

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

Professional Services Division

January 13, 2005

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at California State University, Los Angeles. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for California State University, Los Angeles and all of its credential programs: **ACCREDITATION**

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

- Adapted Physical Education Credential
- Administrative Services Credential
 - Preliminary
 - Preliminary Internship
 - Professional
- Clinical Rehabilitative Services Credential
 - Language Speech and Hearing
 - Audiology
 - Special Class Authorization
 - Orientation and Mobility
- Education Specialist Credentials
 - Preliminary Level I
 - Early Childhood Special Education
 - Early Childhood Special Education Internship
 - Mild/Moderate Disabilities
 - Mild/Moderate Disabilities Internship
 - Moderate/Severe Disabilities

Moderate/Severe Disabilities Internship
 Physical and Health Impairments
 Physical and Health Impairments Internship
 Visual Impairments
 Visual Impairments Internship
 Blended Program-Mild/Moderate Disabilities, Moderate Severe
 Disabilities/Elementary Subject Matter
Professional Level II
 Early Childhood Special Education
 Mild/Moderate Disabilities
 Moderate/Severe Disabilities
 Physical and Health Impairments
 Visual Impairments

- Health Services (School Nurse) Credential
- Multiple Subject Credential
 - Multiple Subject
 - BCLAD Emphasis (Spanish, Cantonese, Mandarin)
 - Multiple Subject Internship
 - Blended Program/Elementary Subject Matter
- Pupil Personnel Services Credential
 - School Counseling
 - School Counseling Internship
 - School Psychology
 - School Psychology Internship
 - Child Welfare and Attendance
- Reading and Language Arts Specialist Credential
 - Reading Certificate
 - Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Credential
 - Single Subject Credential
 - BCLAD Emphasis (Spanish)
 - Single Subject Internship
 - Blended Program/Science

(2) Staff recommends that:

- The institution's response to the preconditions be accepted
- California State University, Los Angeles be permitted to propose new credential programs for approval by the Committee on Accreditation.

- California State University, Los Angeles be placed on the schedule of accreditation visits for the 2011-2012 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

Background Information

California State University, Los Angeles (CSULA), an urban public comprehensive university, first known as the Los Angeles State College of Applied Arts and Sciences, was established by an act of the Legislature in 1947. The College shared facilities with the Los Angeles City College until 1957, when the campus was moved to its present site. CSULA is located in a metropolitan area with a population of over 9.5 million, in a state with the fifth largest economy in the world and a population of 33.9 million. The institution has been designated as a Hispanic serving institution.

The institution's mission is a commitment to free scholarly inquiry, to high quality teaching, and to academic excellence in undergraduate, and other extended education programs. As part of the mission and strategic plan, the Academic Senate approved the recommendations of the Provost and Vice President for Academic Affairs that identified six University Strategies of the Plan:

- Develop and enhance a learning/teaching community of students/alumni, faculty, staff, administration, and the greater Los Angeles community.
- Value and enrich the cultural identities of the Cal State L.A. and greater Los Angeles communities.
- Make Cal State L.A. a center of Los Angeles-based social, cultural, professional, artistic, and economic development endeavors.
- Provide opportunities for the continued personal and professional interaction and development of faculty and staff, including an effective incentive and reward system.
- Enhance the ability of the faculty and staff to collaboratively serve a culturally and linguistically diverse student body.
- Value and encourage multilingualism, and ensure a high degree of proficiency in English.

CSULA attracts students from all areas of the United States and from many countries. About one quarter of the campus' enrollment of 22,000 students are engaged in postbaccalaureate study in programs leading to master's and doctoral programs, teaching, service, and specialist credentials; certificates; and other types of programs that prep them for professional advancement. Approximately 95% of CSULA's students live in Los Angeles County, and the enrollment figures decline in direct proportion to the distance from campus. The significant characteristics of the primary service area are its diverse ethnic composition, including areas with the highest composition of Asians and Hispanics in the county, as well as the nation. It also covers an area where the African-American population is heavily concentrated. The proportion of female students has increased from 60.6% to 62.2%. The average age of undergraduates has remained between 26 and 28, while graduate level students average age has ranged from 33 to 36. Additional demographics will be reviewed in Standard 4.

The Charter College of Education (CCOE) is the unit responsible for administrating initial and advanced credential programs and graduate degrees in education. The CCOE also offers two undergraduate degrees (Urban Learning and Rehabilitation Services). Enrollment in the CCOE each quarter is approximately 4200 (head count) with a FTE of 2300. The Health Services

credential, the Adapted Physical Education credential, and the Clinical Rehabilitative Services credential in Language, Speech, Hearing, and Audiology are housed in the College of Health and Human Services, with collaborative administration by the CCOE. A recent study (2002) published by the California Commission on Teacher Credentialing indicated that CSULA ranks as California's top public university in the number of candidates awarded a teaching credential—more than the combined total of the eight University of California Campuses, and more than any of the other CSU campuses. A one-year total of 1080 teaching credentials and approximately 500 credentials for other education professionals were awarded.

The institution and the CCOE are supportive of professional accreditation. CSULA is accredited by the Western Association for Schools and Colleges (WASC). WASC's most recent visit was in 1999. The CCOE is nationally accredited by NCATE (continuous since 1959) and state accredited by the State Department of Education and by CCTC since its establishment in 1970. Programs within the CCOE are currently accredited by the following agencies:

- Rehabilitation Services and Rehabilitation Counseling by the Council on Rehabilitation Education (CORE).
- School Counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- School Psychology by the National Association for School Psychology (NASP).
- Reading by the International Reading Association (IRA)
- Speech and Hearing and Audiology by the American Speech/Language and Hearing Association (ASHA).
- Orientation and Mobility by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).

Merged COA and NCATE Visit

This was a continuing accreditation visit by the National Council for Accreditation of Teacher Education (NCATE). The visit merged the accreditation processes of the Committee on Accreditation (COA) and the National Council for the Accreditation of Teacher Education (NCATE) according to the approved protocol. The Accreditation Team, which included membership from the COA and NCATE, received a single Institutional Self-Study Report, worked from a common interview schedule, and collaborated on all decisions related to accreditation standards.

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was revised and renewed in 1996 and subsequently revised and renewed in 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement allows the university the option to respond to the NCATE 2000 Standards, provided that the Commission's Common Standards are addressed in the context of that response. It also allows the subsequent accreditation team report to be written based upon those standards. California State University, Los Angeles exercised that option. In addition, the institution must respond to all appropriate Program Standards. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the

respective accrediting bodies. This is because the NCATE Unit Accreditation Board requires a report that uses the familiar language and format of the NCATE standards rather than the language that is needed for the COA (i.e., information about Common Standards and Program Standards.) Under the provisions of the partnership agreement, California universities are not required to submit Folios to the NCATE-affiliated professional associations for review. The state review stands in place of that requirement.

Preparation for the Accreditation Visit

The Commission staff consultant, Dr. Betsy Kean, was assigned to the institution in June, 2002, and met with institutional leadership initially shortly after that time. Over the next two years, there were two consultant meetings with faculty, program directors and institutional administration. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives. When Dr. Kean left the Commission staff, Dr. Lawrence Birch was assigned to the accreditation consultant role. The Team Leader (Co-chair for the visit), Dr. James Richmond, was selected in July 2004. The Chair of the NCATE Board of Examiners (Co-chair for the visit), Dr. Frank Meyers, was assigned in June, 2004. On August 30, 2004, the team co-chairs and the staff consultant met with the representatives of CSU, Los Angeles to make final determinations about the interview schedule, the template for the visit and any remaining organizational details.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the NCATE unit standards and appropriate references to the California Common Standards. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional personnel decided to respond using Option One, California Program Standards, for all program areas, with the exception of the Clinical Rehabilitative Services Credential Program. The standards of the American Speech/Language and Hearing Association (ASHA) were used for that program.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the Charter College Education and the Commission Consultant. It was agreed that there would be a team of twenty two consisting of a Team Leader, a Common Standards Cluster that would include five NCATE members and two COA members; a Basic Credential Cluster of five members; a Specialist Credential Cluster of four members, and a Services Credential Cluster of five members. The Dean and Consultant assigned each credential program to one of the program clusters. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework* and experience in merged accreditation visits.

The COA Team Leader and the Chair of the NCATE Board of Examiners served as Co-Chairs of the visit. Each member of the COA/NCATE Common Standards Cluster examined primarily the University's responses to the NCATE Standards/Common Standards but also considered the Program Standards for each credential area. Members of the Basic, Specialist and Services Clusters primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered unit issues.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Saturday, November 6. On Saturday morning, the Team Leader and the COA members of the Common Standards Cluster and CCTC staff began their deliberations with the NCATE team members. It included orientation to the accreditation procedures and organizational arrangements for both the COA and NCATE team members. The Common Standards Cluster began its examination of documents on the campus the rest of Saturday and on Sunday morning. The remainder of the team arrived on Sunday afternoon, November 7, with a meeting of the entire team followed by organizational meetings of the clusters. The institution sponsored a poster session and reception on Sunday evening to provide an orientation to the institution.

On Monday and Tuesday, November 8 and 9, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport members of the team to various local school sites used for collaborative activities. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the NCATE/Common Standards findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns beyond the narrative supporting the findings on the standard.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

The entire team met on Tuesday evening to review the findings and make decisions about the results of the visit. The team discussed each NCATE/Common Standard and decided that the six NCATE standards were fully met, with two areas for improvement identified for purposes of the NCATE report, that Standard 6 was met with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all program standards were met for all program areas.

The team then made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations," or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of "**Accreditation.**" The recommendation for "Accreditation" was based on the unanimous agreement of the team and that the overall evidence clearly supported the accreditation recommendation. Following the decision, the team went on to complete the written accreditation report, which was reviewed by the team on Wednesday morning. A draft of the report was presented to the faculty late Wednesday morning.

ACCREDITATION TEAM REPORT

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING COMMITTEE ON ACCREDITATION ACCREDITATION TEAM REPORT

INSTITUTION: California State University, Los Angeles

DATES OF VISIT: November 6 – 10, 2004

**ACCREDITATION TEAM
RECOMMENDATION:** ACCREDITATION

RATIONALE:

The accreditation team conducted a thorough review of the Institutional Report, program documents, and supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty staff and administration of the university, employers of graduates, and advisory committee members. The team obtained sufficient and consistent information that led to a high degree of confidence in making judgments about the educator preparation programs offered by the institution.

The recommendation pertaining to the accreditation status of California State University, Los Angeles and all of its credential programs was determined based on the following:

NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement.

PROGRAM STANDARDS: Team clusters for (1) Basic credential programs, (2) Specialist credentials, and (3) Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA, considered whether the program standards were either met, met minimally, or not met.

ACCREDITATION RECOMMENDATION: The decision to recommend Accreditation was based on team consensus that the six(6) NCATE Standards were met, with two identified areas for improvement for purposes of the NCATE report, that Standard 6 was met with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program

Standards were met for all program areas. This was accomplished in a period of time when a transition to newly designed programs, changes in college leadership, and budget reductions were occurring. During this period of time, faculty maintained their strong commitment to program excellence, student needs, collaborative relationships with public schools and colleagues within the university. It is clear that the college administration has been strongly supportive of faculty efforts and provided appropriate leadership to the college during this time of change.

ACCREDITATION TEAM

State Team Leader: **James Richmond** (Team Co-Chair)
California State University, Chico

Common Standards Cluster:

Frank Meyers, Cluster Leader, NCATE Chair (Team Co-Chair)
University of Nevada, Reno

Nicholas Michelli (NCATE Member)
City University of New York

Nancy Shapiro (NCATE Member)
University System of Maryland

Susan Roark (NCATE Member)
Nicholls State University (Louisiana)

Jacqueline Yanagi (NCATE Member)
Koloa Elementary School (Hawaii)

Arlinda Eaton (CCTC/COA Member)
California State University, Northridge

Jody Daughtry (CCTC/COA Member)
California State University, Fresno

Sharon Brockman (CCTC/COA Member)
Sacramento City Unified School District
(also serving on Specialist Credential Cluster)

Basic Credential Cluster:

Juan Flores, Cluster Leader
California State University, Stanislaus

Sally Botzler
Humboldt State University

Mel Lopez
Anaheim City School District (Retired)

Karen McVey
Morongo Unified School District (Retired)

Rita Mulholland
California State University, Chico

Specialist Credential Cluster:

Judy Mantle, Cluster Leader
University of San Diego

Sharon Brockman
Sacramento City Unified School District

Nancy Tatum
California Department of Education

Jeanne Davis
California State Polytechnic University, Pomona (Retired)

Services Credential Cluster:

Jo Birdsell, Cluster Leader
Point Loma Nazarene University

Cathy Turney
West Covina Unified School District

Dale Matson
Fresno Pacific University

Joanne Abrassart
Moreno Valley Unified School District

Claudia Bays
California State University, Sacramento (Retired)

DOCUMENTS REVIEWED

University Catalog	Portfolios
Institutional Self Study	Examinations
Course Syllabi	Student Work Samples
Candidate Files	
Fieldwork Handbooks	
Follow-up Survey Results	
Needs Analysis Results	
Information Booklets	
Field Experience Notebooks	
Schedule of Classes	
Advisement Documents	
Faculty Vitae	

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Specialist Credential Cluster	Services Credential Cluster	TOTAL
Program Faculty	8	28	65	40	46	187
Institutional Administration	10	13	20	2	6	51
Candidates	6	35	150	183	108	482
Graduates	3	10	21	26	43	103
Employers of Graduates		4	7	7	12	30
Supervising Practitioners		5	5	12	16	38
Advisors			1	1	25	27
School Administrators		4	4	9	19	36
Credential Analyst		2		1	2	5
Advisory Committee		3	10	6	13	32

TOTAL

991

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

NCATE STANDARDS/CCTC COMMON STANDARDS

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

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

A. Level: Initial and Advanced

CSULA offers programs at both the initial and advanced levels. For the purposes of this report, initial level programs are first-time certification programs. Advanced level programs are any subsequent certification (such as “Clear” credentials¹) as well as master’s level programs that have specialty content.

