schools of diverse student populations. They are able to apply coursework in their classrooms as well as analyze data and use research.

Overall Assessment of Standard
Extensive field and clinical experience and clinical practice are characteristic of the teacher education program at this unit. These opportunities are connected to required education course and aligned with the unit's Conceptual Framework. Course syllabi, programmatic assessments, and responses obtained from interviews with graduates and candidates alike provide a clear indication of the significance and desirability of these experiences. Field and clinical experiences in this program are made possible due to the close collaboration between the unit and their school partners. It is evident, as reported in interviews with the unit's field service supervisors, master teachers from both campuses and candidates, that significant time, effort and resources are devoted to this programmatic component. Review of collected data support the conclusion that the unit meets this standard.

Areas for Improvement and Rationales: none

Recommendation for Standard 3

Initial Teacher Preparation	**Met**
Advanced Preparation	**Met**

Corrections to the Institutional Report: None

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.

X □ Yes □ No

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

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	**Acceptable**
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	**Acceptable**

Summary of Findings for Initial Teacher Preparation

California State University Stanislaus (unit) works diligently to prepare educators who can effectively instruct a diverse student population. The California Commission on Teacher Credentialing has established a Teacher Performance Assessment (TPA) system which consist of 13 Teaching Performance Expectations (TPE's). The unit has identified 4 of these TPE's that align with Standard 4 requirements. They are TPE 4: Making Content Accessible, TPE 7: Teaching English Learners, TPE 8(A): Learning About Students—Special Needs, and TPE 11: Social Environment. Candidates are assessed in these expectations at various times through the program. Aggregated data show candidates score well on these expectations. On a 4-point scale means are on these elements are 3.7 and above.

The California State University system also conducts an exit survey and a "year-out" survey of graduates from all state universities. The data from both surveys indicate that unit completers believe that they are well prepared to meet the needs of the diverse classroom. Data for 3 years was provided for multiple subjects (elementary) candidates and their perception of their readiness to handle a diverse student population is not only high, but improves over the three years, so that by the end of this data set 91% of responders felt "well-prepared to adequately prepared" for their roles.

The data provided for the single subject candidates does not include all three years, and percent of satisfaction actually declines over time. The did not indicate exploration of this trend (if one year can be called a trend) and determining what might be the cause of this.

The Year-Out data seems to be presented as "all teacher candidates" and is not disaggregated by program. The nature of these data is that it is several years old by the time the unit receives it which makes it difficult to make timely changes. Of note, also, is that the employers of MS and SS candidates indicated that they were better prepared for their roles in diverse classrooms than did the candidates themselves.

The TPA system allows faculty to align syllabi to help candidates acquire the skills and dispositions to reach diverse students. The assessments are designed to address the specific areas of this standard. Candidates are specifically asked how to meet the needs of individual learners. They are assessed on their ability to be fair and help all learners by adapting instruction. Candidates are provided feedback through the process and know how well they are doing.

A candidate must score a total of 12 points on the 4 tasks in the TPA's. The average score within the unit is 16. A few candidates score below the required and are able to retake the assessment. Those who do, generally succeed on their second attempt. These data indicate that the unit instructional program meets the needs of candidates. The faculty continues to use the data, to review syllabi and make refinements. Candidates, master teachers, and employers confirm the heavy curricular emphasis on diversity and a high level of expertise for CSUS graduates.

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

The unit has Kinesiology, Elementary Education, Secondary Education, Educational Technology and California Teachers of English Learners (CTEL) as concentrations in the advanced teacher preparation programs. Due to the nature of the schools in which these professional work, many of the class discussions revolve around issues dealing with diversity. The Kinesiology program deals primarily with the issues of adaptive physical education and the special physical needs of learners. Educational Technology by its nature concerns itself with diversity issues focusing on access to technology. Candidates come from diverse settings and research and class discussions often deal with this topic.

The CTEL program is a replacement for an older program in California that prepares teachers to deal with the high numbers of English Language Learners in the State. The program is a 4-course license added to a basic license. It is the purpose of this program to prepare teachers to deal with a specific diverse population. The CTEL program courses address culture, assessment, EL Methods and methodology as the core of the program. Candidates create a portfolio that synthesizes material from all the courses. As a culminating activity candidates complete a position paper on multi-lingual assessments.

The final advanced program is the Doctor of Education program. The EdD Program is in only its second cohort, so it has no completers yet. In a meeting with the Core and part-time doctoral faculty, as well as candidates, the point was made that the purpose of the program is to prepare specialists to deal with wide variety of students in the service area. Most of the courses deal with diversity including the research courses where candidates use data about various student populations to learn both qualitative and quantitative measurement skills. In addition, the

program focuses on ways to improve education in an area of the state where state tests show most students are not proficient learners.

Other School Professionals

Counseling, Reading, and Leadership are the Other School Professional certification programs that do not require a Masters Degree, but may also complete a degree in addition to the credential.

The Counseling Program focuses much of the curriculum on meeting the affective needs of a diverse student population. Issues related to special learning needs are also part of the program. Fieldwork is completed in schools with very diverse student bodies.

An alignment matrix in the Reading program indicates that courses are designed to prepare candidates to work with diverse students. When asked to rate themselves on a scale of 1-5 (highest) on questions dealing with cross-cultural issues and planning lessons to meet student needs, nearly all of them rated themselves as 4-5, with most at the highest level. These data shows that the program is designed to help advanced candidates meet learner needs and candidates find they can do so.

The School Administration program includes diversity as part of the curriculum across many courses. An alignment matrix includes assignments that address the needs of students in underperforming schools.

4b. Experiences Working with Diverse Faculty

Experiences Working with Diverse Faculty – Initial Teacher Preparation	**Target**
Experiences Working with Diverse Faculty – Advanced Preparation	**Target**

Summary of Findings for Initial Teacher Preparation

The unit has a diverse faculty. Both full time faculty, as well as adjunct and school professionals come from several ethnic groups and cultures. In addition, the faculty have extensive experience in P-12 settings with a wide variety of diverse populations. The dean is committed to ensuring that recruiting a diverse faculty remains a high priority.

Nearly 30 per cent of the university faculty are identified as an ethnicity other than Caucasian. The percentages of both full-time and part-time unit faculty are about the same. In addition, there are other cultural groups represented such as Eastern European and Israeli. Faculty shared anecdotal stories about being English Language Learners themselves. Faculty are articulate about their commitment to the six county area and providing the preparation necessary to serve the students.

CSUS serves a six county area that is very diverse. The unit serves a particular need by preparing candidates to work with ELL students, low socio-economic students and students with special needs. The unit has responded by selecting faculty with a high level of expertise in these areas. The commitment to the area and its students is strong and was evident throughout the visit.

Since unit candidates work in school settings in the region, the supervisors and cooperating teachers also reflect the diversity of the community.

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

The same faculty teaches the graduate level courses in both the Advanced Programs and Other School Professionals. In addition, adjunct faculty, program supervisors, and partners reflect the same level of diversity as in the Initial program reflecting the surrounding schools.

4c. Experiences Working with Diverse Candidates

Experiences Working with Diverse Candidates – Initial Teacher Preparation	**Target**
Experiences Working with Diverse Candidates – Advanced Preparation	**Target**

Summary of Findings for Initial Teacher Preparation

CSUS is one of twelve CSU campuses to receive Hispanic Serving Institution (HSI) status by the U.S. Department of Education and has the noteworthy distinction of being selected as one of the top 100 universities in the United States that have been most successful in graduating Hispanics. Nearly 60% of the student population comes from minority groups. Of those about 30% are Hispanic. Other ethnicities represented include Hmong, Cambodian, Punjabi, and others.

It is part of the mission of CSUS to recruit low-income and underrepresented groups and provide a successful university experience. A majority of graduates are the first in their families to receive a college education. Since many of the candidates are themselves English Language Learners, the unit has several programs to help the candidates pass the entry-level assessments required by the program.

The university has also partnered with four local community colleges where candidates can do college level work before coming to the unit. Conversations with candidates and graduates

verified this as several believe that without this institution, they would not have received a college degree.

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

The unit serves the same diverse population in the advanced programs. The demographics are the same in these programs.

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

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	**Target**
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	**Target**

Summary of Findings for Initial Teacher Preparation

The surrounding areas in which candidates are placed for field experiences are very diverse. Among the top 10 school districts for clinical practice in both Initial and Advanced programs the range is over 56% to 90% minority. Using socio-economic data from the same schools shows a range from 42% to 80% Free/Reduced lunch. These schools range from 12% English Language Learners to over 36%.

Candidates receive feedback from professors in classrooms and supervisors in the field on how to best meet the needs of this diverse student population. The TPA's mentioned in element 4a above address the area of serving a diverse student, so candidates receive feedback from this assessment, as well.

In meetings with both faculty and students it was mentioned that classroom discussions take on a real quality as candidates bring actual experiences into the class. There is no need to create hypothetical situations, as candidates are just as likely to actually experience the situations themselves.

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

Both Initial Program and Advanced program Candidates do field experiences in these schools, so the demographics are the same for both levels.

Overall Assessment of Standard

This unit serves a tremendous need in this region by providing highly qualified educational professionals to deal with the high number of students from underrepresented groups and low socio-economic areas. The commitment to serving the area is ways that celebrate diversity was evident in every aspect of the unit's operations. The programs focus on working with English language learners, multi-cultural groups, students living in poverty and students with special needs. Data indicate that candidates at both the initial and advanced levels are well prepared.