B. Findings

Content knowledge for teacher candidates

Teacher candidates are required by state and university standards to demonstrate knowledge of the subjects they are authorized to teach. Also, candidates must pass the University Writing Proficiency Examination, a pre-requisite for program admission, and must have a passing score on the CBEST as a pre-requisite to final directed teaching. As part of the CCOE assessment system, faculty and staff monitor these requirements through admission procedures and observing candidate performance in their fieldwork assignments.

The following exams are required to obtain a California Teaching Credential: CBEST, Multiple Subject CSET, Single Subject CSET or course work in approved programs, and RICA. CBEST is needed for all teaching credentials: multiple, single and special education; Multiple Subject CSET is needed for Multiple subject students and special education fifth year students, and must be passed before entry into the program. Blended program students must pass CSET prior to directed teaching. Single Subject CSET (Mathematics, Science, Languages, English, Social Science, PE, Art and Music) is needed for single subject students, or they can fulfill subject matter competencies by completing subject matter approved programs. RICA is needed for multiple subject and special education students.

¹ Because of the recent transition from a *Ryan credential* to a *2042 credential*, there may be some candidates who receive both their preliminary and Clear credentials simultaneously. Candidates in the Multiple and Single Subject Credential programs can have a maximum of five years of service on the Preliminary credential, and within five years must complete requirements for the Professional Clear Credential. Candidates in special education with Level I credentials must, within five years, complete the Level II Credential. This includes advanced coursework in their specialization and an induction program that is collaboratively developed among the candidate, the university, and the candidate’s school district.

The California Basic Education Skills Test (CBEST) is designed to test basic reading, mathematics and writing skills. Because the California Code specifies that candidates must demonstrate proficiency in these basic skills, at CSULA passing CBEST is a prerequisite to Student Teaching; therefore, *the pass rate for CBEST is 100%*. Instructional grants support RICA “Rescue” courses which provide for individual tutoring to support students, such as ELL students, who have trouble passing RICA the first time.

The 2002-2003 Title II report (Appendix A) indicates pass rates by program.

Recent changes to the CSULA program offerings include the blended program, which integrates undergraduate teacher education preparation programs into the four-year undergraduate degrees. The four blended programs are Urban Learning, Child Development, Liberal Studies and Chicano Studies. The first single subject blended program, the Science program, is being developed with an NSF grant by faculty from the CCOE and the College of Natural Sciences. September 2001, the California Commission on Teacher Credentialing implemented new Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. Due to legislation known as SB 2042, the new standards required a radical revision of the CSULA teacher preparation programs that were standards-based. Within two years, new legislation, consistent with federal NCLB requirements, required that all students receiving single subject certification could either go through an approved program or pass the CSET examinations in their teaching discipline.

For single subject students who choose to take the CSET single subject examinations, CSULA has developed recommended test preparation courses for the California Subject Examinations for teachers in Language Arts and Social Studies, mathematics and single subject sciences.

Title II reports for 2000-2003 reported 100% pass rates on CBEST and close to 100% pass rates in all program areas (see Appendix A).

California Commission on Teacher Credentialing reviews and approves credential programs. The credential programs below (Table 1:1) have all been approved by CCTC:

Credential Programs:

Division of Applied and Advanced Studies

- Blended Program in Urban Learning (Undergraduate)
- Administrative Services (Preliminary and Professional)
- Administrative Services Internship

Division of Curriculum and Instruction:

- Multiple Subject
- Multiple Subject Internship
- Single Subject
- Single Subject Internship
- Multiple Subject, BCLAD
- Single Subject, BCLAD
- Reading Language Arts Specialist Credential and Certificate

Division of Special Education and Counseling

Education Specialist

- Early Childhood Special Education

- Early Childhood Special Education Internship
- Mild/Moderate Disabilities
- Mild/Moderate Disabilities Internship
- Moderate/Severe Disabilities
- Moderate/Severe Disabilities Internship
- Physical and Health Impairment
- Physical and Health Impairment Internship
- Visual Impairment
- Visual Impairment Internship

Clinical Rehabilitation Services

- Orientation and Mobility Training

Pupil Personnel Services with Advanced Specializations in:

- School Counseling and Child Welfare and Attendance Services
- School Psychology and Child Welfare and Attendance Services
- Internship Credential in School Counseling
- Internship Credential in School Psychology

Credential Programs Outside of the College of Education

- Audiology
- Language, Speech and Hearing
- School Nurse
- Adapted Physical Education

Program	Accrediting agency	Level
Clinical and Rehabilitative Services Credential Program in Orientation and Mobility	AER	Advanced
Clinical Rehabilitative Services Credential Program in Orientation and Mobility Training for the Blind	AER	Advanced
Clinical Rehabilitative Services Credential with authorization in Speech and Hearing or Audiology	ASHA	Advanced

In addition to CSET and CBEST, all candidates must pass specified exams and other requirements prior to recommendation for the credential:

Writing Proficiency Exam	RICA (Multiple Subject and Education Specialist)
Speech Proficiency Exam	All TPE's (Multiple and Single Subject)
CBEST	Standards-based portfolio
Subject Matter Competency	Technology Proficiency

The state is currently introducing TPA tasks, which are formulated as a set of four separate tasks that are to be evaluated at different points in the program. While the college has incorporated

these TPA tasks into the program, the high cost of implementing the validated assessment has resulted in an agreement by the state and the CSU system that until additional funding becomes available from the state, TPA will not be fully implemented.

Interviews and surveys are a significant part of the revised Unit Assessment Plan. For the advanced programs, surveys are the primary assessment tool. Interviews with candidates indicate that they felt well prepared in their subject areas, and faculty in Curriculum and Instruction verified that students in the single subject credential programs were well prepared through their disciplinary programs, which are aligned with California State K-12 standards. Candidates mentioned that they have been assessed at multiple points during their programs, and with multiple methods, including tests, journal prompts, portfolio review and multiple observation of their directed teaching experience (student teaching).

Surveys conducted in Spring 2004 reveal candidates' overall satisfaction with their programs. Specifically, Master's degree recipients felt that their programs increased their capacity to become change agents in their fields, and augmented their capacity to think reflectively about teaching. In addition, survey data were collected from candidates in the Division of Curriculum and Instruction (Spring 2004), 91% of respondents felt that technology is integrated into instruction in their programs, and they are required to use technology in their coursework. Eighty percent reported that their classes aided them in the development of their portfolio and they are knowledgeable about portfolio assessment.

Analysis of the 2003 survey revealed that of the 137 supervisors of Teaching Graduates of Multiple Subject, Single Subject, and Education Specialist Credential programs in CSU close to ninety percent felt that the candidates were well prepared—which is higher than the average response rate in the state, according to system-wide data. Employers' surveys also indicate high levels of satisfaction with candidates ability to know and understand the subjects of the curriculum at their grade levels, organize and manage a class for instructional activities, use an effective mix of teaching strategies, meet the instructional needs of students who are English Language learners, and students from diverse cultural backgrounds, as well as students with special learning needs.

Surveys of principals affirm that candidates who are hired from the programs are well prepared to teach the content of their courses (3.88 on a 4.0 Likert scale, as reported in the executive summary of the 2003-2004 employer survey).

Advanced Programs

The following degree programs are offered to educators who are preparing for career advancement, promotion, and continuing education:

Advanced Degrees in Education

Division of Applied and Advanced Studies

- Master of Arts Degree in Education *with options in:*
 - Computer Education and Technology Leadership
 - Educational Foundations
 - New Media Design and Production
- Master of Arts Degree in Educational Administration
- Master of Arts Degree in Teaching English to Speakers of Other Languages

- Doctor of Education Degree in Educational Administration and Leadership (*offered jointly with UCI*)

Division of Curriculum and Instruction:

- Master of Arts Degree in Education *with options in:*
 - Bilingual/Multicultural Education in the Elementary Classroom
 - Curriculum and Instruction in the Urban Elementary School
 - Early Childhood/Primary Education
 - Mathematics Education in the Elementary/Middle School
 - Middle and Secondary Curriculum and Instruction
 - Reading
 - Reading and Language Arts Education in the Elementary Classroom
 - Science Education in the Elementary/Middle School

Division of Special Education and Counseling

- Master of Arts in Special Education *with options in:*
 - Autism
 - Early Childhood Special Education
 - Facilitating Behavior Change
 - Inclusion Facilitator
 - Mild/Moderate Disabilities
 - Moderate/Severe Disabilities
 - Multicultural/Multilingual Special Education
 - Physical and Health Impairments
 - Transition Studies
 - Visual Impairment and Blindness: Orientation and Mobility
 - Visual Impairment and Blindness: Teacher Education
- Master of Science Degree in Counseling *with options in:*
 - Applied Behavior Analysis
 - Marriage, Family and Child Counseling
 - Rehabilitation Counseling
 - School Counseling Leadership

Doctor of Philosophy in Special Education (offered jointly with UCLA)

Content knowledge at advanced levels is assessed at multiple decision points for candidates in the Master's and doctoral programs. Candidates are assessed at four decision points: Conditional Admission to the program, formal admission to the program, admission to the internship, and prior to the final awarding of the degree. Each decision point is based on multiple criteria, including: GPA (2.75 for admission), letters of reference, interviews, fulfillment of prerequisite course work with a grade of B or better. In some programs (i.e., MFT MS program) case studies and comprehensive examinations require students to apply knowledge and skills of school counseling and child welfare to an actual vignette. In addition supervised field experiences (i.e.: COUN586S) are part of all advanced credential programs.

- The Professional Clear Multiple and Single Subject Credentials (Level II) and the Level II Education Specialist Credential in Special Education are advanced credentials for teachers. The professional preparation emphasis is on advanced pedagogical knowledge, skills and dispositions and a period of induction in the public schools.
- The Reading Specialist Certificate and Credential requires one of the basic teaching credentials as a pre-requisite to entering the program. Thus, the subject area content has

been completed prior to entering the program, and emphasis is on the advanced pedagogical skills that are required for serving as a specialist in the area of reading.

- The Adaptive Physical Education Credential is a specialist add-on to the Single Subject Physical Education Credential, authorizing service with students who require special programs in physical education. Subject matter requirements are included in the basic credential program.
- The Clinical Services Credentials in Speech and in Orientation and Mobility (listed below) are advanced credential programs and may be considered either/both teaching and/or other school personnel. Both credentials involve simultaneous enrollment for the Master's Degree.

Interviews with candidates in masters' level programs and the joint doctoral program indicate that candidates feel well prepared in content knowledge in their areas.

Candidates in the joint doctoral program unanimously agreed that their program provided them with cutting edge research, and was preparing them to be educational leaders "for a new era." Interviews with two cohorts of doctoral students confirmed this positive assessment from the students. The following statements were made by doctoral students in interviews:

- "We're being prepared to be scholar/practitioners."
- "What's most surprising to me is that in one year, I've learned so much that I can apply to my current job—I'm already a leader because of the new research I have been exposed to."
- "The faculty are the most supportive I've ever seen. They see their job to make you successful."
- "We have the benefit of three institutions (CSULA, CSULB, UC Irvine).
- " We get great support on details of library access, parking, etc. from the campus coordinators."
- "The 'Blue Notebook' [orientation materials] is our bible!"
- "We get lots of feedback—much better than my master's program!"
- "I've been a quantitative type all my life, but I've learned that qualitative research gives me a new perspective, and because of a project I did in my school for this program, I used the qualitative information to write a four million dollar grant for my school!"

Content knowledge of other school personnel

The State of California, CCTE lists over 60 licensure tests which can be found on the website at www.ctc.ca.gov/profserv/examinfo/examinfo.html

The professional preparation programs for other school personnel include the following advanced programs:

- The Administrative Services Credential authorizes service in administrative positions in the schools (e.g. Assistant Principal, Principal, Director, Superintendent). Pre-requisites for this credential are a teaching credential and three years of full-time teaching in a public school.
- The Pupil Personnel Services credential is an advanced program and has two different options: 1) the PPS with authorization in School Psychology and Child Welfare and Attendance and 2) the PPS with authorization in School Counseling and Child Welfare and Attendance. Candidates must have a background in human growth and development

and must, as a part of the credential program, complete a Master of Science Degree in School Psychology/School Counseling.

- The Clinical Rehabilitative Services Credential Program in Orientation and Mobility (O & M) Training for the Blind is a graduate level program that also requires a Master's Degree in O & M. The program requires extensive fieldwork experiences and is offered only at the advanced level. The program is accredited by the International Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).
- The Clinical Rehabilitative Services Credential Program in Orientation and Mobility (O & M) Training for the Blind is a graduate level program that also requires a Master's Degree in O & M. The program requires extensive fieldwork experiences and is offered only at the advanced level. The program is accredited by the International Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).
- The Clinical Rehabilitative Services Credential with authorization in Speech and Hearing or in Audiology is a program at both the undergraduate and graduate levels. The authorization in Speech and Hearing may also add the "special class authorization" for teaching children with aphasia and other speech/language disorders. Completion of the credential requires the M.A. in Communication Disorders. The programs have ASHA accreditation. These credential programs are housed in the College of Health and Human Services.
- The School Nurse Credential Program requires an undergraduate degree in nursing, as well as the professional credential coursework. It is also housed in the College of Health and Human Services. (The Dean of the CCOE is responsible for accreditation of all credential programs and for recommending candidates for the credentials).

Each advanced program has multiple assessments built into the different programs. For example, Special Ed Mild/Moderate, Moderate/Severe and Visually Impaired have a field experience, called "Saturday School," in which they work collaboratively in groups of two to three, to teach children grades K-12 who have identified learning problems. They are supervised weekly and meet before and after their teaching experience to discuss lesson planning and evaluations.

Students in the master's level reading programs have two clinical experiences in the first year where candidates are observed and evaluated, and field experiences final evaluation that determine their content knowledge.

Decision points in Education Leadership include: admission review, conditional acceptance, acceptance into the Ed Leadership Program, Advancement to Master's Candidacy, and Assessment of Candidate Competence and Performance.

Education Administration candidates are assessed using a rubric to evaluate portfolios (Assessing Portfolios for Preliminary Administrative Credentials). Candidates are given a choice of preparing portfolios either electronically or with a traditional hard copy. Surveys of principals (employers) indicate that ninety percent of principals responded that candidates are ready to assume administrative positions.

In Counseling and School Psychology, prior to recommending each candidate for a credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Three

culminating assessments for School Psychology candidates include internship evaluation, portfolios and comprehensive examination (or thesis/project).

Interviews with students in the program confirm that they have multiple opportunities to use research and construct a theory of action for their practice.

Pedagogical content knowledge

The professional and pedagogical knowledge and skills that are required for teacher candidates are defined by the CCTC and included in the documents reviewed by the state for program approval. Recently, CSULA responded to the new standards defined by Senate Bill 2042 (for the Multiple Subject and Single Subject Credentials), and the programs were approved by the Committee on Accreditation review panel (January 2003).

Due to the teacher shortage in California, candidates for teaching credentials may be pursuing their professional preparation in a traditional approach wherein the candidate completes all preparation prior to becoming a full-time teacher or they may be teaching while holding an emergency permit or an internship credential. The objective is to complete, first, the Preliminary or Level I credential and then to receive advanced preparation for the Professional Clear or Level II Credential. Candidates are also strongly encouraged to complete the advanced requirements for a Master's Degree. Each credential program has been developed to meet the standards required by NCATE and the CCTC, and has also utilized information from other professional standards such as the California Standards for the Teaching Profession (CSTP), the Interstate New Teacher Assessment and Support Consortium (INTASC), the California Beginning Teacher Support and Assessment Programs (BTSA), the Council for Exceptional Children (CEC), and others.

Candidates for multiple subject and special education take the CSET examinations to assess content knowledge, while candidates for single subject credentials have a choice of taking CSET or completing approved programs to ensure content mastery.

Each candidate is given a Candidate Performance Assessment Chart (CPAC) in the 300 level (introductory) courses and has a conversation with an advisor at the start of the program. Coursework and methods classes have observations, small group instruction in early field experiences, and portfolios all the way through the program. Candidates begin a portfolio that provides evidence of their performance related to learning outcomes including the TPEs and TPA (Teacher Performance Assessment) tasks. State TPE standards include the following:

- A. Making Subject Matter Comprehensible to Students
 - Specific pedagogical skills for subject matter instruction
- B. Assessing Student Learning
 - Monitoring student learning during instruction
 - Interpretation and use of assessments
- C. Engaging and Supporting Students in Learning
 - Making Content Accessible
 - Student Engagement
 - Developmentally appropriate teaching practices
 - Teaching English learners
- D. Planning Instruction and Designing Learning Experiences for Students

- Learning about Students
 - Instructional Planning
- E. Creating and Maintaining Effective Environments for Student Learning
- Instructional Time
 - Social Environment
- F. Developing as a Professional Educator
- Professional, Legal and Ethical Obligations
 - Professional Growth

In addition, the CCOE has developed decision checkpoints for verifying the knowledge, skills and dispositions of teacher candidates for initial certification at several different decision points: admission to the university, both initial and formal admission to the credential programs, approval for admission to directed teaching and finally, exit requirements. In the new cohort model program, there are courses in each of three blocks that focus on assessment of candidate knowledge, skills, and dispositions.

In the advanced programs, the Master's of Middle and Secondary Education has as one of its options a National Board Certification track. Candidates from the program have earned National Board Certification.

The new SB2042 program began in Fall 2003 with the acceptance of 4 cohorts of students. The new Teacher Performance Expectations (TPEs) have been embedded in the course offerings in the teacher education programs, and the CCOE has a detailed, integrated plan that embeds the TPE at every level of the professional program. Interviews with students and faculty suggested that the content and concepts of the standards are familiar to many students and faculty. Integration into courses ranges from overview to introduction of standards (i.e.: EDFN 440/EDCI 402, to practice (i.e.: EDEL 417), to mastery, to demonstration of mastery.

Candidates are assessed through portfolio and observation of fieldwork experiences. Student portfolios include annotated lesson plans and reflections on the TPE standards. In addition, supervisors' use detailed rubrics for assessing early field experiences and directed teaching experiences to assess candidates' ability to present content in clear and meaningful ways. In addition, the pedagogical content knowledge of candidates is assessed in their methods courses.

A summary of analysis of the directed teaching experience indicates that less than one percent fail the directed teaching experience (2003).

Candidates are expected to demonstrate familiarity and competence with technology through out the program. With the implementation of the new 2042 programs, two initial cohorts of candidates are piloting a new method of preparing portfolios using *Task Stream* technology. Students report great satisfaction with this new technology. In addition, students demonstrate technological proficiency by accessing syllabi, assignments, and articles online through WebCT.

In addition, there are technology standards embedded in syllabi for various courses in all programs. Examples of online courses (EDAD530); electronic portfolios (Task Stream); videos, and power-point artifacts were evidence of technology integrated into course work in various programs. The college has four "smart" classrooms for instruction in all programs, and several "smart carts" that are mobile technology stations for use in other classrooms.

In a recent survey of teacher candidates in the education foundations course (EFIS Student Survey 2003) seventy percent reported that technology is integrated into instruction.

In interviews, candidates at various levels commented on the program in the following ways:

- “They teach you how you shouldn’t just make one kind of lesson, because you will have diverse learners in our classes—so you need multiple paths of access to the information.”
- They (CCOE) stress the importance of knowing the community, and knowing the students and the parents.
- “There is discussion in our classes of the importance of assessing cultural and developmental differences, and understanding ‘high context and low context’ cultures.”
- “My coursework really prepared me with a knowledge of my content area.”
- “In my social science methods course we didn’t just cover the material again. Instead the teacher made it exciting—we started with individual identity issues: we v. they; me v. others, and looked at what we all have in common about identity. Then we went on to develop lessons around the Holocaust and the Internment Camps and what it must have been like. We learned to first face history in ourselves and then we relate themes to our students.”
- “My math methods course and my science course (multiple subjects) are my favorites because we get a lot of opportunities to use manipulative and the teachers model good teaching of concepts. I can use what I learn immediately in my classes.”
- “I wish we had more methods courses in our subject areas (Adapted PE, and others), because we only get one methods course and we need to learn so much.”
- “It would be great if we got some more practical experiences—like how to get supplies and fill out attendance and the basics to prepare for the first teaching job.”
- “The faculty are excellent role models.”
- “This college gives you a really ‘realistic’ idea of what to expect when you get to be a teacher—they don’t sugar coat anything.”

An important new “value-added” study conducted by the Chancellor’s office is being prepared. The report describes results from preliminary data collected as part of the California System wide evaluation of Teacher preparation programs (CSETP). Initiated out of the CSU Chancellor’s office, the investigation is unique in that it represents a broad and systemic effort to evaluate CSU teacher preparation programs by linking P-12 student achievement data to the recent CSU teacher preparation program graduates who serve them in the public schools.

The Evaluation of Teacher Preparation Programs, Charter College of Education, CSULA Fall 2004, states that student scores particularly on the SAT 9 Achievement testes generally increase over time (which may be a function of increased experience, but still, is worth noting as evidence of value added).

Professional and pedagogical knowledge and skills for teachers

The standards that correspond to this NCATE requirement are entitled:

- Relationships between theory and practice
- Pedagogical thought and reflective practice
- Equity, diversity and access to the core curriculum
- Opportunities to learn, practice, and reflect on teaching all subject areas
- Preparation to teach reading-language arts
- Pedagogical preparation for subject-specific content instruction
- Using technology in the classroom
- Learning to create a supportive, healthy environment for student learning
- Preparation to use educational ideas and research
- Professional perspectives toward student learning and the teaching profession
- Preparation to teach English learners

In responding to each of the CCTC standards, teacher credential programs must identify Teaching Performance Expectations (TPEs) that define the candidates' professional and pedagogical knowledge and skills. The CCOE has identified, in each course and in fieldwork assignments, where these requirements are met. In addition, the California Standards for the Teaching Profession (CSTP) were utilized in developing the programs and in developing assessment instruments for evaluation of candidates.

Candidates in the Education Specialist programs complete key coursework for the Multiple Subject credential and must also demonstrate the required skills for working with students with disabilities.

All candidates for the Multiple Subject and Education Specialist teaching credentials must pass the Reading Instruction Competency Assessment (RICA) prior to recommendation for the credential. CSULA provides skill-building instruction in the required courses and provides a special RICA test-strategies workshop to assist candidates in developing the necessary skills in reading instruction. The initial "pass" rate for CCOE candidates is ninety-two percent and, of course, for those who receive the credential is one hundred percent.

NCATE standards related to broad professional knowledge and skills are covered through the program-wide implementation of the TPE standards, which are embedded throughout the credential programs.

Educational Foundations student survey (EFIS Student Survey 2003) indicated that ninety-seven percent valued diversity and respect students from different ethnic groups, feel they are effective working with diverse populations, and are knowledgeable in subject matter.

Professional knowledge and skills for other school personnel

Candidates for other professional school roles are enrolled in programs that are approved by the CCTC. Each of these programs requires that candidates demonstrate in-depth understanding of professional knowledge in their fields. Through coursework, field experiences and portfolio development, candidates collect and analyze data related to their professional positions, reflect

on their practice, and use research and technology to support and improve student learning. The various programs are as listed below, (table 2:2 indicates the decision points for knowledge, skills and dispositions related to these advanced credential and Master's Degree programs).

The CCTC has established standards of quality and effectiveness for preliminary administrative services credential.

Administrative Services Credential and M.A.: The Administrative Services Credential is typically a three-step preparation program for candidates—Internship, Tier I or Preliminary (including the Master's Degree), and Tier II or Professional Clear. The programs have been developed according to standards of the CCTC and are evaluated on those standards every five or six years. Also, in developing the course structure for the program, faculty members utilized the California Standards for Administrators and information from the Association for California School Administrators (ACSA). During their fieldwork and in job assignments, candidates collect and analyze data, reflect on their practice, and use research and technology to support and improve student learning. Candidates must demonstrate the knowledge, skills, and dispositions that are reflected in the following standards:

Pupil Services Credential and the Master of Science Degree: CSULA has two options in the PPS Credentials; 1) School Counseling and Child Welfare and Attendance, and 2) School Psychology and Child Welfare and Attendance. Both are two-year graduate programs (M.S. required) with extensive coursework and extensive field requirements. Both programs were modified recently to meet the new CCTC standards. The school counseling program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP). The school psychology program is accredited by the National Association of School Psychologists (NASP). Both programs have recently been modified to be in alignment with new state and professional standards, and candidates are prepared to collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. The PPS Credential/M.S. options require knowledge and skills related to the following:

The Clinical Rehabilitative Services Program in Orientation and Mobility for the Blind (Credential and M.A.): The O. & M. professional preparation program incorporates the standards required by CCTC and AER and requires knowledge and skills in the following areas:

- Social, Historical, and Philosophical Foundations
- Theories of Human Development and Learning
- Established and Contemporary Research
- Policies and Practices of Effective Practices
- Advanced Information and Technologies
- Advanced Assessment and Program Evaluation Techniques
- Application of Laws, Regulations, and Judicial Decisions
- Advanced Knowledge and Skills Regarding the Candidate's M.A. Option

Clinical Rehabilitative Services Credential/M.A. in Communication Disorders: There are three options in this program; 1) Language, Speech and Hearing, 2) Language, Speech, and Hearing - with Special Class Authorization, and 3) Audiology. Programs are developed according to the standards of the CCTC and the American Speech-Language-Hearing Association (ASHA). The programs are accredited by ASHA

Dispositions

The dispositions that are expected of all candidates, as they work with students, families and communities are those that are found in professional, state, and institutional standards. Specifically, the expected candidate dispositions are listed as core values/dispositions in the CSULA Conceptual Framework. Candidates must demonstrate, in coursework and field experiences, a commitment to:

- Equity
- Cultural, ability and linguistic diversity
- Inclusiveness
- Inquiry and reflection
- Life-long learning
- The use of technology
- Collaboration and community participation
- Democratic participation
- Accountability for learner outcomes

It is anticipated that candidates' dispositions (evaluated in courses and field experiences) will result in positive actions that include the following outcomes:

- Cultural, linguistic, and ability diversity will be considered in teaching and learning
- Teachers and other education personnel make students feel valued for their potential and help them learn to value each other
- Teachers and other education personnel provide a safe and supportive learning environment
- Teachers encourage continuous learning and engage in professional discourse about subject matter knowledge and learning of the discipline
- Collaboration and partnerships will guide decision making
- Teachers model the democratic process
- Technology is used to enhance the instructional/learning process
- Teachers apply the tools of inquiry and reflection to make the aspects of subject matter meaningful for students
- Assessment strategies will measure what practitioners know and can do to assist all students in learning.

Candidates are expected to learn about and adopt these dispositions and behaviors as part of their coursework and in their field experiences, and to apply them as program graduates.

In addition, candidates are assessed at entry on their philosophy of teaching statement (against a rubric that reflects the conceptual framework) an oral interview with an advisor to assess language skill. If candidates are found deficient in an area, they may be referred for developmental support before further consideration of admission through the candidate assessment process.

Dispositions are assessed at multiple points including at the admissions interview. A rubric has been developed to determine candidate dispositions on criteria such as leadership and poise in social situations, sensitivity to others, warmth and spontaneity, disposition toward children and adolescents with special needs, personal maturity, unbiased toward opposite opinions, etc.

Sample syllabi demonstrate that dispositions are incorporated in the programs (EDEL 418; EDSE 401). Authentic assessments such as portfolios, entrance essays, and observations in

clinics (reading clinics, Saturday School) are all assessed using carefully designed rubrics that address dispositions.

Interviews with candidates in the Curriculum and Instruction master's programs noted the importance of dispositions in all coursework:

“Coursework emphasized the importance of family and community, and encouraged us to work in small groups as diverse as our students.”