Of particular note is the highly diverse faculty who work with candidates, the diversity among the candidates themselves and the students with whom candidates work in field settings.

Strengths: The Dean and the faculty have shown an exceptional commitment to ensure candidates are well prepared to embrace the diversity of the service area and attend to the achievement of every students in the 6 county area. Efforts to do so show extraordinary efforts to celebrate diversity and enhance the quality of the educational experiences of the candidates and the children.

Areas for Improvement and Rationales
None

Recommendation for Standard 4

Initial Teacher Preparation	**Met**
Advanced Preparation	**Met**

Corrections to the Institutional Report: None

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.

X □ Yes □ No

5a. Qualified Faculty

Qualified Faculty – Initial Teacher Preparation	**Acceptable**
Qualified Faculty – Advanced Preparation	**Acceptable**

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

The faculty members at CSU Stanislaus are well qualified for the roles in which they serve.

All tenured and tenure track faculty (except 1) and many lecturers have earned doctorates in their fields and a wide array of complementary experiences in their subsequent years of appointment and their past experience. Other full-time and part-time unit faculty have exceptional expertise in their fields and are well qualified for their assignments. Part-time faculty are reduced in the current budget climate, but they have been carefully scrutinized for their qualifications. School faculty are licensed in their fields, have experience with diverse K-12 students and are carefully screened and vetted by CSU Stanislaus (CSUS). ITP school based faculty are chosen with the designation "Cooperating teachers." Faculty, administrators, counselors and other field-based supervisors for advanced programs meet the criteria for the program for supervision and support in field experiences for the CSUS candidates.

CSUS faculty who supervise in school settings have experience in the school settings at the levels that they supervise. The CSUS university and school based faculty have not only experience, but long-term commitment to the children and schools in the 6 county area that they serve in the central valley of CA.

5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation	**Acceptable**

Modeling Best Professional Practices in Teaching – Advanced Preparation	**Acceptable**

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

The professional education faculty at CSU Stanislaus have a long-standing commitment to modeling the best practices in teaching necessary for the programs at CSUS. Through syllabi, assessments, candidate and partner school testimony, there is confirmation of the numerous examples of the multiple strategies used by faculty to model the same for the teacher education candidates. Faculty are monitoring the strategies and assessment that are used in each program. These include but are not limited to: lecture and follow-up discussion, in both small and large groups; case studies; writing assignments; presentations, both individual and group; skills practice with peer observation and feedback; role playing; group projects; journals and other kinds of individual reflection; readings; lesson planning; demonstrations; guest speakers; field/clinical observation; and attending outside events Several full-time faculty teach courses at local schools and facilitate the candidates' field experiences and opportunities to practice the same teaching strategies in the processes. Faculty make extensive use of technology in their teaching, including a great many courses delivered through blended instruction.

5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation	**Acceptable**
Modeling Best Professional Practices in Scholarship – Advanced Preparation	**Acceptable**

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation) (Character Limit: 3,000)

Faculty in the unit have been leaders in the university in this category. They have lead by being the only unit at the university to have developed College wide, specific criteria for Research, Scholarly, and Creative Activities that further explicates the university Retention, Promotion and Tenure process. Data presented show a wide variety and extensive record of scholarly activity. For example, in the last 2 years faculty have published 5 books and monographs, 12 book chapters, 24 articles in professional journals, 5 editorships, 10 editorial and review board memberships, 7 reviewers, 20 grants, 3 book and software reviews, 88 conference presentations, 15 conference participations, 17 conference proceedings, and 8 program and curricular development and assessment projects.

5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation	**Acceptable**
Modeling Best Professional Practices in Service – Advanced Preparation	**Acceptable**

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

University and professional service are part of each faculty member's duties at CSUS. In fact, the unit's faculty have provided substantial leadership for the university's governance, curriculum development and professional development. In addition, the unit faculty have served in leadership roles for many professional organizations and in the area's many P-12 schools and school districts. 91 per cent of the faculty members have participated in school-based activities during the previous three years including teaching classes, leading workshops, supervising students, collaborating on grants and volunteering in the classroom. As one example, faculty have supported the development of an intense intervention and school experiences for homeless children in Stockton.

5e. Unit Evaluation of Professional Education Faculty Performance

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation	**Acceptable**
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	**Acceptable**

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

The unit has a systematic process to evaluate all professional education faculty and provide feedback on their performance. Tenure track probationary faculty are evaluated yearly through the university Retention, Promotion, and Tenure review process. Post-tenure reviews for faculty were instituted in AY 2008-2009, and faculty selected for review were those for whom the most time had lapsed sing the last formal RPT review. The dean provides extensive support for junior faculty going through the process including classroom visits and feedback on teaching, and enhanced travel funds.
Satisfactory reviews in teaching, scholarship and service are necessary to progress toward tenure and promotion.

Part-time faculty are all evaluated on an annual basis by their respective department and college. The results are forwarded to the Dean and the Office of the Vice President for Faulty Affairs. Their subsequent employment is contingent upon satisfactory evaluations.

5f. Unit Facilitation of Professional Development

Unit Facilitation of Professional Development – Initial Teacher Preparation	**Acceptable**
Unit Facilitation of Professional Development – Advanced Preparation	**Acceptable**

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

Areas for Improvement and Rationales: None

Faculty development is supported and facilitated by the unit. There are opportunities for individuals to choose professional development locally as well as through state and national programs. There is also substantial professional development initiated through departmental needs. Support of provided through travel support, mini-grants, support for workshops and RSCA grants and sabbatical support. Support comes at the departmental level as well as that provided through the Dean's budget and the university budget for professional development. Within the university there is support through the office of Academic Affairs for grant procurement, use of technology for teaching, and university sponsored professional development.

The College of Education faculty regularly avails itself of these professional development opportunities in order to remain current and responsive to student needs. Recent examples include book study groups, GLAD training, TPA training and (re) calibrations, ELD/SDAIE workshops as well as the development of professional learning communities and conference attendance.

Overall Assessment of Standard

Every interview conducted corroborated the vitality and professionalism of the faculty at CSUS. There were countless examples of the influence and inspiration garnered from faculty. It is clear that the faculty in the COE are innovators, risk-takers and leaders. They provide example for the university, the P-12 community and their students. They are committed to excellence and their own continued leading through learning.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is

Areas for Improvement and Rationales: None

Initial Teacher Preparation	**Met**
Advanced Preparation	**Met**

State Team Decision –Met

6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation	**Acceptable**
Unit Leadership and Authority – Advanced Preparation	**Acceptable**

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

The Dean of the College of Education provides leadership to the CSUS professional education unit, which includes the Departments of Advanced Studies in Education, Kinesiology, Liberal Studies, and Teacher Education in the COE, as well as departments in other colleges that offer undergraduate subject matter programs for the teacher education programs. The current Dean has provided outstanding leadership; she has transcended CSU uncertainty and concerns for the College that transpired through continuous turnover in leadership. She has provided the opportunities for the college governance to function well, collaborative leadership to enable faculty to carry out their responsibilities and courageous decision making in her budgetary stewardship.

The unit organization includes the COE dean, department chairs, and directors of the Credential Processing Center, Field Services Office, and Teacher Recruitment and Retention Office. The unit does not have an associate dean. Dean Ruth Fassinger has served since July 2008, following three former deans who served over a four-year period. With her leadership team, she has provided collaborative decision making and leadership to help the unit in moving to data-driven program improvement and compliance with state and national standards.

The unit manages its programs and operations through the COE committee structure, delineated in the COE Constitution. The College Executive Committee is the primary governance body and is composed of elected faculty, department chairs, committee chairs, and Academic Senators. There are three COE subcommittees, Assessment, Accreditation, and Accountability Committee, Curriculum Committee, and Graduate Committee, each with departmental representatives, which report to the Executive Committee. The committees work closely with the dean who serves as an ex officio member for the AAA and Executive Committees.

In addition, there are department and program committees that support the work of those groups. For example, the Liberal Studies Department and Single Subject Credential Program have coordinating councils composed of faculty in other departments that offer subject matter programs. The doctoral program in Educational Leadership also has an Executive Council with education faculty and community partners.

In interviews, faculty from the COE and other colleges reported they worked collaboratively to manage their programs.

The College uses print and electronic media and personal contacts to recruit candidates. College and department brochures and websites offer information about the programs as well as

incentives such as available scholarships. Program coordinators hold information sessions on campus, and the Teacher Recruitment and Retention Office provides outreach to local high schools and community colleges.

Candidates obtain current and accurate information through university and COE publications. The online Academic Catalog is updated annually and includes the academic calendar and information on grading policies and appeals procedures. The online Schedule of Classes provides schedules for Summer/Fall and Winter/Spring courses. Currency and accuracy are monitored through Enrollment Services and other university offices. The COE also offers program, admissions, and policy information on its website, and updates are handled at the appropriate college or department level.

The unit provides advising services through information sessions, program and department offices, and college offices such as Credentials, Field Services, and Teacher Recruitment and Retention. CSUS also provides counseling services through the centralized Student Counseling Center and the Office of Disability Support Services.

In interviews, candidates and graduates generally reported they received good advice and assistance to ensure they were successful in meeting requirements and completing their programs.

All COE programs have an advisory council, composed of faculty and stakeholders, which meets regularly on program issues. The unit also has a COE advisory board, Team LEARN (Leaders in Education Aimed at Regional Needs), with education and community partners, which meets each semester on COE matters. In addition, COE faculty works closely with colleagues in other departments, such as the Liberal Studies and Single Subject coordinating councils, and there are strong partnerships with math and science faculty through Math and Science Teaching Initiative (MISTI), SMART Center (Science and Mathematics Advocacy, Research, and Teaching), and other joint endeavors.