“We learn about cultural diversity by talking and sharing—we all changed after the first quarter. I can tell now that we are in our third quarter, we all understand how to voice our opinions and appreciate the different perspectives and cultures in our own college classes—it’s a good model for us.”

All our classes dealt with cultural diversity—it’s the air we breathe! In our practicum we get a chance to apply our knowledge.”

“Equity is a huge emphasis—for example in teaching math, we learned that we need to recognize and play up to children’s strengths. For instance, girls and boys are usually treated differently in math classes, and we need to be sensitive to the idea that all children can learn if you find their strength.”

In winter 2004 students were surveyed in a College wide investigation of current student perceptions of core values. A total of 885 surveys were analyzed, a sample size that accurately represented the gender, ethnicity, program of study and bilingual status. The results of the study suggest that a majority of the students believe that the college is doing well in accomplishing most or all of the goals with respect to core values. Questions included cultural ability and linguistic diversity, inclusiveness, inquiry and reflection, lifelong learning, technology integration, collaboration and community participation, accountability of learner outcomes, and democratic participation. A smaller group of 27 Clinical University faculty supervisors was also surveyed,. Nearly all the supervisors (over 87%) agreed that teacher candidates were well prepared in their content areas and demonstrate professional dispositions delimited in state, professional and instructional standards.

Student learning for teacher candidates

Evaluation by the unit, the divisions, and the programs regarding the competency of CSULA’s graduates in meeting the necessary knowledge, skills, and dispositions are compiled from multiple sources: e.g. surveys of candidate self evaluation and satisfaction with their professional preparation program, follow-up surveys of employers of graduates, and input from community advisory committees. Also, a new study has been conducted annually by the CSU System to evaluate the teaching success of our graduates in terms of the academic growth of public school students in the Los Angeles Unified School District. (Additional information is presented in Standard 2.

CSULA candidates are instructed in every methodology course regarding the importance of monitoring and analyzing student learning and levels of functioning. This skill is the foundation for determining the instructional level of each student. Candidates must establish educational environments that support student learning, collect and analyze data related to student learning

and apply strategies for improving student learning. Evidence that candidates are performing appropriately in this area comes from the evaluations in the supervised field experiences, assessment of candidates' reflective journals and portfolios and input from P-12 members of the Community Assessment Advisory Committee. Samples of student work and progress are gathered by candidates and displayed in methods courses and in interviews with the fieldwork supervisors. Also, initial data from a study by the CSU Chancellor's Office is available regarding the achievements of students in schools in which CCOE graduates constitute a major portion of the faculty of the school.

In addition to the unit assessment system and program evaluations that are on-going functions of the CCOE, there are several other evaluation activities that provide data regarding the status of candidates with respect to professional, state and institutional standards. Included are the following:

- Evaluation of candidates in their final field experiences by university and field supervisors
- NCATE and CCTC team visits wherein large numbers of candidates are interviewed by team members
- Follow-up studies of graduates
- Surveys of employers of graduates
- Program review by campus committees
-

Authentic assessments include journals, test scores, observations and portfolios.

Student learning for other school personnel

Professional associations have done program reviews for other school personnel, as noted in section B. Key assessments demonstrate that candidates focus on creating positive environments for student learning

Overall Assessment of Standard

Candidates in the unit are well prepared to work in schools as teachers or other professional school personnel. Candidates know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn. The Charter College of Education initial and advanced programs have developed a comprehensive program aligned with state standards and the conceptual framework, as well as required national organization standards for selected programs. All candidates are evaluated by a performance based assessment system with varied and multiple competency reviews at numerous decision points during their programs.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 2. Assessment System and Unit Evaluation

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

A. Level: Initial and Advanced

B. Findings

Assessment system

The California State University at Los Angeles is in a time of transition with respect to assessment. Two major factors should be noted. First, for teacher credentialing, the state has adopted a new set of requirements, known as “2042” for Senate Bill 2042. This new system made dramatic changes in teacher education and, at the time of the visit, one year into the new program, there are no graduates of the new initial program.

Second, the institution is in transition from a student data system known as OASIS (an SIS system) to a People Soft system, known as GET for academic advisement, student, and faculty data. These affect all programs, initial and advanced.

In addition the Charter College of Education has developed its own system based on ACCESS which tracks data on admission, student teaching, and credentials for initial and advanced programs. This is essentially a credential processing system. There was significant pressure from the University to move away from ACCESS to the GET system, which is not yet fully implemented. For now, the CCOE continues to use ACCESS as its main data system.

Development of the Assessment System

The California State University at Los Angeles’s Charter College of Education has an been engaged in the development of an assessment system covering both initial and advanced programs for eight years.

The unit describes this process and history:

The assessment system of the CCOE has developed in stages beginning in 1996 and continues through the present time. The following events indicate progressive development:

- Spring 1996-Fall 1997: Charter College of Education Assessment procedures for the 1997 COA/NCATE visit
- Winter 1998-Fall 1999: Revised assessment goals approved
- Fall 1999-2000: External evaluation and CSULA Program Review validate achievement of CCOE goals -
 - Assessment team meetings to develop the Assessment Handbook, 2000
 - Conducted College-wide assessment workshop
 - Syllabi with content and performance standards aligned with relevant professional standards and with rubrics for qualitative evaluation of assignments

- Fall 2000-Fall 2001: School as a Whole, the School's governance body, approved Assessment Task Force (ATF)
 - Workshop to introduce NCATE 2000 and SB 2042 credential changes
 - The Assessment Task Force develops draft assessment system
 - The COE governance body (School as a Whole) approves 2001-2002 Strategic plan with "Assessment Principles"
 - ATF forms Community Advisory Committee
 - Conducted College-wide assessment workshop
 - Program evaluation of Urban Learning blended program validates achievement of CCTC standards for blended programs and serves as a prototype evaluation plan for other programs
 - SAW approves assessment document
- Fall 2002: Assessment System reviewed by Assessment Task Force
- Winter 2003: SAW approved the revised Assessment System and Unit Evaluation (See Figures 2-2 and 2-3.)
- Winter 2003: New Assessment System implemented by programs, divisions and the unit
- On-going: review of the system, the assessment instruments, summarization of the data, program decisions made on the basis of the assessment data.

The Assessment Task Force which developed the current system, is composed of representatives of each of the now three divisions of the College. Each of the divisions in turn has an assessment group which focuses on program assessment. A Community Advisory Group works with the College wide Assessment Task Force and includes representatives from the Charter College of Education, from the College of Natural and Social Sciences, from the Los Angeles Unified School Board and from the Glendale School Board.

Each division Assessment Group also has a Community Advisory Group working with it which includes representatives of local school districts. The Community Advisory Groups are used by all Divisions in planning for improvement. In the case of Special Education, the Community Advisory Group conducted focused interviews of students and made recommendations to the Division, which were acted on. In other programs, the Community Advisory Group joined in annual meetings and/or retreats to provide input for program improvement.

These steps and the composition of committees were verified by discussions with faculty and a review of the minutes of meetings.

Data Available at California State University at Los Angeles

A major initiative of the University System is an important addition to the local data collected and used by the Charter College of Education at California State University at Los Angeles. This system, the California System-wide Evaluation of Teacher Preparation Programs (CSTETP), was initiated by the California State University's Chancellor's office. The study includes comparative data that will eventually examine these major areas:

- Participation and persistence of a program's graduates in teaching.
- Effects of a program on its graduates' teaching as reported by teacher-graduates.
- Effects of a program on the graduates' teaching as reported by their K-12 supervisors
- Effects of a program on its graduates' teaching as recorded by well-trained observers.
- K-12 pupil learning outcomes that can validly be traced to teacher education.

All graduates of CSU programs across the state are asked questions designed to provide background data on the candidate, identify their current teaching position, and assess their perception of how well they were prepared for teaching. In addition, supervisors of teachers who earned credentials at one of the CSU campuses were asked to respond to questions designed to identify the graduates' position in the school, their familiarity with California State Standards, their knowledge of the professional practice of the new teacher they were asked to assess, and their assessment of how well the teacher was prepared to begin teaching. The college has data that allow the comparisons of the responses to questions by students and their supervisors with responses from students and supervisors for the CSU system as a whole on these surveys.

The last objective, a value-added study relating K-12 pupil learning outcomes to teacher education, is not yet in place at the state level, but an initial and preliminary report was available for review which foreshadows the kind of data that will be available when the process is fully in place. In the preliminary report on California State University at Los Angeles, an analysis of 7500 students in the Los Angeles Unified School District (LAUSD) taught by graduates of CSULA's programs from 1999-2003 were included. These represented more than 2,000 unique teachers. The preliminary report shows that data can be aggregated for Cal State LA students who become teachers in the LAUSD. The data do not allow, as of yet, for comparisons with students from other colleges entering the LAUSD, nor is it disaggregated by pathway by which they entered into the system. Comparisons are made with NCE data. While data from this project remain limited, it remains an important and necessary first step in the development of data on student achievement that can be linked to graduates of a particular program.

Discussions with the Director of the Program Evaluation and Research Branch and the Director of the Standards Based Education office of the Los Angeles Unified School District revealed a strong commitment to provide data to the College as it becomes available. These data are passed through the Chancellor's office and will be incorporated into the CSTETP system.

Discussion with the director of the California System-wide Evaluation of Teacher Preparation Programs indicates that value added data will be available within the next six months to programs near districts which have adequate data. This would include California State University at Los Angeles. These data, when fully available, can be disaggregated by program type, by pathway into teaching, and compared with the CSU system as a whole.

In a year, the system will provide retention data to each campus. These data will track graduates over five years and report county and the kind of district they are teaching in. California State University at Los Angeles will know if students are in the Los Angeles Public Schools, since it is the only large, urban school in the county. The data will be reported through California's Office of Employment rather than through the education records. This will allow the reporting of the kind of fields students have moved to if they leave teaching, including, for example, retail sales, law, manufacturing, etc. Individual students will not be identifiable.

At the College level, there is a well-developed local student data base maintained on ACCESS. This data system tracks admissions, student teaching, and credentials. More than 13,000 records over six years are maintained on the system, including all students in the program.

Advisors in the Office of Student Services enter data for students at the time of admission, the placement in student teaching, and the application for credential. The system is responsive to

aggregation and queries. The faculty member who maintains the system reports several queries a month from administrators and others. The kinds of questions reported and reports examined include the number of students applying for and subsequently admitted in particular semester to any initial or advanced program in the College, the ethnicity of students in various programs, and time to completion of programs. It is possible to generate data regarding the placement of students with a particular “master teacher” and the success rate of students with that teacher. It isn't clear that these kinds of data are being used to assess the program, or that such reports are regularly produced.

Assessment data from field experiences at the initial or advanced levels are not entered into the system, although the system could accommodate such data.

The faculty member who developed and maintains the system is in a phased retirement program, with no apparent successor in place. The dean is clearly considering how to deal with his departure.

At present, however, the primary data used in the system for assessment and the examination of progress is self-reported student survey data and supervisor data provided through the CSTETP system and additional studies undertaken by each of the Divisions of the College. It can be said that the College is on the verge of having a rich data set for program decisions, but as of now the data are limited.

Conceptual Framework and Assessment

The elements of the conceptual framework that lend themselves to assessment that would yield outcomes data are the core values and dispositions. Decisions have been made about where in courses each element of the conceptual framework is to be developed. The Assessment Task Force has developed a draft rubric for the assessments of dispositions, covering some but not all of the dispositions in the conceptual framework. Under the plan, every candidate will receive a “rubric rating” at each decision point, with each program determining the mechanism for review. Copies of the form are to be provided to each candidate, with the expectation that a rating of “proficient” will be achieved by program’s end. The process for assessing dispositions has not yet been implemented.

Since the statewide survey system does not include specific reference to the conceptual framework in use at CSULA, there is currently limited use of assessment data directly related to the conceptual framework.

Key assessments and Decision Points

The unit systematically makes decisions at key points about individual candidates, including at admission to the University, initial and formal admission to credential programs, admission to student teaching (directed teaching), and exit from the program with a recommendation for the credential. The following table shows the requirements to pass each decision point and the data considered in the process.

Table 2-1 Required Knowledge, Skills and Dispositions for Teacher Candidates

<p>Decision Points</p>	<p>Requirements</p>
<p>Admission to the University</p>	<p>Requirements as listed in the catalog for 1) first time applicants, 2) Undergraduate transfers, 3) graduate and post-baccalaureate admission</p>
<p>Initial Admission to Credential Programs</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • GPA of 2.75 in last 90 quarter or 60 semester units • Standing in relation to subject matter completion • Oral interview with faculty advisor • Written philosophy of education • Internship also requires: <ul style="list-style-type: none"> - Passing of subject matter exams or 80% of subject matter program - Passing score on CBEST - Verification of the U.S. Constitution requirement - Verification of appropriate B.A. <p>Skills:</p> <ul style="list-style-type: none"> • Two letters of recommendation • Review of experiences with children/youth <p>Dispositions:</p> <ul style="list-style-type: none"> • Two letters of recommendation (including professional dispositions and character traits) • Faculty interview (including personality and character traits) • Philosophy of Education statement • Educational objectives • TB clearance • Internship also requires Certificate of Clearance
<p>Formal Admission to Credential Programs</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Verification of attempted all sections of CBEST • Verification of speech proficiency • Successful completion of Writing Proficiency Exam • Completion of course in human development • Verification of technology proficiency • Progress toward completion of subject matter requirement <p>Skills:</p> <ul style="list-style-type: none"> • Demonstration of oral communication skills in interview • Successful completion of early field experiences <p>Dispositions:</p> <ul style="list-style-type: none"> • Application for Certificate of Clearance • Review with faculty advisor of completion of admission requirements
<p>Approval for Admission to Directed Teaching</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Verification of passing CBEST • Verification of completion of subject matter competence requirement • Successful completion of all prerequisite courses • Minimum GPA of 3.0 in credential courses and no grade below “C” <p>Skills:</p> <ul style="list-style-type: none"> • Written and oral work in courses • Demonstration of teaching skills in coursework • Demonstration of teaching skills in field experiences • Written and oral work in courses <p>Dispositions:</p> <ul style="list-style-type: none"> • Application for Directed teaching • Verification of Certificate of Clearance • Recommendation of faculty advisor
<p>Exit Requirements</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • GPA of 3.0 on all credential courses and no grade lower than “C” • Demonstration of subject matter competence (in Directed Teaching) • Standards-based portfolio • Successful directed teaching experience <p>Skills:</p>

	<ul style="list-style-type: none"> • Acceptable ratings in directed teaching by university and field supervisors • Passing score on the Reading Instruction Competency Assessment (RICA) (Multiple Subject and Special Education only) • Successful completion of all TPE's (MS and SS Credential candidates) • Standards-based portfolio <p><u>Dispositions:</u></p> <ul style="list-style-type: none"> • Recommendations of faculty advisors and the Associate Dean for Student Services
--	---

Summary Statement: As can be seen in the above table, all candidates must pass specified exams and other requirements prior to recommendation for the credential:

Writing Proficiency Exam	RICA (Multiple Subject and Educ. Specialist)
Speech Proficiency Exam	All TPE's (Multiple and Single Subject)
CBEST	Standards-based portfolio
Subject Matter Competency	Technology Proficiency

Evaluation by the unit, the divisions, and the programs regarding the competency of CSULA's graduates in meeting the necessary knowledge, skills, and dispositions are compiled from multiple sources: e.g. surveys of candidate self evaluation and satisfaction with their professional preparation program, follow-up surveys of employers of graduates, and input from community advisory committees. Also, as noted, a new study has been conducted annually by the CSU System to evaluate the teaching success of graduates in terms of the academic growth of public school students in the Los Angeles Unified School District, although data from this process is not yet available.