In interviews, faculty, P-12 educators, and community members reported they are involved in program matters through advisory councils, interdisciplinary campus groups, and other collaborative committees.

6b. Unit Budget

Unit Budget – Initial Teacher Preparation	**Acceptable**
Unit Budget – Advanced Preparation	**Acceptable**

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

The 23-campus CSU system receives the majority of its funding from the state, and resources are allocated to individual campuses based on enrollment targets set by the Chancellor's Office. At CSU Stanislaus, nearly 80% of its income is from the state ($86M of a total $100M budget), with grants and contracts, state lottery, and auxiliary funding making up the remaining 20%. Academic Affairs receives about 69% of the overall budget for teaching, scholarship, and service in its six colleges, and for support services provided by the library, institutional research, instructional technology, graduate school, and other offices. Academic Affairs allocates funding based on a process that is driven by university priorities and enrollment targets.

As with all campuses in the CSU, the university budget has declined over the past three years due to the state's economic crisis. Due to the high reliance on state funding, budgets cuts have had a significant impact on instruction and operations. According to the Vice President for Business and Finance, the university has lost or not filled faculty, staff, and administrator positions and has reduced its operations and expenditures. In addition, all state university employees have been furloughed during the current year. The six colleges have received the same level of budget cuts, although in the future that may change to differential cuts based on the extent enrollment targets are met.

The College of Education has lost about 23% of its budget over the last three years. This has resulted in a loss of full-time faculty as those leaving or retiring have not been replaced, as well as in a loss of part-time faculty for programs both on and off campus. These cutbacks have impacted the COE's mission of providing access to candidates. Across programs, fewer classes are being offered and enrollments have increased in existing classes, and outreach to off campus sites such as the Stockton Center has been reduced or eliminated. In addition, cuts have made it difficult to absorb the fiscal impact of unfunded mandates such as the Teacher Performance Assessment (TPA), assigned time for faculty to engage in program administration and assessment, and support for scholarly activities, including travel. Faculty has voluntarily taken on great workloads to accommodate candidates' progress but have had to reduce efforts in other areas such as scholarship. The unit has reaffirmed its commitments and has committed to load that is not compensated.

COE resources have been enhanced through external sources. The Chancellor's Office funds the Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI), intended to increase enrollments and credential production in targeted areas. The COE also has several state and federal grants, such as California Math & Science Partnership (CaMSP), Noyce Scholarship Program through NSF, and FIPSE. These resources are important in providing support for candidates and specific projects, although they do not add to the COE instructional budget.

6c**.** Personnel

Personnel – Initial Teacher Preparation	**Acceptable**
Personnel – Advanced Preparation	**Acceptable**

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

Workload policy follows collective bargaining agreements for faculty and staff. A normal workload for a full-time tenure-track faculty member is 15 weighted teaching units (WTUs) per term that are divided into 12 WTUs of instruction and supervision and 3 WTUs for scholarly endeavors and service activities. No differentiation is made for faculty teaching in initial programs and advanced programs as per the collective bargaining agreement.

Faculty members have received assigned (release) time for program coordination, special projects, governance activities, and other responsibilities. Funding to support assigned time has been through the Dean's Office or through grants or other external sources. In spring 2009, the College Executive Committee adopted a policy on the allotment of assigned time based on program size and other factors. However, the COE has not been able to fully implement the policy due to reduced resources. The College has not deviated from negotiated load policies.

Part-time faculty are carefully chosen based on experience and expertise for particular assignments and are mentored by program coordinators and department chairs. They are evaluated by the department, and these evaluations are forwarded to the COE dean and Vice President for Academic Affairs. Due to budget constraints, the number of part-time faculty members hired for instructional and supervisory roles has been significantly reduced. Full-time faculty have resumed load traditionally assumed by part-time faculty.

Support personnel for the unit include 18 professional and administrative staff and several student assistants. The COE is understaffed with a full-time associate dean position vacant and funds for a full-time assessment coordinator unavailable at this time. .

Professional development has been provided for faculty at the university and college levels. The university continues to offer sabbaticals and difference-in-pay leaves, faculty development grants, and support through the Faculty Center for Excellence in Teaching & Learning and other offices. The dean's office has provided support for assigned time, professional travel, scholarly pursuits including grant development, and other activities. However, these opportunities have been greatly reduced due to budget constraints.

As indicated in the IR, a survey of faculty conducted in spring 2009 revealed a high degree of dissatisfaction in the amount of time available for scholarly activities as well as heightened stress related to teaching, scholarship, and service demands and resource issues. Interviews with the dean and faculty confirmed that current workloads make it difficult for faculty to be effective in all areas of responsibility. For example, faculty has accommodated student enrollment through increasing class size, taking on supervisory roles, and voluntarily teaching overloads. As a result, they have had to decrease or eliminate efforts in scholarship. The faculty and staff's commitment to programs and students have not wavered.

6d. Unit Facilities

Unit Facilities – Initial Teacher Preparation	**Acceptable**
Unit Facilities – Advanced Preparation	**Acceptable**

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

The unit has satisfactory campus and school facilities to support candidates in meeting standards. On campus, COE administration and faculty offices are located on the third floor of Demergasso-Bava Hall (DBH). DBH contains nine general purpose classrooms and two laboratories that are "smart" rooms fully equipped with technology. Bizzini Hall, the primary building where COE faculty teaches, also has 31 smart classrooms.

The Department of Kinesiology is housed in two buildings on campus, the Field House and Annex and the Student Services Building. Of seven classrooms used, three are smart classrooms and one has portable technology on a cart.

In addition to the main campus in Turlock, the COE has offered classes at the Stockton Center, which houses four technology equipped classrooms, including two rooms with distance education capability. Until recent budget cuts, the COE also offered courses at the Merced Tri-College Center, which houses four classrooms including two with videoconferencing capability.

The schools used for field experience and clinical practice have facilities that support candidates in their preparation programs. The classrooms are well equipped and have access to technology. Some school sites are used to teach education courses so that candidates may observe and practice what they are learning. In addition, the Stockton Center has a K-8 professional development school where education courses are taught and where the Stockton cohort of students has field experiences.

6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation	**Acceptable**
Unit Resources including Technology – Advanced Preparation	**Acceptable**

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

The COE allocates resources to departments based on the percentage of enrollment each contributes to the overall COE target. Currently, the percentages are: Advanced Studies, 23 percent; Liberal Studies, 3 percent; Kinesiology, 20 percent; and Teacher Education, 54 percent. The College Executive Committee receives budget information and provides input to the dean on the allocation process

The university provides technology resources to the colleges. The Office of Instructional Technology (OIT) supports web-based Blackboard as the campus course management system and provides training each semester. Learning Services provides access to Blackboard, televised, and web-based courses for students throughout the university's six-county service area. COE instructors use Blackboard for access to syllabi, course materials, assignments, and threaded discussions. In addition, candidates in the Multiple Subject and Single Subject programs use TaskStream for submitting assignments for scoring on Teacher Performance Assessment (TPA) tasks.

Support for the assessment system is provided by the COE and university. The COE gives assigned time to program coordinators for assessment and other tasks. The Provost's Office provides funding for annual accreditation dues and helps fund the accreditation coordinator. The Office of Institutional Research and Assessment aids in data collection and reporting, and the Office of Information Technology aids in data warehousing and access, as well as helping the unit build an electronic means of data reporting.

The university library provides on-site and online resources, instructional programs to foster information literacy, and space for studying and working. The library is open about 80 hours per week during academic terms, and works closely with the OIT to ensure access to electronic resources at all times. The COE has a librarian in the college part-time, holding office hours and attending classes as requested to support faculty and candidates. This has provided exceptional support to all students, including those in the Ed.D. In addition, the COE plans to develop a Materials Resource Center in the library to centralize curricular and teaching resources that currently reside in individual departments.

The COE provides access to resources for candidates in off-campus programs and distance learning courses. Many faculty members use Blackboard and other electronic tools to support their teaching, and many courses are taught at least partially online. Several programs have offered cohorts in off-campus programs, such as School Administration in Manteca and Merced and the education doctorate in Stockton, although these are being reduced or eliminated. The library attempts to ensure electronic access to resources for candidates on campus and at a distance and collaborates with the College to ensure that services are tailored to the needs of the unit...

Interviews with faculty and candidates indicate that library and technology resources have been satisfactory in supporting instruction on-site, online, and off-campus.

Overall Assessment of Standard

The College of Education provides leadership to CSU Stanislaus' professional education unit, which includes departments in the COE as well as departments in arts and science that offer subject matter programs for credential candidates. The COE has an established formal committee structure that monitors the quality of programs and other academic matters in the unit. In addition, COE departments and programs have developed strong ties with stakeholders on campus and in the P-12 community that actively support the preparation of education professionals.

Due to budget constraints, the unit has had to reduce resources for supporting its programs. Faculty vacancies have not been filled, and the number of part-time faculty has greatly decreased, adversely impacting campus programs as well as off-campus centers. Faculty has taken on greater teaching and supervising loads to ensure candidates make progress and that program quality is maintained. In addition, programs have been creative in managing curricula and delivery, such as increasing enrollments and offering common courses across programs. However, this commitment to candidate success has had a negative impact on professional development and scholarly pursuits.

Facilities on campus and at school sites are satisfactory to support candidates in meeting standards. University classrooms are well equipped with technology, and faculty utilizes these resources in their instruction. In addition, school classrooms also have technology that is accessible to candidates in field and clinical experiences. In addition, the university library offers print and on-line resources that can be used by candidates on campus and at off-campus centers.

Areas for Improvement and Rationales

AFIs from last visit: Corrected **None**

AFIs from last visit: Continued **None**

New AFIs

AFI Number & Text	AFI Rationale
1. Due to budget constraints, the unit provides limited opportunities for faculty to engage in scholarly and professional development activities.	Due to budget constraints, the unit has not been able to maintain a work climate that promotes intellectual vitality, best teaching practices, and scholarship with broad access for the attendance area. Workloads, including voluntary overloads, have emphasized teaching and supervising to meet candidate needs, thereby reducing time for research and scholarship. At the same time, resources to support faculty development have diminished, further impacting faculty's

	professional engagement.

Recommendation for Standard 6

Initial Teacher Preparation	**Met**
Advanced Preparation	**Met**

Corrections to the Institutional Report: **None**

State Team Decision – Met with Concerns based on AFI above.

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:
When a candidate has completed the appropriate credential requirements, the program submits the candidate's file to the Credential Processing Center. The candidate's file is carefully reviewed for completion by one of the three credential analysts. Upon confirmation that the candidate has completed all credential requirements, the candidate is recommended for the appropriate credential using the Commission's Online Direct Recommendation process. All analysts are competent and attend credential requirement workshops and trainings. The analysts are available to advise all applicants and candidates and avail themselves of resources like the Commission's webpage, the Credential Information Guide (CIG), and correspondence distributed by the Commission.

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:
In many cases, students have direct access to faculty who are responsive to questions from their students both by email and telephone throughout their program. 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. In addition, the Credential Processing Center staff provides walk-in assistance and responds to email and telephone calls. Informational meetings are held throughout the semester by the credential analysts to assist candidates with the credentialing process.

Each candidate's progress in the multiple and single subject programs is mentored by both faculty and the Credential Processing Center who monitor progress and guide the candidate through completion of the program. Candidates in other programs are mentored by faculty within their program. Planning sheets assist the students to complete their program in a timely manner. The qualifications of candidate advisors include preparation specific to the program served. 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
Single Subject Credential Program with BCLAD Option
Single Subject Intern Program with BCLAD Option

Program Design

The Single Subject Program at CSU Stanislaus offers preparation for a Single Subject and a Single Subject Intern preliminary credential, both with BCLAD options in Spanish. Candidates graduate with the knowledge and skills that prepare them to meet the needs of the diverse population found in California's public schools, including students with special needs and English language learners.

Candidates choose from one of three pathways.

1. *Traditional Single Subject Credential Program* (35 semester units). The traditional SSCP is a post-baccalaureate program for full-time or part-time teacher candidates. Candidates can complete the program in a calendar year, but some elect to complete the program in two or more years. In their first semester in the program, candidates spend 165 hours in structured field experiences that include observing and assisting teachers of English language learners and special needs students as well as participation in various professional development experiences as part of their cohort experience. Candidates meet during the day with their cohort at a Field Site Center for their core pedagogy classes. Field Site Centers are located at the main university campus in Turlock, and at Ceres Unified School District, Modesto City School District, and Manteca Unified School District. Currently, due to budget constraints, the Manteca site is not used. All other program courses are offered in the evenings at the main university campus. Some courses are offered as online courses or in a hybrid online/traditional format that also includes a modular schedule. In the second semester, as student teachers, candidates are assigned two periods of classroom instruction in their content area and one period as an advanced teacher assistant for their cooperating teachers. Candidates and graduates spoke very highly of the cohort element of the program.

2. *Single Subject Credential Intern Program* (35 semester units). The Intern Program is a post-baccalaureate program for teacher candidates hired and teaching full-time or at least 60% in their content areas in public schools. Candidates can become Interns prior to program entry, during their first semester in the program, or during student teaching. Candidates meet all requirements for entrance into the Single Subject program and have passed CBEST and the subject matter competency requirement. Additionally, Intern candidates complete 120 semester hours of post-BA, pre-internship classes prior to beginning an internship job. Candidates in the Intern Program follow the same structured program of courses as other candidates. CSUS has Intern Program partnerships with 52 school districts in the area.

3. *Single Subject Bilingual Credential Program* (minimum 35 semester units). Candidates in both the traditional program and the Intern program can earn a Bilingual Emphasis in Spanish. Candidates must be proficient in the domains of listening, speaking, reading, and writing the target language. During admission interviews, bilingual candidates are interviewed in Spanish. In order to be recommended for the BCLAD credential, they also must pass the Bilingual Spanish Assessment at a level 3 on the Foreign Service Institute (FSI) scale. Candidates must complete a

course in their target culture. They follow the program curriculum, with slight variations. (It should be noted that the program has recently been approved for the new Bilingual Authorization and that the program in place during this review will sunset.)

Curriculum

Instruction in courses is grounded in current theory and practice, the Teaching Performance Expectations, and the California content standards. Candidates take courses in language acquisition (Multilingual Education in Secondary Schools), special needs learners (Foundations in Special Education), technology (Educational Technology Foundations), health issues (Seminar in Secondary School Health and Safety), teaching content literacy (Reading/Writing in the Secondary Content Area; Bilingual Emphasis candidates take a special BCLAD-oriented section), and multiculturalism (Secondary Education in a Global Society). Some interviewees, while recognizing that classroom management is integrated throughout the program, thought the program might consider having a dedicated classroom management course.

Field Experience

A notable strength of the program is the extensive fieldwork component during the first semester (Secondary Education Field Practicum 1). Candidates spend 15 hours per week in schools, observing, tutoring, team-teaching, shadowing teachers, engaging in professional development, etc. This fieldwork is typically completed with the teacher who will become the cooperating teacher during the following student teaching semester. This model is commendable not only for its extensive set of early field experiences, but for the year-long experience the candidate gets at the same school site and with the same cooperating teacher(s). During student teaching candidates are responsible for teaching two courses per day and serving as a teaching assistant one period.

In interviews, candidates attested to the value of student teaching and reported that their cooperating teachers and university supervisors, for the most part, are solid professionals and support them well. However, there was a significant voicing of dissatisfaction with some tenure-track faculty who supervise student teachers. The criticism centered on poor communication by this type of supervisor with both the student teacher and the cooperating teacher, a lack of useful feedback to the student teacher after observations, and infrequent and poorly scheduled. Interviews revealed that the current budget crisis is driving the program to replace adjunct faculty, who have historically supervised, with tenure-track faculty. It appears that some tenure-track faculty are not meeting program or professional standards, which is fundamentally to support student teachers. Program leaders expressed an awareness of the issue and admit that solving the problem will be difficult until the budget crisis passes and there are resources to pay for adjuncts to do supervision. On the other hand, program leaders recognize that the positive side to having faculty supervise is that it gets them into the classroom, re-connects them with current students, and gives them insights into how to teach their courses to better prepare candidates for student teaching.

Assessing Candidate Competency

Assessment takes multiple forms in the Single Subject program. Three key gateways are: program entry (including an interview), advancement to student teaching, and program exit (final student teaching evaluation and exit interview). A notable feature of the program is the entry and exit interviews. Community partners (classroom teachers, principals, district superintendents, etc.) join program faculty in teams that interview prospective candidates and also interview

exiting candidates. During the program, candidates are assessed in courses via typical university assessment tools: quizzes, exams, short and long papers, reflection papers, unit and lesson plan projects, mock teaching, etc. Student teachers are assessed on evaluation forms utilizing the elements of the Teaching Performance Expectations.

Candidates are evaluated twice during the first semester and twice during the second semester by their Field Site Center director. This evaluation includes feedback from cooperating teachers and university supervisors. A Selection and Review Committee reviews all candidates at the conclusion of the program for recommendation for the preliminary credential.

The program utilizes the CalTPA as its teaching performance assessment model. The Subject Specific Pedagogy and the Designing Instruction tasks are completed during the first semester; the Assessing Learning and Culminating Teaching Experience tasks are completed during student teaching. In year one of high-stakes implementation, a grant from the provost covered scoring costs. In year two (the current year), there are no resources for this purpose. Rather than paid, volunteer scorers, the program now has faculty score the TPA as part of their workload. In fall 2009, the first semester of implementation, the trade-off for scoring was the suspension of offering a final exam in one's course. Thus, final exam week was spent scoring the TPA rather than assessing a course-based final exam. Some faculty expressed that scoring the TPA, (i.e., becoming more familiar with its requirements), drove them to make adjustments in their teaching. Interviews with cooperating teachers and principals in which they talked about how much stronger recent candidates and graduates are in terms of working with ELs and special needs students, and differentiating instruction, lend credibility to the argument that SB2042 program adjustments post-2004 and the requirements of the CalTPA are having an effect on teacher preparation at CSUS.

Single Subject candidates expressed dissatisfaction with the TPA. Candidates and graduates spoke about the amount of work involved in completing the Tasks, redundancy of work across Tasks, and being somewhat confused about what kind of responses to write to Task prompts. Most candidates felt faculty did their best to prepare them for the TPA, given the restrictions on coaching, but still felt the TPA was unnecessary in its current format. Some candidates asked why there was a need for four Tasks when the Culminating Teaching Experience Task was probably sufficient. Several students wondered how a paper and pencil assessment was a performance assessment.