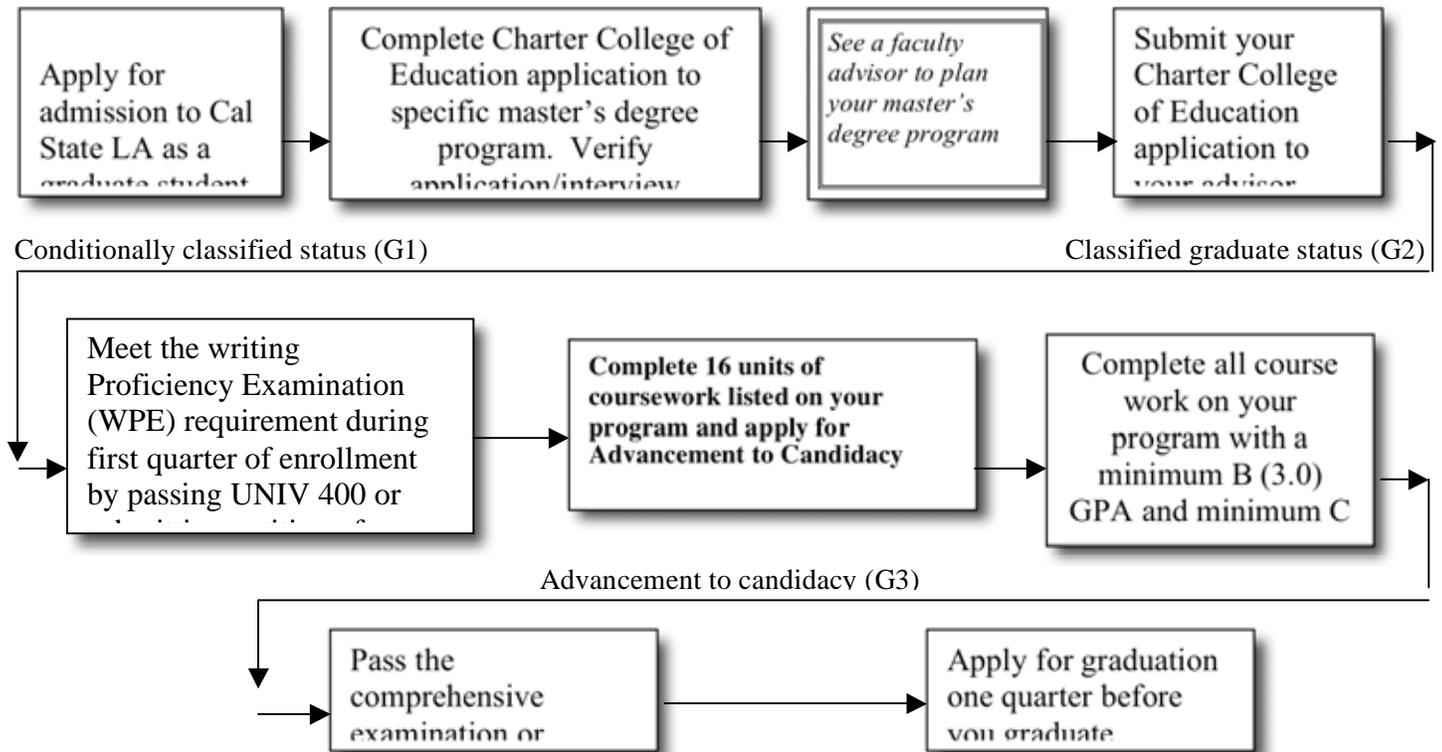
Decision points for advanced programs are described as follows:

Table 2-2 Decision Points for M.A/M.S Candidates

Decision Points	Requirements/Indicators*
1. Admission to the University	Bachelor's Degree from regionally accredited IHE University application form GPA that is required for classified standing by the specific program
2. Admission to the program	CCOE application form Official transcripts from all IHE's Interview with faculty advisor(s) GPA of 2.75 in last 90 units (3.0 in some programs) or 2.5 and application for special consideration Completion of written program plan Verification of credential status (if applicable)
3. Advancement to Candidacy	Successfully complete all admission procedures Successful completion of qualifying courses (if applicable) Completion of 16 units of courses on the approved program with GPA of 3.0 and no grade below "C" Satisfy the Writing Proficiency Examination (WPE)
4. Comprehensive Exam or Thesis	Advanced to Candidacy Completion of all courses with 3.0 GPA and none below "C" Application for comprehensive exam or thesis/project Review and approval by faculty advisor
5. Application for Graduation	Successful completion of all courses and comprehensive exam or thesis/project Application for graduation Review and approval by faculty advisor and CCOE Graduate Office
6. Posting of the Degree	Verification by Graduation Office of completion of all requirements

*Many requirements are common to Master's Degree programs, but each program has unique requirements. These are described in items in the Documents Room.

Table 2-3 Sequence of Steps Required for Masters Degrees



Score of 41 on CBEST writing section satisfies alternative criteria for Writing Proficiency Examination (WPE). Please submit **original score report to Office of Student Services (KH D2078). Possession of an acceptable masters degree may also satisfy WPE requirement.

Admissions at the Initial Level

A Rubric for Admissions has been developed in each program. In the case of the Curriculum and Teaching Program, three of the elements include the statement of philosophy, one rating mechanics, one rating content, and one rating disposition. Letters of reference are also required.

Within that rubric, the “acceptable” level rubric is:

Shows commitment to the value of urban schools. Shows commitment to diversity and equity, Shows appreciation or a student centered or developmental approach to teaching. Perceives teaching as a professional career ca/calling. Shows evidence of a belief that all students are capable of success in school.

Discussions with the faculty revealed that the process is also driven by budgetary concerns. In the initial recruitment of candidates for the new state mandated program, very high expectations were held, and only two cohorts of 30 were admitted. When the budget set higher enrollment targets, standards were revised and for two years five cohorts of 30 each were admitted. In the most recent quarter, the application of the CSET examination to multiple subject students reduced the size of the entering class to two cohorts. Aggregated data reporting the admissions process were readily available, but reports could be requested of the ACCESS system. It is difficult to tell if the system, which varies depending on the class size goal, accurately measures student potential.

Assuring fair, accurate, consistent, and bias free assessment

Every decision point is based on multiple assessments that help triangulate an assessment of the competence of the candidate to pass further into the system (see charts 2-1 and 2-1). Members of the assessment committees also reported that fairness is assured through attention to clarity. No formal effort to establish validity was in evidence. The program in Special Education did report efforts to establish inter-rater reliability among raters of teachers in directed teaching (student teachers)

Additional efforts to determine assessment as valid predictors of practice

While the correlations between assessment and success in practice are not in place, the beginning of a comprehensive value added assessment system is clearly in evidence, and is described earlier in this section. There will be the potential to do correlational analyses between admissions data, success in courses, success in student teaching, other variables, and the effects of teachers prepared at the University on student learning.

Differences between initial and advanced programs in assessment

The assessment of students for initial credentials include a number of external examinations, including, for example, the California Basic Education Skills Test (CBEST), California Subject Examination for Teachers (CSET), and the Reading Instruction Competence Assessment (RICA). These are used in addition to ongoing assessments of teaching, interviews, portfolio reviews, the assessment of teachers in practice. This will be augmented by the value-added study currently underway.

At the advanced level, the Writing Proficiency Examination (WPE) is used. Primarily, the advanced programs use course grades, theses, and, in some cases, locally developed comprehensive examinations. Some programs use established examinations. School Psychology, for example, uses the Praxis examination in this area.

Other Examples of the Use of Data in Program Improvement

We have already reported on the role the Community Advisory Groups have in suggesting programmatic changes that are adopted. This appears to be the case across Divisions.

Another example of data having impact on programs at the University is the PLUS Project: Promoting Literacy in Urban Schools. In this case, faculty researchers engaged in a research based prevention/early intervention model for improving early literacy outcomes for EL students likely to later have reading-related learning disabilities. The program data and experience has been directly responsible for the modification of several courses in the Special Education unit.

A major study examining the Bachelor of Arts in Urban Learning was undertaken in 2001. All aspects of the program were assessed using faculty ratings, student technology profiles, rating of advisement, and many other variables. The report was used to successfully petition the state for program approval.

Over and over again we heard examples of program change based on data that were outside the established data system.

Data used to manage and improve the operations and programs of the unit.

Data used for program improvement at the initial and advanced levels is primarily focused on the assurance that enough sections of courses are available with students and that resources are distributed based on need. The Associate Deans track FTE data and master's head count data and use it to assign resources to divisions, faculty to courses, requests for part time funds and requests for future faculty allocations.

At the College level an annual action plan was developed using a number of data sources such as faculty surveys, graduate and employer surveys done locally and through the Chancellor's Office, teaching evaluations, comprehensive examination scores, and student philosophy statements. From this came decisions to appoint a SAW committee to narrow the number of dispositions to be measured and develop a comprehensive plan for assessment of dispositions (the plan is in place, but not yet carried out). Also, there is a plan to revise admissions forms with an emphasis on dispositions. This was in evidence in the Special Education programs where the faculty interview students with a focus on dispositions and refer a portion of them for reconsideration for admissions. In one semester, 10 students were referred for further review, 9 were interviewed by the Teacher Credential Admissions Committee, 3 were admitted, and 6 were denied admission.

The state has developed Teaching Performance Expectations which are to be measured through a Teaching Performance Assessment in both multiple subject and single subject credential programs. This plan, which would have led to the systematic assessment of the expectations was suspended by the state due to state budgetary limitations.

Notable examples, exemplars, concerns, and/or questions.

The work underway in collaboration on data reporting between the Los Angeles Unified School District and the University is exemplary. There is an understanding of the data needed and clearly steps have been taken to provide outstanding data including value-added data.

Concerns:

While the system is working toward significant quantitative data, the data available at the time of the visit was limited, and primarily survey data. Other evaluative data could be entered into the current ACCESS system, including evaluation of student teachers, but have not been entered or summarized in a form that would be useful.

It isn't clear that the data is derived to support the conceptual framework and that assessment is focused on assuring that the conceptual framework is carried out.

Data collection, analysis, and evaluation

Scheduled data collection.

The data from student and supervisor surveys completed by the Chancellor's office are collected annually and reported to the dean.

The data from student and supervisor surveys done by departments are collected twice annually and summarized.

A full time research analyst is employed by the unit. He regularly develops reports based on the survey data. Divisions can initiate other studies that can assist.

Local data regarding student applications to the program, student teaching, and credentials is entered on a rolling basis. These data are in a system maintained by a faculty member, and accessible directly by Student Services staff. Others can ask for data analyses to answer particular questions, and this happens several times each month.

The Charter College of Education ACCESS system has been in place for five years. The University's OASIS system was begun in 1992 and a migration to GET (People Soft) was begun in 1998.

Records of formal candidate complaints and their resolutions

Each division chair is responsible for maintaining records of formal complaints and their resolution at the Division level. If a complaint is not resolved at the division level, it is forwarded to the Dean for appropriate resolution. The Dean retains records of such complaints and their resolutions.

Most complaints do not reach the level of a formal, written level, but are solved by intervention by the Chairs.

Evidence of program improvement

Evidence was provided to substantiate the notion that changes occur in the system, some based on data and some based on changes initiated by state agencies. The College is in the process of implementing a new teacher education program for which there are as yet no graduates. There are, of course, graduates of programs at the advanced levels. Each division of the College prepared a full document citing examples of such changes. Examples of these include:

- Alterations in programs in all divisions of a substantive nature based on feedback from student surveys.
- Changes in programs based on feedback from Community Advisory Groups

Changes in programs based on legislative mandates, including Senate Bill 2042

Standards from NCATE, CACREP, the California Commission on Teaching Credentials and specialty organizations result in program changes.

All divisions report that data are regularly shared with faculty. The results of the surveys that constitute the bulk of the extant data are the basis for extended discussions at annual retreats of each division leading to program changes. Most changes involve enhancement of advising and the assurance that adequate sections of courses are offered. No substantive changes in the content of programs or courses were reported.

Notable examples, exemplars, concerns, and/or questions.