Standard Finding

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of the following, which are **Met with Concerns**:

As described in the Field Experience section above, there is sufficient evidence from candidate interviews that parts of Standard 18 (Pedagogical Assignments and Formative Assessments) are not being met for a small but significant number of student teachers, in particular sub-standards:

18(a) …Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.

18(e) Each candidate's supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program's expectations for candidates' responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in The Appendix.

18(f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.

18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.

Teaching Credential Programs
Multiple Subject Credential Program with BCLAD Option
Multiple Subject Intern Program with BCLAD Option

Program Design

California State University Stanislaus offers both a Multiple Subject and a Multiple Subject BCLAD preliminary credential program through the Department of Teacher Education in the College of Education. The program reflects the needs and strengths of the linguistically and culturally diverse service area that is the Northern San Joaquin Valley of California. Program delivery occurs at the main campus in Turlock and at the Stockton Center campus in Stockton. The design of the program draws on knowledge and approaches to teacher preparation put forth by professional organizations such as the National Association of Bilingual Educators, the National Council of Teachers of English, the International Reading Association, the National Council of Teachers of Mathematics, the National Council for the Social Studies, as well as the California State Frameworks and California State Content Standards. Cohorts enter the programs during the fall and spring semesters; they can compete the program in one calendar year but do not have to do so.

The Multiple Subject Program has three pathways:

1. *Traditional Multiple Subject Credential Program* (35 semester units). The traditional MSCP is a post-baccalaureate program for full-time or part-time teacher candidates. A BCLAD option is available Spanish, Portuguese, Hmong, Lao, Khmer, Vietnamese, Punjabi and Assyrian. BCLAD Spanish candidates must pass an oral proficiency exam in Spanish to enter the program. The program can be completed in a calendar year, but candidates may take longer. Candidates complete courses and assigned fieldwork related to those courses. In the second semester, candidates student teach for 14 weeks. Qualified Liberal Studies candidates in their last undergraduate semester before earning their degree may enter the MSCP and begin taking coursework.

2. *Integrated Methods and Practicum* MSCP (35 semester units). The Integrated Methods and Practicum MSCP is a one-year field-based program for qualified teacher candidates who are selected to student teach for a full year (28 weeks) on a part-time basis while also taking courses part-time. Typically, teacher candidates student teach in the first half of the school day and return to the CSUS campus for coursework in the afternoon or evening. This program gives students the opportunity to integrate theory and practice on a daily basis. Presently, the Turlock Unified School District, Delhi Unified School District, and Modesto City Schools collaborate with the MSCP to place students in exemplary classrooms.

3. *Multiple Subject Credential Intern Program* (35 semester units). The Multiple Subjects Credential Intern Program is a post-baccalaureate program for teacher candidates who are teaching full-time in public elementary schools, have met requirements for entrance into the MSCP, and have passed CSET: Multiple Subjects and the Basic Skills requirement. Teacher candidates in the two-year program proceed through the same structured program of courses as other teacher candidates. CSUS has Intern Program partnerships with most of the school districts in the area. Most recently, the numbers of interns in the program have been greatly reduced due to budget issues in area districts.

Interviews with candidates, faculty, staff, graduates and community partners attest to the effectiveness of the delivery model in supporting candidates' progress through both coursework, early field experiences, and student teaching. The high level of dedication to teacher preparation and support and personal attention that candidates receive from faculty is a significant factor in the success of the program.

Curriculum

Thorough preparation in subject specific pedagogy is a feature of the program. Candidates take methods courses in reading/language arts, mathematics, science and health, history/social science, and visual and performing arts. In interviews with candidates, graduates, and cooperating teachers, it is abundantly clear that candidates get a rich grounding in reading instruction. Differentiated instruction for all learners is a strong feature across program courses. All methods courses make use of local classrooms as sites for authentic experience, whether it be in early fieldwork or during student teaching. Bilingual Option candidates take their methods courses in special sections designed to prepare them for teaching in bilingual settings, a reflection of the program's aim of preparing teachers to meet the needs of area schools. Intern candidates follow a similar curricular experience as the regular program candidates, but on a different delivery schedule. Instruction in the methods courses is grounded in current theory and practice, the Teaching Performance Expectations, and the California K-12 content standards.

Field Experience

Multiple Subject program candidates have a minimum of 45 hours of field experience in area classrooms prior to entering the program. For Liberal Studies graduates this number can be greater. Candidates often get pre-program field experience through the various projects funded and administered through the Teacher Recruitment and Retention Project. As part of course requirements in the program, candidates spend substantial hours in classrooms observing, tutoring, and teaching lessons under the guidance of a cooperating teacher. Student teaching lasts 14 weeks, during which candidates take increasing responsibility for the classroom. Candidates progress at their own readiness pace, but all candidates take over the classroom for a minimum of two weeks. In the CSUS model, candidates take some of their methods courses concurrent with student teaching, reinforcing the bond between theory and practice.

In interviews candidates attested to the value of student teaching and reported that their cooperating teachers and university supervisors, for the most part, are solid professionals and support them well. However, there was a significant voicing of dissatisfaction with some tenure-track faculty who supervise student teachers. The criticism centered on poor communication by this type of supervisor with both the student teacher and the cooperating teacher, a lack of useful feedback to the student teacher after observations, infrequent and poorly scheduled observations, and, in at least one case, an almost total neglect of supervisory responsibilities to the student teacher. Interviews revealed that the current budget crisis is driving the program to replace adjunct faculty, who have historically supervised, with tenure-track faculty. It appears that some tenure-track faculty are not meeting program or professional standards, which is fundamentally to support student teachers. Program leaders expressed an awareness of the issue and admit that solving the problem will be difficult until the budget crisis passes and there are resources to pay for adjuncts to do supervision. On the other hand, program leaders recognize that the positive side to having faculty supervise is that it gets them into the classroom, re-connects them with

current students, and gives them insights into how to teach their courses to better prepare candidates for student teaching.

Assessing Candidate Competency

Assessment takes multiple forms in the Multiple Subject program. Three key gateways are: program entry (including an interview), advancement to student teaching, and program exit (final student teaching evaluation and exit interview). A notable feature of the program are the entry and exit interviews. Community partners (e.g., classroom teachers, principals, district superintendents, etc.) join program faculty in teams that interview prospective candidates and also interview exiting candidates. During the program, candidates are assessed in courses via typical university assessment tools: quizzes, exams, short and long papers, reflection papers, unit and lesson plan projects, mock teaching, etc. Student teachers are assessed on evaluation forms utilizing the elements of the Teaching Performance Expectations.

The program utilizes the CalTPA as its teaching performance assessment model. The Subject Specific Pedagogy Task is completed during the first semester; the remaining Tasks are completed during student teaching. In year-one of high-stakes implementation, a grant from the provost covered scoring costs. In year two (the current year), there are no resources for this purpose. Rather than paid, volunteer scorers, the program now has faculty score the TPA as part of their workload. In fall 2009, the first semester of implementation, the trade-off for scoring was the suspension of offering a final exam in one's course. Thus, final exam week was spent scoring the TPA rather than assessing a course-based final exam. Some faculty expressed that scoring the TPA, (i. e., becoming more familiar with its requirements), drove them to make adjustments in their teaching. Interviews with cooperating teachers and principals in which they talked about how much stronger recent candidates and graduates are in terms of working with ELs and special needs students, and differentiating instruction, lend credibility to the argument that SB2042 program adjustments post-2004 and the requirements of the CalTPA are having an effect on teacher preparation at CSUS.

In every student interview session dissatisfaction with the TPA arose. Candidates and graduates spoke about the amount of work involved in completing three Tasks during student teaching, redundancy of work across Tasks, and of not knowing what kind of responses to write to Task prompts. Most candidates felt faculty did their best to prepare them for the TPA, given the restrictions on coaching, but still felt the TPA was unnecessary in its current format. Some candidates asked why there was a need for four Tasks when the Culminating Teaching Experience Task was probably sufficient. Several students wondered how a paper and pencil assessment was a performance assessment.

Standard Finding

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of the following, which are **Met with Concerns**:

As described in the Field Experience section above, there is sufficient evidence from candidate interviews that parts of Standard 18 (Pedagogical Assignments and Formative Assessments) are not being met for a small but significant number of student teachers, in particular sub-standards:

18(a) …Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.

18(e) Each candidate's supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program's expectations for candidates' responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in The Appendix.

18(f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.

18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.

Education Specialist
Preliminary Level I and Professional Level II

Mild/Moderate, with Intern
Moderate/Severe, with Intern

Program Design

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. The faculty is committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. They indicate further a belief that differentiated instruction is central to effective pedagogical activities in P-14 education and they work to plan and organize instruction to meet the individual needs of the diverse learners in their programs. As such faculty, articulate multiple points at which learning is assessed, and multiple opportunities are provided for acquiring information and making sense of ideas and concepts.

The University's Special Education Programs offer a comprehensive program for the preparation of special education teachers. The program includes an undergraduate concentration in Exceptional Children and Youth, Education Specialist Level I and Level II: Mild/Moderate and Moderate/Severe Disabilities Credential Programs, and an M.A. in Curriculum and Instruction, Special Education.

The Education Specialist programs at CSU Stanislaus are widely regarded as rigorous and exemplary by the community partners and students. Faculty report that demands for student success are high and that the students are supported in their quest to learn and achieve. The students, alumni and community partners whom we met echo these expectations.

The program faculty is responding to the changes in the California standards for preparing Education Specialists, and is preparing to submit the necessary documents to transition to the new authorizations for Mild/Moderate and Moderate/Severe. They also plan to submit the documentation to begin offering the added authorization in Autism Spectrum Disorders. As the faculty prepare the new programs they are engaging in a series of planning and development meetings that involve their advisory committee members and community partners.

Community partners and alumni report that they regularly consult with Education Specialist program faculty regarding best practices and providing support to the children with special needs in the schools with whom they work. The program faculty demonstrate a strong commitment to the community and their former students, many of whom become leaders and advocates for individuals with disabilities. An innovative example of the program commitment to its students and community is the development of the Practicum program. Unlike other Early Field experiences, CSU Stanislaus Education Specialist majors gain their experiences in an on-campus after-school program in which community children who are experiencing difficulties in their school work are enrolled for extra assistance. Parents enroll their children in the tutoring program and pay a nominal fee for the service. The children are assigned to work with a University student twice weekly for two hours for the duration of the semester. The children have made documented gains and the University students learn valuable teaching strategies in a

lab environment under the direction of dedicated faculty who are passionate about all of the learning that is occurring.

Curriculum

Students, alumni, community partners and program faculty unanimously agree that the program is tough but fair. All interviewed report that the sequence of courses makes sense and that graduates of the program are well-prepared for the challenges of the classrooms in which they will eventually work. Community partners report that they seek to hire CSU Stanislaus graduates because of the thorough preparation they receive and their commitment to teaching and meeting the diverse needs of all learners in the schools. Alumni report that they develop lifelong professional relationships with the program faculty and feel comfortable to seek consultation as they pursue their careers in special education. Students report that the faculty have open door policies and are willing to help "you if you are struggling." Faculty indicate that they want their students to be successful and that they provide assistance as needed.

Candidates in both the Mild/Moderate and Moderate/Severe Education Specialist Authorizations meet common standards that are the focus of the core courses. The standards that these courses address are considered essential to all special educators. Before enrolling in core courses, all candidates first complete the prerequisite courses with a grade of "B" or better:

EDMS 4100- Foundations of Education in a Diverse Society

EDMS 4330- Communication and Social Skills doe Students with Disabilities

EDMS 4550- Practicum with Exceptional Children

Or

EDSE 4560-Theory of Instructional Design

EDSE 4750-Applied Behavior Analysis in the Classroom

Level I Program

Upon completion of the prerequisite phase courses, students must interview for admission to the Level I program and be accepted before they can take the additional required course work. Students who are admitted to the Education Specialist program are concomitantly admitted to the Multiple Subject Credential Program (MSCP):

EDSE 4110 - Arts in General Education

EDSE 4210 - Reading and Language Arts in Special Education

EDMS 4121 - Mathematics Methods

EDSE 4430 - Assessment of Students with Disabilities

Upon completion of the core course listed above with a grade of B or better the candidates enroll in courses specific to their program emphasis:

Mild/Moderate Disabilities:

EDSE 4450 - Teaching Students with Mild/Moderate Disabilities

EDMS 4191 - Student Teaching Practicum II

EDSE 4815 - Special Education Student Teaching: Mild to Moderate Disabilities

EDSE 489 8- Student Teaching Seminar: Consultation and Collaboration- Mild to Moderate Disabilities

Moderate/Severe Disabilities:

EDSE 4440 - Students with Moderate and Severe Disabilities

EDSE 4798 - Student Teaching Seminar: Consultation and Collaboration- Moderate to Severe

EDSE 4816 - Special Education Student Teaching: Moderate to Severe Disabilities

EDSE 4191 - Student teaching Practicum II

Once the candidate has completed the requirements for their Mild/Moderate or Moderate/Severe major they have the opportunity to complete an additional 3 courses to obtain their Multiple Subject credential.

Upon completion of the Level I coursework students have an exit interview. The interview panel consists of faculty and community partners who serve on the advisory committee. Students respond to questions designed to allow them to demonstrate their understanding of appropriate development, assessment, lesson planning, effective instruction, behavior management, IEP development and legal issues such as time lines and due process. They are assessed on a 3 point scale and have one additional time to interview if they are not successful initially.

Level II

The Professional Credential Induction Plan

Mild/Moderate Disabilities and Moderate/Severe Disabilities SPED

The Individual Professional Credential Induction Plan establishes the performance goals, specific strategies for achieving those goals, and timelines for facilitating the candidate's professional development. The performance goals specified in the Professional Induction Plan represent the collaborative effort among the candidate, employer representative(s)/support provider, and university advisor. This Plan is developed in EDSE 5200 *Reflective Thinking and Induction Seminar*. The core academic requirements apply to all candidates in the Level II program. The courses are also requirements in the Master of Arts degree in Special Education.

Each Professional Induction Plan includes the following:

a. *Core academic requirements.* This includes advanced coursework that builds on the knowledge base established in the Level I Program:

EDSE 5200 - Reflective Thinking and Induction Seminar (Repeated two times for a total of 2 units, 1+1) and serves as the pre- induction and post induction class)

EDSE 5220 - Advanced Studies in Positive Behavior Support

EDSE 5230 - Advanced Studies in Curriculum, Assessment, and Program Planning

And either

EDSE 5440 - Advanced Seminar in Teaching Students with Moderate/Severe Disabilities

or

EDSE 5450 - Advanced Seminar in Teaching Students with Mild/Moderate Disabilities

b. *Individualized studies*. The Professional Induction Plan is designed to address the candidate's assessed needs and to facilitate in-depth study in a defined area of interest. Candidates can select and pursue specific areas of interest within university and non-university curricular offerings.

Approved coursework in the candidate's s area of specialization may total 6 units; the equivalent of 4 of the 6 units (60 hours) may be comprised of non-university activities. Individualized studies must be pre-approved in writing by the University Program Coordinator.

c. *Support Activities*. The employer assigns a support provider to the beginning teacher for at least one full year while the new teacher is employed in a special education position.

The University received approval during the spring 2009 term to offer Intern programs in both Mild/Moderate and Moderate/Severe disabilities. Intern candidates meet the same requirements and follow the same sequence of courses as students in the traditional pathway with two exceptions: they must satisfy the subject matter requirement for admission to the Intern program and they must be involved in a supervision course each semester.

Field Experience

Candidates for the Education Specialist credentials are required to participate in a minimum of 30 hours of observation in the field of special education and they complete both the practicum and a semester of student teaching. During the student teaching experience students are assigned to both a Special and General Education setting. Students in the intern program complete 2-4 semesters of supervised field experience.

Candidates have the opportunity to learn from a diverse faculty and the population in the Central California Valley schools provide ample opportunity to work with culturally and linguistically diverse children and their families during the student teaching and practicum experiences.

Candidates complete three signature assignments during their student teaching experiences, Instructional Sequence/Curriculum Revision, IEP and a Behavior Change case study. These projects allow the students to integrate, apply, and refine all of the skills and knowledge gained in previous coursework into their daily interactions with pupils who have disabilities.

Cooperating faculty report that they welcome student teachers from CSU Stanislaus into their classrooms for many reasons, some of which are: dedication to the university and the program faculty, the quality of the candidates, and the support that student teacher provides. The cooperating teachers indicate that the university supervisors meet with them at least once prior to placing a student in their classroom and often two or three times. They indicate further that phone contacts and classroom visits are frequent.

Candidates are involved in a weekly student teaching seminar that is designed to support them during their student teaching experience and that assists them as they develop their signature assignments. Regular individual conferences between the candidate and the university supervisor are held after each visit. Candidate performance is jointly assessed by the cooperating teacher and the university supervisor.

Assessment

Candidate performance in the Education Specialist programs is based on multiple assessments. Students are not admitted to the program until after they have completed a minimum of 6 units of prerequisite coursework in the program with a grade of B or better and have completed an admission interview. Once they have been admitted they are assessed at various transition points

such as receiving grades of B or better in core cores and acceptable scores on the signature assignments in those classes, entry into student teaching, exit from student teaching, and exit from the program. In addition, the program collects and analyzes RICA pass rates and job retention rates once candidates are employed in the field.

Standard Finding

Based on review of the 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**.

Teaching Credential Programs
Certificate for Teaching English Learners (CTEL)

Program Design

The primary purpose of the CTEL Program is to prepare current teachers to work effectively with K-12 students from diverse linguistic and cultural backgrounds and be able to implement an empowerment pedagogy that values the linguistic and cultural backgrounds of all students and allows them to succeed to their ultimate potential. The main audience for the program is inservice teachers who hold credentials other than an SB2042 credential and who need authorization to teach English learners.

Courses are delivered in a hybrid online format in order to better serve the needs of K-12 working professionals who are geographically distributed throughout the CSU Stanislaus service area. There are three in-person face-to-face days of instruction: an initial session that provides an orientation to the online course; a session mid-way through the semester to demonstrate EL methodology; and a final session at the end of the semester to allow candidates to demonstrate their learning to their peers. The rest of the course is taught in an online format.

The Coordinator of the CTEL Program oversees all aspects of the Program. In addition, the CTEL Program Coordinator is the coordinator of the Bilingual Preliminary Credential Programs in Multiple Subject and Single Subject. This ensures coordination between the preliminary Multiple Subject and Single Subject credential programs and the CTEL Certificate Program. Coordination of the administrative components of admission and candidate assessment is the responsibility of the CTEL Faculty Committee.

Program courses can be used toward the 32-unit Master's degree program in Curriculum and Instruction, Multilingual Education Emphasis.