The unit employs a full time research analyst who takes data, largely survey data, and reports it to divisions for ease in analysis

Concern: None

Overall Assessment of Standard

The California State University at Los Angeles has in place an assessment system which was developed with input from its professional community and designed to provide data on the qualifications of applicants, their success in programs, their performance in field experiences and their success after graduation. Data are used to make changes within the divisions of the college at the initial and advanced program levels as well as at the unit level. The unit is on the verge of having a very rich data source, but currently rely primarily on extensive survey data

C. NCATE Team Recommendation: Standard Met at Initial and Advanced Levels

D. Areas for Improvement:

New

Data sources are limited primarily to survey and the results are not regularly aggregates.

Rationale: The primary source of data is survey data. Other data exists, including student teaching and advance program field experience assessments, but these are not aggregated and summarized for easy use in the improvement of the program.

The conceptual framework does not clearly drive the assessment system.

Rationale: It is not clear from program data that the conceptual framework is well represented in instruments used to assess students at the initial or advanced levels.

E. State Team Decision: Standard 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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

A. Level: Initial and Advanced

B. Findings

Collaboration between unit and school partners

CSULA and its school partners design, implement, and evaluate the units field and clinical practice through the Community Advisory Board. Members of this board include the university faculty from each of the three divisions within the CCOE, school administrators, district personnel, mentor teachers, and candidates. To address the requirements of SB2042, the Division of Curriculum and Instruction worked to develop a clinical evaluation form and rubric for evaluating candidates' performance. In spring 2001, the CCOE and its P-12 partners conducted a directed teaching forum to review and discuss the implications of this new legislation. Approximately 100 P-12 partners, the university supervisors, and candidates attended.

Another important change that resulted from input by mentor teachers include the modifications made to the *Directed Teaching/Demonstration of Competencies Evaluation Form Summary Sheet* for the Single Subject and Multiple Subject credentials. Mentor teachers reported that candidates were not being hired for teaching positions because district personnel thought the candidates did not score satisfactorily on their final evaluations. Some candidates who complete directed teaching may have received a rating of "Meeting Standards" in a particular area. Personnel thought these candidates did not have the necessary skills and preferred hiring a candidate who "Exceeds Standards." As a result, the *Directed Teaching/Demonstration of Competencies Evaluation Form* was changed to include the following descriptors for each category:

Developmental This column indicates that the candidate is progressing toward meeting the standard.	Meets Standards This column indicates that the candidate fully meets the standard.	Exceeds Standard This column indicates that the candidate should be able to achieve after the Level II induction period.
--	---	--

Approximately two months prior to the start of directed teaching, the Office of Student Services sends letters to school administrators in the Los Angeles Unified School District (LAUSD) asking them to consider the placement of candidates. Once the Administrator receives this letter, he/she disseminates the information and then compiles a list of interested teachers. Once the University receives this list, they determine the number of candidates to place at the site. They proceed to send a second letter to the school indicating the candidates assigned and the administrator, in collaboration with the mentor teacher, assigns the candidates. District personnel in counties outside LAUSD recruit their own mentor teachers and place candidates who desire to complete their directed teaching in those districts.

The minimum requirements for becoming a mentor teacher include the following:

- Three years of successful teaching experiences
- Full certification for the teaching position and teaching in the field of preparation
- Recommendation by the school administrator and university

CSULA graduates who complete the advanced programs and have a minimum of three years of successful teaching experience are often recruited as mentor teachers. Because they have recently completed the program themselves, they provide valuable input to the university faculty regarding the strengths and needs of the teacher preparation program.

CSULA has just begun assessing the effectiveness of mentor teachers. The Office of Student Services asks the university supervisors to rate the master teachers at the end of directed teaching. University supervisors indicate whether or not the master teacher is poor, average, very good, excellent, or outstanding and writes comments as necessary. The Student Services office then compiles this confidential information and will determine whether or not to continue placing candidates with that teacher.

Candidates in the advanced programs generally have early fieldwork experience and an additional semester for internship. Candidates in the educational administration program, for example, are generally current teachers who wish to pursue administration. Many elect to complete their fieldwork in their current school site with their administrator as their mentor. If the administrator agrees, he/she completes an application and submits his/her resume and copy of credentials. Candidates completing their internship usually remain at their same school site.

Design, implementation and evaluation of field experiences and clinical practice

The Charter College of Education offers Bachelors, Master of Arts, two joint doctoral degrees, credentials and certifications in the field of education. Some of the candidates in the initial program entered their education program under a previous piece of legislation called Ryan. By winter 2004, this legislation will sunset and candidates in the Ryan program will need to complete all requirements. Concurrently, another piece of legislation, SB 2042, has taken effect.

SB 2042 required the CCOE to make necessary systemic changes in the current programs. Consultation with other Division faculty and with representatives from local school districts resulted in new Multiple Subject and Single Subject credential programs. Both credential programs have prerequisites and are structured in four sequential blocks. Candidates must complete all requirements of one block prior to beginning coursework in the next. Block One focuses on the pedagogical foundation of education in urban settings. Block Two provides candidates the opportunity to study the content in an urban school with emphasis placed upon teaching reading and math. Candidates prepare to deliver curriculum to the whole class; Block four enables candidates to participate in one quarter of supervised teaching.

Table 3.1 below demonstrate the field experiences and clinical practices required for some of the programs at CSULA.

**Table: 3.1 Field Experiences and Clinical Practice by Programs
Multiple Subject Credential**

COURSE	COURSE TITLE	SEMESTER TAKEN	MINIMUM # OF CLINICAL HOURS	CANDIDATE MINIMUM EXPECTATIONS
EDCI300	The Teaching Profession: Preparing the Urban Educator	Program Prerequisite	45 hours	Observation Participation
EDCI 402 or 402I	Introduction to Instructional Design, Assessment and Classroom Management Methods	Block One	4	Observation Participation
EDEL 405	Proseminar: Language Development in the Elementary Classroom	Block One	4	Participation SGI
EDEL 415	Proseminar: Curriculum and Teaching of Reading/Language Arts	Block Two	14	Participation SGI
EDEL 416	Proseminar: Curriculum and Teaching of Writing/Language Arts	Block Three	14	Participation SGI
EDEL 417	Proseminar: Curriculum and Teaching of Mathematics	Block Two	7	Participation SGI
EDEL 403/489	Directed Teaching: Multiple Subject	Block Four	300	FCR

Core Requirements for Preliminary Education Specialist Credential

COURSE	COURSE TITLE	SEMESTER TAKEN	MINIMUM # OF CLINICAL HOURS	CANDIDATE MINIMUM EXPECTATIONS
EDSP300	Introduction to Special Education	Completed Prior to Internship Credential	45	Observation Participation
EDSP407 (5 units)	Directed Teaching in Special Education (in the C. Lamar Mayer Learning Center)		45	FCR
EDSP 407/489 (9 units)	Demonstration of Instructional Competencies		Full time for 10 weeks	Participation SGI FCR

Single Subject Credential

COURSE	COURSE TITLE	SEMESTER TAKEN	MINIMUM # OF CLINICAL HOURS	CANDIDATE MINIMUM EXPECTATIONS
EDEL 415	Proseminar: Curriculum and Teaching of Reading/Language Arts	Block Two	14	Participation SGI
EDEL 417	Proseminar: Curriculum and Teaching of Mathematics	Block Two	7	Participation SGI
EDSE 422A	Proseminar: Learning Environments and Instruction in Secondary Schools	Block One	10	Observation Participation
EDSE 423	Literacy in Middle and High School Content Classrooms	Block Two	10	Participation SGI
EDSE 422B	Proseminar: Inquiry Into Curriculum, Teaching, and School Culture	Block Three	20	Participation SGI
EDSE 422D	Directed Teaching in Secondary Schools	Block Four	200	FCR

Blended Program in Urban Learning

COURSE	COURSE TITLE	SEMESTER TAKEN	MINIMUM # OF CLINICAL HOURS	CANDIDATE MINIMUM EXPECTATIONS
EDFN420	Introduction to Foundations of Urban Learning	Completed within the first two quarters of enrollment	45*	Obs.
EDCI 402	Introduction to Instructional Design, Assessment and Classroom Management Methods	Block One	4	Obs.
EDEL405	Proseminar: Language Development in the Elementary Classroom	Block One	14	Obs

Administrative Services Credential

COURSE	COURSE TITLE	SEMESTER TAKEN	MINIMUM # OF CLINICAL HOURS	CANDIDATE MINIMUM EXPECTATIONS
EDAD580A	Fieldwork I	Block One	30	Variety of administrative fieldwork experiences
EDAD580B	Fieldwork II	Block Three	30	Variety of administrative fieldwork experiences
EDAD581	Clinical Internship	Block Four		Supervisory and curricular experience at school or district levels
EDAD582	Practicum Fieldwork		30 hours	Practical experience in applying principles, practices and procedures of school sites and district offices

Pupil Personnel Services Credential

COURSE	COURSE TITLE	SEMESTER TAKEN	MINIMUM # OF CLINICAL HOURS	CANDIDATE MINIMUM EXPECTATIONS
COUNS593	Practicum: Staff Development and Consultation		3 hours scheduled plus 3 hours arranged	Consulting with parents and teachers
COUN505	Practicum: Counseling			Practical experience preparatory to working with clients, knowledge and skills in listening and helping
COUN586S	Supervised Field Experience in School Counseling			

SGI = Small Group Instruction FCR = Full Classroom Responsibility

*45 hours of early field experience. 20 hours completed in course, 25 completed prior to course. 10 of 45 hours completed in a grade different from own

Candidates in the Education Specialist program have unique early field experience in an on-site laboratory school. The C. Lamar Meyer Learning Center is located in King Hall and services students from elementary through high school. Students with disabilities, including those with learning difficulties, can also attend. Parents pay a nominal fee of \$27.50 for the ten-week session and have opportunities to apply for scholarships if they qualify.

The Center plays a dual role for the candidates at CSULA. Candidates in the Counseling program conduct their practicum at this site as well and work with parents of children who attend the center.

Candidates work in pairs and plan and deliver lessons together. Candidates decide on a lesson and submit a Unit Plan to their instructor who approves their plan. Once the plan receives approval, candidates submit weekly lesson plans thereafter. Having an on-site location enables university faculty to observe and provide feedback to their candidates on a weekly basis. Alleviating traveling time enables the faculty to spend more time with their candidates and provide necessary supports early.

California emphasizes the use of interns as opposed to employing teachers with emergency permits. The CCOE embraces this trend and has an internship program for individuals interested in becoming a teacher. Candidates complete their coursework and field experiences in a little more than two years and receive a preliminary credential. Because the school has agreed to hire the candidate, the district must provide a district mentor who provides support and guidance to the beginning teacher. University supervisors observe the candidate approximately three times each quarter for two quarters and extends a third quarter observation if necessary.

Candidates entering both the multiple and single subject programs complete 45 hours of early fieldwork. As they progress through the program, their responsibilities gradually increase. The fieldwork focus of Block One for the multiple subject credential is observation. Candidates observe individual student needs and the effects of various instructional strategies on learning. Fieldwork progresses to candidates teaching individual or small groups of children in Block Two. In Block Three, fieldwork prepares candidates to deliver curriculum to the whole class. Finally, in Block Four, candidates assume responsibility for the entire class for a full day.

Single subject candidates progress slightly differently through their field experiences. Block One generally includes observations of strategies and learning about students'. In Block Two, candidates complete a tutorial fieldwork component. Finally, in Block Three, candidates develop and demonstrate knowledge and skills of teaching. Secondary teachers culminate with teaching four periods per day and complete assignments in two consecutive quarters.

Coursework required in the methods courses enable candidates to demonstrate proficiencies outlined in the conceptual fieldwork. Evaluation of coursework and directed teaching reflect the knowledge, skills and dispositions expected of students. The nine dispositions is imbedded in the tools the university uses to assess candidates. In addition, evaluation sheets are aligned with state standards.

In the advanced programs, candidates' evaluations are aligned with state and national standards. Some of these standards are reflected in the assessment forms used by the faculty. Capstone projects of the advanced programs include a comprehensive examination or a thesis. The educational administration program had an additional portfolio element. Interviews indicated that the counseling program is investigating the option of adding a portfolio to its capstone.

Interviews with both faculty and candidates indicate that most all school sites have computers. One candidate in the single subject created a web site and taught her students to do the same. Candidates in the multiple subject programs reported about the value of taking the required course EDIT 430 *Information Technologies in the Classroom*. This course required candidates to evaluate electronic media, design lessons and curricula, and create learning environments using electronic media. Candidates also learned to use technology in the assessment process. Another required course, EDEL 415 - *Proseminar: Curriculum and Teaching of*

Reading/Language Art, requires candidates to use Web CT and Intel-Teach to the Future technology modules in their fieldwork.

Candidates field experiences are aligned with state standards. Most candidates reported that coursework and field experiences adequately prepared them to successfully complete their first year of teaching. One university supervisor expressed the need of ensuring candidates receive the four to seven visits each placement. This close contact with them enables the university supervisor to provide adequate support, guidance, and feedback to the candidates.

Due primarily to the large number of mentor teachers in LAUSD, the CCOE relies upon the university supervisors to orient master teachers. University supervisors (both part-time and full-time) attend a beginning-of-the-year training session sponsored by the Student Services Office. Upon completion of this training, they meet with the mentor teachers and each site and review the master teachers' roles and responsibilities. Candidates also keep their master teacher informed and disseminate important information when needed. Both candidates and part-time faculty interviews indicated that the university faculty were always available and provided more than adequate guidance and support.

University supervisors in both the initial and advanced programs meet regularly with their candidates. While on the visit, they meet with the on-site supervisors and touch base with them regularly. Most programs have a minimum of three to four contacts per placement. One of the university supervisors we interviewed knew her master teachers well and had good relationships. As a result, they are comfortable calling, e-mailing, or talking with her regarding any concerns that may arise. Master teachers reported having weekly contacts with one of the university supervisors.