Curriculum

The CTEL Program views the language and culture of students as assets that must be valued and incorporated into public school teaching. The program incorporates four basic themes in the overall curriculum: pluralism, empowerment, equity, and change. The diversity of languages and cultures that children bring to the classroom and educational setting are viewed as an asset rather than a deficit or a problem to be overcome.

The program consists of four 3-unit courses:

EDML 5000 Multilingual Education in the Content Areas (3 units)

EDML 5001 Multilingual Education Evaluation (3 units)

EDML 5200 Advanced Theories in Cultural Diversity (3 units)

EDML 5400 Theory of Multilingual Education (3 units)

Field Experience

The majority of candidates are practicing teachers. Course assignments connect practice with their coursework. Program instructors review assignments and provide feedback to candidates. Assignments include readings, Blackboard discussion threads, a case study of an English learner, ELD and SDAIE lesson planning and reflection, a position paper about standardized testing and a presentation on a topic relevant to education of English learners.

Assessing Candidate Competency

Candidates are assessed in multiple ways. Throughout the program candidates contribute to a portfolio that demonstrates their understanding and application of what they have learned. A key assignment from each course goes into the portfolio. Portfolio artifacts are housed on a web-based (BlackBoard) portfolio website. Program instructors assess the assignment for their course; the program coordinator assesses the assignment as part of the portfolio. The following program assignments comprise the portfolio:

- Four Differentiated Instruction Lessons for English Learners (submitted during EDSS 5000)
- Position Paper on Standardized Testing and English Learner Assessment (submitted during EDML 5001)
- "Vision of Success" Education Plan (submitted during EDML 5200)
- Case Study (submitted during EDML 5400)

The program is relatively new and has 2 graduates to date.

Standard Finding

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

Reading Specialist Certificate Program
Reading Language Arts Specialist Credential Program

Program Design

The mission of the Reading and Language Arts Specialist Credential Program (including the Reading Specialist Certificate) is to demonstrate how to organize and implement a research-based balanced reading program that uses literature, basals and decodable text as a foundation for skills development, provides a repertoire of diagnostic/prescriptive tools for assessment, and equips candidates with strategies for intervention and improvement for students in multicultural, multilingual classrooms. The philosophical premise of the reading program is based on a solid foundation of reading as a balanced perspective involving the four language arts: reading, writing, speaking, and listening. The theme of the knowledge base is the concept of teacher as researcher. Through the process of inquiry, teachers question their practices in order to understand their classroom experiences.

Courses form a logical sequence among the instructional components of teacher education, such as skill and content preparation, pedagogical instruction, and field experiences. The overall design of the program ensures consistency between a stated rationale that has a sound theoretical and scholarly basis and relevance to the contemporary conditions of schooling. Methodology is based on current research in the field. Rather than focusing on one particular theoretical model of reading, various approaches and perspectives are demonstrated. There is an emphasis on the needs of the child, rather than on a specific model or program. The program addresses the multicultural and multilingual needs of the children and adolescents living in the Central Valley of California.

The Reading Coordinator is responsible for all administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation. The Coordinator works closely with the Graduate Office, Credential Processing Center, Dean's Office, and with the Chair of Teacher Education on all issues concerning the Reading Program.

The Reading and Language Arts Specialist Credential Advisory Committee plays an active role in the program. Through reviewing the new standards, members of the committee have contributed significantly to the design of the current program. They also participate in new candidate interviews and in the exit oral examinations.

Curriculum

In the 5 courses of the Certificate program candidates master such skills as building a balanced literacy program for diverse populations in the primary grades, reading to learn strategies for intermediate grades instruction, assessment and evaluation, and early intervention programs. They apply theory to practice in the practicum course that has them in classrooms working with small groups, tutoring, and microteaching under the supervision of program faculty.

In the 5 courses in the Credential program, candidates extend their knowledge and skills to include literature-based instruction, theory and methodologies in English language development in content areas, research and professional literature, and teachers as change agents. In an advanced practicum, candidates gain experience as peer reading coaches and focus on children with severe reading difficulties.

The current program dates to 2001 when it was developed as a sequential Reading Certificate (15 units) and Reading and Language Arts Specialist Credential (15 units beyond the Reading Certificate). Program changes since 2001 include: (a) adding EDRG 4250 *Reading Instruction in the Intermediate Grades* (3 units) to ensure the delivery of a balanced literacy program; (b) re-designing EDRG 5910 *Practicum in Reading and Language Arts* (3 units) to become a supervised clinical experience in the Certificate program; and, (c) adding EDRG 5920 *Advanced Practicum in Reading and Language Arts* (3 units) Credential program. Students in EDRG 5920 serve as peer coaches for students in EDRG 5910 in addition to completing a tutoring experience with children having severe reading difficulties.

Field Experience

Since most candidates are elementary or secondary teachers in local public schools, they use their own classrooms for field experiences. Each course has a fieldwork component, culminating with the Practicum in Reading/Language Arts (EDRG 5910) in the Certificate program and Advanced Practicum in Reading/Language Arts (EDRG 5920) in the Credential program.

The practicum experience has evolved with the addition of the Advanced Practicum and the use of peer coaches. In the fall of 2008, the practicum was located at a local magnet K-6 school site. The school has strong parental involvement, a need for services for their struggling readers, and has made the commitment of space availability to partner with the university.

The program provides each candidate with field experiences that relate to the candidate's professional goals, which integrate theory and practice, and which provide an opportunity to demonstrate the competencies necessary for a competent Reading/Language Arts Specialist. This planned sequence of field activities includes: (a) the direct and meaningful application of theories and principles that are taught in the program; and (b) opportunities for candidates to analyze and evaluate the experience on the basis of these theories and principles.

Field experiences ensure that all candidates are oriented to program goals, purposes, and evaluation procedures and expectations. In addition, the program ensures that the field settings are appropriate for the candidate and for the attainment of program goals.

Ongoing guidance, assistance, and feedback are provided by the Program Coordinator and/or field supervisors. Documentation is made on each candidate's performance and the attainment of competencies using multiple measures.

Assessing Candidate Competency

Candidates are assessed in multiple ways: (a) assignments in courses, (b) successful completion of the practica, and, (c) an exit oral presentation of a candidate's program artifacts. Previously, candidates responded to a series of questions for their exit oral examination. Based on information from the Reading Advisory Committee, faculty, and students, question preparation was phased out. Now candidates present artifacts collected throughout their coursework in the form of a portfolio. Criteria for passing this oral presentation have been established. Signature assignments for each course have been identified by the faculty for inclusion in the portfolio.

The 2009 Biennial Report review pointed out that candidate assessment data were not included. Evidence was not found at the site review that (1) the program uses rubric-based assessment tools; (2) that data from the exit survey is used for program improvement purposes. Since the Biennial Report review was received very close to the site review, it is understandable that the

program has not yet responded with changes. Evidence of systematic data collection, analysis, its use for program improvement should be highlighted in the next Biennial Report.

Standard Finding

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

Candidates and graduates who participated in interviews were overwhelmingly positive about their experiences in the program. They feel they get excellent theoretical instruction, hands-on experiences, and mentoring by highly competent and caring faculty.

Administrative Services
Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Services credential program at California State University Stanislaus provides candidates with opportunities to learn, practice, and reflect on the roles and responsibilities of instructional leaders, particularly as they pertain to the improvement of learner outcomes. The program document indicates that the faculty has developed a strong partnership with several local school districts whose administrators provide support as field supervisor/advisory committee members, and course instructors. The Program Coordinator evaluates curriculum content, competencies, reviews program policies and procedures, arranges entry interviews and exit examinations, prepares and updates forms and surveys, and hosts the programs' website. The Program Coordinator also represents the School Administration Program, the Department of Advanced Studies in Education, the College of Education and the University at local school district, county office of education, and professional association functions. The Program Coordinator is assisted by faculty members in a collaborative approach with other educational partners to ensure the highest level of ongoing support, mentoring, and professional development targeted to meet candidates' assessed academic needs.

Curriculum

The goal of the Preliminary ASC Program is to develop school leaders who can effectively lead and facilitate an effective instructional program for children. The curriculum content is conceptually aligned with the California Professional Standards for Educational Leaders (CPSELs) and is organized to address the following thematic areas: (1) shared vision of learning; (2) culture of teaching and learning; (3) management of the school in the service of teaching and learning; (4) working with diverse families and communities; (5) personal ethics and leadership capacity and (6) political, social, economic, legal and cultural understanding. These principles guide an integrated approach to school leadership and are intended to assist in the design and delivery of a program intended to produce outstanding school leaders.

Candidates complete a total of 24 semester units of coursework in partial fulfillment of Preliminary ASC program requirements. The program consists of five distinct courses, four of which integrate in-class instruction with field-based experiences (EDAD 5804 does not require a separate field work project)

Field Experience

Field experiences are planned and evaluated collaboratively by involving candidates, school district personnel and university supervisors. Each candidate is required to prepare a fieldwork project proposal at the beginning of each semester. The proposal includes the objectives to be accomplished, the activities to be completed, the proposed number of hours required for each activity, products to be developed, the time frame (beginning and ending dates), and an assessment process to determine if the objectives have been met. A draft of the proposed fieldwork project is prepared by the candidate, reviewed by the District supervisor/mentor, and submitted to the University Supervisor for final approval. The District supervisor/mentor provides extensive input during the development of the project. The candidate is responsible for project revisions that reflect the suggestions provided by the University supervisor and District

supervisor/mentor. All Candidates are expected to collaboratively develop, implement, monitor, and assess the fieldwork project to completion. Candidates complete four guided fieldwork projects (45 hours each), which are integrated and aligned with the coursework. The projects allow candidates to implement theory to practice. Project documentation (including a written self- reflection and portfolio of products) is prepared at the conclusion of each fieldwork project. Credit is awarded to candidates when competence is met in each objective as determined by both the district supervisor/mentor and university supervisor.

Assessment of Candidate Competence

A review of the program document, course syllabi and interviews with faculty and students provided evidence that all Preliminary Administrative Services Credential program courses address the domains for candidate competence and performance, and facilitate the development of a professional perspective of Educational Administration. Program faculty evaluates the School Administration (SA) Program systematically by utilizing: (1) criteria that relate to the design, rationale, goals and objectives of the program and (2) competence criteria that assess candidate performance. Faculty collect information regarding strengths, weaknesses and needed improvements from all Candidates, including course instructors, university and district supervisors, and employers of recent graduates. In addition to the evaluation of individual courses, candidates complete a survey following their exit examination. The purpose of the survey is to obtain feedback regarding program quality and relevance. Finally, community and professional input is solicited via regularly-scheduled program focus group meetings. This format allows University personnel to gain feedback and to respond to practitioners‘ suggestions from the field regarding the University’s preparation of school administrators .

Formative and summative candidate assessment techniques are embedded throughout the School Administration Program:

- Coursework activities are evaluated in a variety of ways, such as instructor observation, oral and written examinations, portfolios, performance-based activities, individual consultation and other authentic forms of formative assessment.
- Fieldwork projects are assessed by the candidate (self-reflection), district supervisor/mentor, and university supervisor. Credit is assigned when competence is demonstrated to the satisfaction of all parties.
- A first-semester interview and a final-semester comprehensive, written examination are administered as benchmarks to assess the competency of candidates. The interview and examination are comprised of open-ended questions selected from 30 Essential Questions that are provided to candidates: (1) at the beginning of the program during orientation sessions and (2) on the school administration website. The interview and the written examination are evaluated by the program coordinator, program faculty, and local practitioners to determine each candidate‘s level of competence at those program two benchmarks.
- Specific exit requirements include an overall of 3.0 GPA, completion of all program admission/exit requirements and certification from the program coordinator to the credential office that the candidate has satisfied all standards in Category III— Standards of Candidate Competence and Performance.

Findings on Standards:
The team determined that all program standards are met with the exception of the following:
Standard 7: Nature of Field Experiences, which is **Met with Concerns.**

Standard 7c: The program provides appropriate, on-site direction to the quality of the field experience assignments, including identification of an on-site and/or school-based supervisor/ mentor.

While the program has developed a system to guide, assist and evaluate candidate performance in field experiences, there is limited evidence that the support and assessment of each candidate is sufficiently coordinated between the candidate's supervising administrator(s), program supervisor(s) and the candidate. A review of the program document and interviews with candidates and site supervisors, provided limited evidence of ongoing collaboration between the University supervisors and the field/site supervisor.

The data gathered during this visit indicate that the program is very effective overall and the candidates indicate strong satisfaction with program, content, and faculty. Primary goals are being achieved. The University Administrative Credential Program is highly regarded by the candidates and school partners.

Pupil Personnel Services
School Counseling

Program Design
The School Counseling program, as an integral component of the CSU Stanislaus College of Education, is aligned with the Conceptual framework of the college and its commitment to preparing competent, knowledgeable professionals. Through interviews with school counseling faculty, students, alumni, and employers, as well as a review of related documents, it was determined that School Counseling candidates leave the program as professional school counselors, as specialists in human behavior, interpersonal communication, and consultation. The candidates are knowledgeable of counseling theory, developmental issues of children and adolescents, the changing role of the school counselor, and comprehensive school counseling programs which lead to enhanced learning and success (ASCA, 1997).

The program faculty promote a developmental approach which facilitates student growth in the academic, career, and personal arenas, and creates an environment that fosters student success while providing assurance that all students participate fully in the educational process. The school counselors are specialists who provide assistance to students through four primary interventions: Counseling (individual and group), large group guidance, consultation, and coordination. The CSU Stanislaus program reflects the beliefs, values, knowledge, and trends of society and the pivotal role the school counselor plays within the academic organization.

The program design is organized around the categories of knowledge, skills, and attitudes. It is sequenced so that more application is concentrated in the latter part of the candidates' experiences.

Curriculum
The curriculum is designed to meet requirements for both the MA degree and the PPS Credential in School Counseling. Unique emphases of this program include significant attention to family and group skills, special and exceptional needs of pupils, and self-reflection. The program includes both theory and practice. A large number of CSU Stanislaus' students attend on a part-time basis; thus they have grouped their courses in broad categories to indicate when they should be taken. Standards are found integrated across a multitude of courses rather than concentrated within one area. The skills needed to be successful as a school counselor are practiced within the courses themselves, using role play sessions, presentations and individual and group counseling sessions. Through field experiences, candidates have the opportunity to apply their knowledge in real life educational settings. There is evidence demonstrating placement of candidates in a variety of school levels and settings.

Field Experience
Evidenced through interviews and documentation, throughout the program candidates self-assess their values, beliefs, and behaviors to determine areas of strength, components that need improvement, and problematic matters in which training and practice have not been adequate. In the early fieldwork experiences, candidates identify personal and professional goals to be accomplished during their training. Students self-evaluate and receive feedback from the site supervisor and the university supervisor that assists and serves as the foundation for personal/professional goal setting. Supervised field experiences are designed providing students the opportunity to apply their knowledge in real life educational settings. There was evidence demonstrating the placement of candidates in a variety of school levels and settings.

Site supervisors complete a review of each candidate's work at the end of each placement. The Fieldwork Summary Sheet is completed at the end of all placements to summarize the periodic reviews from supervisors and to ascertain that all required competencies have been demonstrated and the required hours completed.

Assessment of Candidate Competence
The School Counseling Program conducts multiple assessments of candidate performance in the form of course assignments, interviews, and supervisor feedback. The key assessments include a special needs paper, competency interviews comprehensive school counseling and guidance program papers, exit surveys, and graduate surveys. For example, for the competency interview candidates interview individually with a team of practicing school counselors to discuss and demonstrate their approach to various counseling situations. The interview is a combination of discussion and role-play, based on a guide that is provided to the interviewers. Each interviewer then completes a feedback form on each candidate. The CSU Stanislaus faculty see themselves as the "gatekeepers" to the profession with an ethical obligation to determine candidate competency and to provide constructive and immediate feedback regarding candidates who may require remedial support. In an effort to stay connected, the School Counseling faculty work closely with the field supervisors to verify fieldwork logs on a weekly basis; a fieldwork checklist/supervisor questionnaire is completed to verify that the candidate has satisfactorily demonstrated each of the identified competencies. In addition, the field work supervisor, the candidate, and the university instructor each review and sign this document to verify ratings.

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.

Curriculum

The curriculum is designed to meet requirements both for the MA degree and the PPS Credential in School Counseling. Unique emphases of this program include significant attention to family and group skills, special and exceptional needs of pupils, and self-reflection. The program includes both theory and practice. A large number of CSU Stanislaus' students attend on a part-time basis; thus they have grouped their courses in broad categories to indicate when they should be taken. Standards are found integrated across a multitude of courses rather than concentrated within area. The skills needed to be successful as a school counselor are practiced within the course themselves, using role play sessions, presentations and individual and group counseling sessions. Through field experiences, candidates have the opportunity to apply their knowledge in real life educational settings. There is evidence demonstrating placement of candidates in a variety of school levels and settings.

Field Experience

Evidenced through interviews and documentation, throughout the program, candidates self-assess their values, beliefs, and behaviors to determine areas of strength, components that need improvement, and problematic matters in which training and practice have not been adequate. In the early fieldwork experiences, candidates identify personal and professional goals to be accomplished during their training. Students self-evaluate and receive feedback from the site supervisor and the university supervisor that assists and serves as the foundation for personal/professional goal setting. Supervised field experiences are designed where students apply their knowledge in real life educational settings. There was evidence demonstrating the placement of candidates in a variety of school levels and settings.

Site supervisors complete a review of each candidate‘s work at the end of each placement. The Fieldwork Summary Sheet is completed at the end of all placements, to summarize the periodic reviews from supervisors and to ascertain that all required competencies have been demonstrated and the required hours completed.

Assessment of Candidate Competence

The School Counseling Program conducts multiple assessments of candidate performance in the form of course assignments, interviews, and supervisor feedback. The key assessments include a special needs paper, competency interviews comprehensive school counseling and guidance program papers, exit surveys, and graduate surveys. For example, for the competency interiview, candidates interview individually with a team of practicing school counselors to discuss and demonstrate their approach to various counseling situations. The interview is a combination of discussion and role-play, based on a guide that is provided to the interviewers. Each interviewer then completes a feedback form on each candidate. The CSU Stanislaus faculty see themselves as the "gatekeepers" to the profession with an ethical obligation to determine candidate competency and to provide constructive and immediate feedback regarding candidates who may

require remedial support. In an effort to stay connected, the School Counseling faculty works closely with the field supervisors to verify fieldwork logs on a weekly basis; a fieldwork checklist/supervisor questionnaire is completed to verify that the candidate has satisfactorily demonstrated each of the identified competencies; and, the field work supervisor, the candidate, and the university instructor each review and sign this document to verify ratings.

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