Candidates' development and demonstration of knowledge, skills and dispositions to help all students learn

Candidates seeking admission into the teaching credential programs must enroll in EDCI300AB, *The Teaching Profession: Education as a Career and Learners and Teachers in a Cultural Setting*. Candidates must complete an application form, meet minimum GPA's, and successfully complete early supervised field experiences for preliminary admission to credential programs. Completion of enrollment includes minimum grades, passing proficiency examinations, and attempts at having taken the CBEST and CSET. Additional admission requirements for the Multiple Subject Internship Credential Program include employment commitments by school districts, demonstration of content knowledge skills, and passage of coursework.

Candidates who complete their University-recommended Multiple Subject credential must hold a bachelor's degree, pass the CBEST, meet minimum GPA requirements, demonstrate content knowledge skills, pass various assessments (including the Reading Instruction Competence Assessment [RICA]), and complete CPR training.

The additional exit requirement for the Single Subject credential include a verification of completion of a Commission-approved subject area department or passing score on assessment. Admission to the advanced program includes completion of an application form, meeting minimum GPA requirements, having prior teaching service or experiences, completion of examinations, and interviews with faculty. Program of study approval and completion of 45-113 units, depending on the program, are additional requirements. The culmination of the

graduate program includes a capstone portfolio, comprehensive examination, thesis, or project. (See Standard 2, Element 1.)

The directed teaching staff place approximately 280 multiple subject, single subject, and education specialist candidates in directed teaching each quarter. Interviews indicated that only 160 candidates were placed for directed teaching in fall 2004. The number of candidates eligible for placement has recently declined as a result of a new California State University Executive Order. Effective July 1, 2004, all candidates in the multiple subject and education specialist programs must pass the appropriate exam prior to admission. Due to the dramatic decrease in candidates, the CCOE will consider establishing an elective course that will assist candidates in preparing for the California Subject Exam for Teachers.

Approximately 99% of all candidates placed in directed teaching complete successfully. Candidates working a full-time job in addition to directed teaching had difficulty fulfilling all the responsibilities of a teacher. Some of the candidates needed to leave school early or grew exhausted from the demands of directed teaching. One candidate who did not pass directed teaching did return to the program at a later time and completed successfully.

Fewer candidates are in the advanced programs as compared to the initial programs. In the counseling program, for example, one university supervisor averaged 10 candidates per quarter. Of all the candidates completing their fieldwork or internship, generally 95% complete. A common reason as to why some of the candidates do not complete the program lies primarily with personal situations. Some candidates have had emergencies arise or needed to gain employment.

Many of the methods coursework require candidates to reflect upon their observations during fieldwork. All initial level candidates enroll in EDEL 415 - *Proseminar: Curriculum and Teaching of Reading/Language Arts Candidates*. This course requires candidates to teach a lesson in reading and then reflect upon the lesson after completion. A reflection assignment is one requirement of this course. Interviews with candidates, master teachers, and faculty confirmed the use of daily reflections during directed teaching through informal conferencing and/or the use of journals.

EDCI403C – *Reflection, Synthesis and Assessment of Directed Teaching* is a course taken simultaneously with directed teaching. This course provides candidates opportunities for self and peer reflection, professional growth, and summative program portfolios assessment. Coursework provides the candidate a place to formally reflect on their directed teaching experience, analyze their performance, and prepare to apply these skills, knowledge and experiences to the Teacher Performance Assessment.

Candidates in the initial programs have opportunities to work with students with exceptionalities. All candidates must take EDSP 400 – *Foundations of Special Education*. This course requires candidates to utilize the Iris website and complete two case studies. Most of the candidates reported sufficient opportunities to work with students with special needs. Some candidates have had opportunities to work with the Gifted and Talented, students with learning disabilities, and students with autism. Because schools in LAUSD mainstream students in the general education classes, candidates in field placements generally work with this population.

While school counseling and psychology candidates have explicit opportunities to work with students with exceptionalities built into their programs, other advanced candidates experience diversity as a result of the composition of school sites, where it is assumed they will have opportunities to work with this special population during their placements.

Overall Assessment of Standard

The unit, in collaboration with its school partners, design, implements, and evaluates field experiences, directed teaching, and internships so that candidates have the opportunities to develop and demonstrate knowledge, skills, and dispositions. Entry and exit criteria exist for candidates in clinical practice and assessments are linked to state standards. Both field and clinical experiences allow time for reflection and include feedback from peers and clinical faculty.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. Level: Initial and Advanced

B. Findings

Design, implementation, and evaluation of curriculum and experiences

Four proficiencies have been defined in the unit's core values and dispositions that are related to diversity and guide the Charter College of Education's initial and advanced programs. These proficiencies are as follow:

- value equity;
- treat cultural and linguistic diversity as assets;
- promote inclusiveness; and
- assure democratic participation in decision making.

All initial licensure programs require courses that enable candidates to develop an awareness of the importance of diversity and the knowledge, skills, and dispositions to adapt instruction and/or services to diverse populations. The initial teacher education programs and school nurse

programs require candidates to take EDSP 400, Foundations of Special Education. In this course, candidates review two case studies from <http://iris.peabody.vanderbilt.edu/casestudies.html> according to the guidelines listed on the site. Candidates in multiple subject and single subject programs are also required to enroll in EDFN 440, Schooling in a Diverse Urban Society, a course in which candidates are required to interact in book groups to reflect on the issues involved in parent-school relationships and to complete a reflection and analysis of an observation and interview with a parent of a school-aged child. Candidates in the urban learning program take additional courses to prepare them for work with diverse students. These include ML 300, Language Diversity in Urban America and EDSP 416, Working with Families of Young Handicapped Children. Finally, candidates enrolled in the communicative disorders programs are required to take COMD 475, Cultural and Linguistic Diversity in Communicative Disorders.

The advanced program options for preparing teacher candidates offer electives from which candidates can choose to increase their knowledge, skills, and dispositions in relation to diverse students; however, none are required. Some of the options are as follows:

- EDEL 466, Cultural Diversity in Early Childhood Classrooms requires candidates to develop a thematic unit regarding a theme or topic on anti-bias or multicultural education.
- EDCI 453, Teaching in Bilingual and Cross-Cultural Schools is a course requiring candidates to write a reflection on an experience that is representative of a culture other than their own that would help them empathize with students acclimating to new cultural expectations and communication differences.
- EDCI 535, Teaching for Cross-Cultural and Global Awareness requires candidates to tour their school community, take photographs illustrative of the issues covered in this class, and use them to create a presentation to demonstrate understanding of the concepts of cross-cultural education and global awareness.

Candidates earning a California Reading Certificate must enroll in EDCI 549, Developing English Reading/Language Arts Skills In Bilingual/Cross-Cultural Individual, EDCI 549. An assignment in this course is the completion of an ethnographic assignment in which candidates analyze data on a given setting, events, or occurrence. They also develop a group commentary for which they synthesize the main ideas for a topic on teaching reading to ESL students and present it to the class.

Two courses are required in the master's level administrative services program. These include EDSP 501, Principles and Practices in Special Education which requires nine cooperative learning reports dealing with issues in special education and EDSE 590, Teaching in Multicultural Secondary Classrooms Demonstration of Cross-cultural, Language and Academic Competencies. The Doctor of Education candidates are required to take EDFN 602, Seminar: Application to Educational Social and Psychological Methods.

In the school psychology and school counseling programs courses preparing candidates to provide services to diverse students are inherent to the programs. Examples of courses that are required in these programs are as follows:

- COUN 505, Practicum. Candidates keep a counseling journal on specific reflective questions. They also complete a client case management file including an intake interview, treatment plan, weekly progress notes, and audiotapes of counseling sessions.
- COUN 531A, Individual Testing and Case Study Techniques. Candidates videotape and evaluate their administration skills on various assessment instruments.

Since 1998, the Division of Special Education has held a Multicultural/Multilingual Seminar Series to increase knowledge related to diversity of candidates and faculty. Some topics include the following:

- Ending Discrimination in Special Education
- Growing up in America: How Vietnamese Children Adapt to Life in the United States
- Disability: A Disease in Human Relations
- The Placement of Students of Color in Special Education
- Serving Culturally and linguistically Diverse Families
- Socio-economic Class as Culture and Religion as Culture
- Changing Demographics in the United States and Understanding Culture.

Initial candidates' dispositions related to diversity are assessed beginning in the Prerequisite Block through an interview and writing sample. If candidates' diversity dispositions are unacceptable, they are provided with plans for assisting them in overcoming their deficiencies. Following this assessment, candidates are evaluated throughout their program in coursework assignments and field experiences in Block I and Block II.

In fall 2003, a directed teaching evaluation instrument was piloted and implementation began in winter 2003 for initial programs to assess candidates' skills for working with diverse students. The assessment includes indicators for monitoring and assessing student learning, learning about students, and developing a learning environment with specific indicators related to teaching students with diverse needs. Single subject candidates are evaluated according to their skills in adapting classrooms for special needs students, promoting communication for bilingual students, working with culturally diverse populations, and instruction in Spanish; whereas special education candidates are assessed on their understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socioeconomic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. At the end of the directed teaching experience initial candidates complete a portfolio showing that they have met all California Teacher Credentialing Program Standards, one of which is related to diversity.

A survey of employers of initial teacher graduates conducted in 2002 to gain information concerning their knowledge, skills, and dispositions yielded the results outlined in the Table 5.1 for those items directly related to working with diverse students.

Table 5.1: Principals Perceptions of Teacher Education Graduates Performance

Survey Item	Percent Of Principal's Responses In Regard To Preparation Of Teacher Candidates					
	Multiple Subject N=85		Single Subject N=42		Education Specialist N=11	
	Well or adequately	Somewhat or not	Well or adequately	Somewhat or not	Well or adequately	Somewhat or not
Meet the instructional needs of students who are English language learners	89	11	81	19	100	0
Meet the instructional needs of students from diverse cultural backgrounds	89	11	90	10	100	0
Meet the instructional needs of students with special learning needs	74	26	75	25	100	0

Advanced teacher candidates knowledge, skills, and dispositions regarding work with diverse students are also assessed throughout their programs. Examples of the kinds of assessments that are used are case studies and action research which require candidates to reflect on the processes they used in the completion of the projects. Math education candidates also must complete a portfolio that includes artifacts regarding ELL, IEPs, and studies of problem-solving processes used by students of various cultural backgrounds.

School psychology and school counseling candidates are assessed at entrance to the program through an interview. Several questions directly pinpoint dispositions toward diverse populations, that is special needs students and cultural issues. Once they have been accepted to the program, candidates videotape counseling sessions and are evaluated by their field-site and university-based supervisors according to the abilities to work with diverse individuals. In COUN 503, Multicultural Counseling, candidates reflect on how they react to and experience different cultures. Once they are in the internships, supervisors again evaluate candidates on how well they interact with diverse students. Activities in the internship on which candidates are assessed in regard to providing supportive environments for diverse students include preparing and giving inservice presentations dealing with issues relating to diverse students, consulting with teachers about diverse issues in their classrooms, psychological assessments, and individual and group counseling.

Administrative services candidates are assessed during three field courses in which there are activities specifically designed to provide supportive learning environments. Examples of these activities are workshops for parents in different languages, cultural diversity workshops for teachers, and identifying ways to meet the needs of non-English speaking students and parents.

A review of candidate work samples of all program areas reveal that candidates have adequate knowledge, skills, and dispositions to work with ESL students, exceptional students, and students of different ethnic and cultural backgrounds. However, no summarized assessment data were available for review to determine candidates' ability to work with diverse populations or their ability to incorporate diversity into their curricula and/or establish classroom/school climate.

Initial candidates gain feedback from school-based faculty during field experiences throughout the program. During student teaching, they are observed and evaluated by the cooperating teacher and the university supervisor. The candidates and supervisors discuss the candidates' performance in relation to practices and dispositions related to diversity that were evident in the lesson. Candidates use the supervisors' commendations and suggestions for improvement in their future lesson preparations and implementations.

Advanced teacher candidates complete reflections concerning their performance on field experiences. Faculty, and in some courses peers, read and respond to these reflections to provide information to the candidate for improvement or affirmation of satisfactory performance.

Candidates in the school psychology and school counseling programs make use of videotapes for feedback from peers and supervisors. These are critiqued as a group, strengths and weaknesses are discussed, and the supervisors evaluate the candidate's future performance based on the discussion. In addition, conferences among the field-based supervisor, university supervisor, and the candidate are regularly held. Just as for the videotape experiences, supervisors evaluate the candidate's future performance based on these conferences.

Educational administration candidates have conferences with the field-based supervisor to gain information concerning performance on their experiences related to diversity. Candidates then use the information to reflect on the performance in preparation of the portfolio.

Experiences working with diverse faculty

Professional education faculty, faculty from other units, and school-based faculty are diverse. Data representing the demographics of the faculty are presented in Table 5.3 below. These data show that the diversity of the professional education faculty is equal to or somewhat greater than the diversity of the entire institution. It should be noted that the school-based faculty demographics were provided when requested using surnames as the determinate.

Table 5.2: Demographics on Faculty

	Prof. Ed. Faculty (Initial Programs)	Prof Ed. Part-Time Faculty	Faculty within the institution (Other units)	School-based faculty
	N=91	N=149	N (%)	N=1168
American Indian or Alaskan Native	6%	0	0.2%	0
Asian or Pacific Islander	17%	11%	16.7%	13%
Black, non-Hispanic	0	6%	5.8%	*
Hispanic	15%	23%	10%	38%
White, non-Hispanic	60%	54%	67.3%	*
Two or more races	0		0	0
Other	0	4%	0	0
Race/ethnicity unknown	0	0	0	0
African American or Caucasian*				48%
Armenian				1%
Female	71%	64%		**
Male	29%	36%		**

*Data were provided based on last names of school-based faculty

**Not reported

The university and school-based faculty have diverse composition; therefore, through coursework and field experiences candidates have extensive opportunities to interact with higher education and school faculty with diverse backgrounds. In addition, there are two honor societies which have memberships composed of faculty and candidates. Although the organizations have a requirement of a 3.0 GPA, many candidates are able to join since a 3.0 GPA is required for graduation. The honor society has a membership of candidates and faculty from the university and surrounding schools.

Faculty have the knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds and students with exceptionalities. Numerous faculty have presented at conferences or published manuscripts related to diversity issues. The following are examples of the topics addressed:

- Urban schools
- School culture

- Multilingual and multicultural literature
- Global perspectives in education
- Language impairments
- Instructional resources for exceptional children
- Cultural bias in sport and play
- Recruitment and retention of ethnic minorities in physical education
- Case studies of literacy practices of Latino families

CSULA makes the effort to recruit diverse faculty. According to the California State University Policy Statement on Nondiscrimination and Affirmative Action in Employment (Executive Order: 883), each campus in the CSU system is required to establish and maintain written affirmative programs and a set of procedures that are consistent with all applicable state and federal laws CSU is committed to maintaining and implementing employment policies and procedures in compliance with applicable state and federal nondiscrimination and affirmative action laws and regulations. The Faculty Handbook section on Recruitment of Faculty (Chapter VIa) clearly states that recruitment of faculty should be based on the Statement of Diversity and Inclusivity in addition to other factors, such as course offerings and projected student/faculty ratios. A review of position statements from 2000 to 2004 reveal a definite commitment to the recruiting of diverse faculty.

One method of recruiting diverse faculty employed by the unit is the advertisement of position openings in publications designed primarily for a minority readership. In addition, the unit takes advantage of a California forgivable loan grant. By sponsoring a minority who enters a doctoral program and agrees to return as a faculty member, they have recruited two current faculty members.

The faculty handbook cites six efforts to strengthen diversity and inclusivity at Cal State L. A. which include retention and promotion of faculty, staff and administrators with respect for diversity, curriculum pedagogy, and research that enhance the critical skills of students, allocation of resources to maintain the goals of increasing and maintaining diversity, and University wide assessments of the challenges and achievements in all efforts to strengthen diversity. A Women's Resource Center has been established to provide information, communication, and personal association related to anyone concerned with the interests of women students, faculty and staff members.

A survey of all persons employed as CCOE staff was conducted in spring 2004 to collect information on staff perceptions of departmental support, educational programming and recruitment, workload and performance evaluations, professional development experiences, and their own job performance. In regard to diversity, results show that 100% of the staff agrees with the following two statements: "Students have good opportunities to work with ethnically and culturally diverse populations," and "My Division/Support Unit does a good job of recruiting diverse faculty and staff."

Experiences working with diverse candidates

Candidates in the initial teacher preparation and advanced preparation programs are very diverse. Data reveal that diversity of candidates within the unit is comparable to the diversity of candidates within the institution and the geographic area served by the institution (see Table 5.3).

Table 5.3: Demographics on Candidates, 2003

	Demographics of geographical area served by institution	Students within the institution		Urban Learning (initial)	Special Education (advanced)	Ed. Admin. (advanced)	Counseling & School Psychology (advanced)	C&I (advanced)
	*	N=20,367		N=295	N=348	N=180	N=274	N=441
American Indian or Alaskan Native	0.8%	83 (0.4%)	Female	0	1(1%)	0	1(1%)	1(0%)
			Male	0	0	1(0%)	0	0
Asian or Pacific Islander	11.9%	3,890 (18.8%)	Female	25(7%)	35(9%)	17(6%)	21(8%)	80(19%)
			Male	4(1%)	4(1%)	3(3%)	8(2%)	8(2%)
Black, non-Hispanic	9.8%	1,561 (7.5%)	Female	9(3%)	20(7%)	10(7%)	18(9%)	19(4%)
			Male	1(1%)	7(2%)	4(3%)	5(3%)	4(1%)
Hispanic	44.6%	9,214 (44.6%)	Female	176(91%)	63(40%)	63(28%)	117(88%)	182(39%)
			Male	48(13%)	24(7%)	32(19%)	33(13%)	33(6%)
White, non-Hispanic	33%	2,847 (13.8%)	Female	13(5%)	97(30%)	19(15%)	38(17%)	60(17%)
			Male	0	40(12%)	13(10%)	4(7%)	12(3%)
Race/ethnicity unknown	0	1,906 (9.2%)	Female	16(5%)	21(18%)	12(4%)	22(7%)	25(7%)
			Male	2(1%)	18(4%)	5(4%)	4(2%)	9(2%)
Visa	**	**	Female	1(0%)	15(3%)	0	3(1%)	8(2%)
			Male	0	3(1%)	1(0%)	0	0
			Female	**	13,002 (63%)			
			Male	**	7,635 (37%)			

*No number provided

**Not provided

Faculty and candidates reported extensive opportunities to interact with diverse candidates based on the diverse composition of the CSULA population. Interviews with faculty and candidates supported the advantages of cohorts in the new blended program as a means for interaction. To increase the cohesiveness and ownership for the Urban Learning program, a Cohort Council has been established. The Council reviews issues in the programs and provides skills in “change agency” according to one faculty member teaching in the program. Campus organizations and organizations within the unit also provide additional opportunities for interaction with diverse candidates.

Academic advisors are responsible for recruitment of initial candidates. Each advisor is assigned a community college to which they make regular one-half day visits to provide program information and invite potential candidates to attend group advisement meetings to learn about programs, their requirements, and available assistance.

The unit has two additional programs for recruiting candidates. Although one advisor is the primary contact for the project, all three advisors work with GEAR-UP which is funded by a Title V grant designed to recruit Hispanic and low-income middle school and junior high students. The CAPI project has targeted 10 high schools in the service area and began by providing tutoring in English and mathematics to improve the rate of college attendance for diverse students. Reading tutoring has recently been added to the project according to the Acting Dean for Student Services.

During the Prerequisite Block prior to entering Block I, an interview and writing sample are conducted to evaluate candidates' philosophy and dispositions. If candidates are found to be unacceptable according to the rubric, they are provided with assistance and/or remediation. According to the advisors, these activities are a way of maintaining diversity. For example, if candidates have difficulty with English, they are referred to appropriate services for correction so that they will be more successful throughout the program.

Recruitment of advanced candidates appears to derive primarily from the quality of the programs. School psychology and school counseling faculty reported that in addition to candidate word-of-mouth, the unit's reputation for preparing graduates to work in diverse urban settings is an asset. Master's in Curriculum and Instruction faculty reiterated this suggestion. They said that they attempt to develop programs in order to "sell them." In order to maintain diverse candidates, the reading specialist program faculty develop a data base to keep in touch with the candidates. Faculty regularly email them to remind them of events, program requirements, and information about the reading specialist program.

In summer 2004 and fall 2004, CSULA was listed in the "Top 100" on the Hispanic Outlook in Higher Education's 14th among institutions in California that conferred the most bachelor's and master's degrees to Hispanics. A review of a list of scholarships awarded in 2004 revealed that approximately 28 out of 40 scholarships were awarded to candidates of Hispanic and Asian ethnicity.

Experiences working with diverse students in P-12 schools

Faculty and candidates overwhelmingly agreed that the students in the urban P-12 settings in which candidates are placed for field experiences are rich in diversity of both faculty and students. School visits confirmed their assertions. According to faculty and candidates, the few additional P-12 school districts in which students are placed mirror these data. Therefore, the faculty affirmed that all candidates experiences are in diverse sites. Because demographic data were not available by school, the Table 5.4 shows the demographics of Los Angeles Unified School District.

Table 5.4: Demographics of Los Angeles Unified School District for 2001

Year	American Indian or Alaskan Native	Asian	Black, non-Hispanic	Filipino	Hispanic	White, non-Hispanic	Pacific Islander
2001	2,174	29,070	91,195	14,617	524,821	70,746	2,440
	0.3%	4.0%	12.4%	2.0%	71.4%	9.6%	0.3%

Initial candidates have two blocks prior to student teaching in which field experiences are required. According to faculty, two cases studies are completed in Block I. One case study focuses on an exceptional student, and another focuses on a non-English speaking student. The case studies must include a description of the student's school experiences, a description of how their family has helped them with their education, and plans for instruction. Candidates then work with these children in small groups.

According to faculty and candidates, all candidates have the opportunity to work with exceptional students. Inclusion is used quite extensively throughout the service area, and interviews revealed that a majority of P-12 classes in which candidates are placed have exceptional students. Because inclusion is a predominate method of serving exceptional students, advanced teacher candidates who complete field experiences in their own classrooms are extremely likely to have an exceptional student in their classrooms during the time in which their program is completed.

As cited previously, a review of syllabi revealed that every program has at least one required course, all of which require field experiences, related to teaching diverse students. Initial and advanced candidates in teacher preparation programs also cited examples of ways in which they receive practice knowledge, skills, and dispositions during their field experiences related to diversity. They stated that diversity issues are discussed in every course and are incorporated into field experiences. For example, initial candidates teach lessons in which they use differentiated instruction, scaffolding, cooperative learning activities, and lessons specifically designed for ESL students. There is an emphasis on assessing cultural differences and planning lessons based on these data. In a reading methods class, candidates are required to assess students, analyze the data, design lessons to address the student's needs, conduct a mid-point assessment, and finally, develop a lesson based on the mid-point data. The adapted physical education program uses a clinic housed on campus which is used in field experiences for three courses within the program. Overall, initial candidates appeared to have a thorough understanding of the need to develop lessons for all learners by pointing out that the lesson needs to be based on the needs of individual students.

Advanced candidates also cited many examples of field experiences that give them the opportunity to practice working or developing an environment appropriate to the diversity of students. An advanced elementary education candidate cited an experience in teaching differentiated lesson appropriate for honors students and general education students. Educational administration candidates cited experiences in which they were required to demonstrate their understanding of the importance of getting to know the community in which they work and finding a way to communicate with parents with language barriers. School psychology and school counseling candidates cited experiences in individual and group counseling, reflection on activities in their internships, self-evaluations of videotaped counseling sessions, and administration of assessments appropriate to their disciplines as examples of experiences that make them feel well prepared and confident in their knowledge of working with diverse students.

Exemplar

It is abundantly clear the faculty and candidates share a common commitment to social justice, value every aspect of diversity (i.e. ethnic, cultural, developmental, physical, racial, linguistic, gender), and have a passionate commitment to their community.

Overall Assessment of Standard

A wide range of topics, issues, and experiences related to diversity are emphasized in all coursework for initial and advanced programs. They have extensive field experiences which incorporate the diversity proficiencies expected of all candidates in the unit. Candidates' knowledge, skills, and dispositions are assessed through research, projects, implemented lessons,

presentations, reflections, interviews, and observations in coursework. However, data is not systematically summarized to provide information about candidates' performance related to diversity or their ability to incorporate it into the curricular or establish environments that value diversity. The region is rich in diversity and candidates, university faculty, school-based faculty are diverse with ample opportunities for interaction. Recruitment of diverse candidates and faculty is aggressively pursued by the unit. All candidates are placed in diverse settings which enroll students of cultural, ethnic, racial, and language diversities and exceptionalities. They gain feedback from supervisors and reflect on the feedback to improve their performance.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement:

New

The initial and advanced programs have not systematically summarized data related to diversity.

Rationale:

Teacher education candidates are expected to demonstrate proficiencies related to diversity and incorporate diversity into the curricula, and candidates in programs preparing other school professionals are expected to establish a classroom/school climate that values diversity. At the present time, data collection is informal in nature.

E. State Team Decision: Standard Met

STANDARD 5: Faculty 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.

A. Level: Initial and Advanced

B. Findings

Qualified faculty

The Charter College of Education (CCOE) employs 79 full-time faculty, one endowed chair, four full-time temporary faculty who are advisors, 47 part-time faculty who teach courses, 35 part-time field experience supervisors, and 13 faculty who are participating in the Faculty Early Retirement Program who teach half-time. All tenured faculty have doctoral degrees, and 25 of the 34 tenure track faculty also have doctorates. In the part-time faculty pool, approximately 50 percent have doctorates. All faculty have appropriate professional experience. For those faculty who teach instructional methods courses or supervise field experiences, at least three years of

public school teaching experience is a requirement for employment. Many of these faculty have teaching experience which far exceeds the minimum requirement. Similar requirements exist for faculty who teach courses for other education-related professionals (e.g., school administrators and school counselors).

School faculty or district personnel who supervise student teachers or interns are all required to hold the appropriate credentials for the areas in which they are supervising. The primary responsibility for monitoring this rests with the school principal. School personnel who supervise other types of field experiences also must be credentialed in the appropriate areas, and this is monitored by program coordinators.

The CCOE expects university faculty who supervise field experiences or teach methods courses to continue their participation in public elementary or secondary schools or classrooms at least once every three years. The CCOE monitors this participation by having faculty complete a form which describes where and when they have participated in schools and the nature of their participation. An examination of these forms indicates that faculty have conducted in-service workshops, assisted with curriculum development, conducted action research, coached or monitored teachers and other school personnel, supervised field experiences, and demonstrated teaching practices. Participation in public schools helps CCOE faculty meet the requirement for retention, tenure, and promotion.

Modeling best professional practices in teaching

The CCOE is confident that its faculty understand their subject matter and model best teaching practices. Tenure track faculty are hired through a careful selection process which involves national searches. Part-time faculty are also carefully selected through a process which includes approval by the appropriate division's personnel committee. The retention, tenure, and promotion process places greatest emphasis on teaching in evaluating faculty. Faculty's level of content knowledge is also apparent in classroom observations which are made by division chairs or their designees and through the review of their course syllabi which is the responsibility of course coordinators.

Many aspects of the conceptual framework as well as current research findings are reflected in instruction. Equity is one of the core values of the CCOE. Student Opinion Surveys indicate that students believe they are treated equitably by their instructors. Syllabi and interviews with candidates suggest that other core values such as cultural and linguistic diversity, inquiry and reflection, technology integration, collaboration and accountability for student outcomes are emphasized. Many assignments in coursework call for inquiry and reflections on the part of the students. Most faculty employ various forms of technology in their instruction. For example, about 50 percent of faculty uses WebCT to deliver some aspect of their courses. Many course assignments require students to collaborate with each other, and some require students to collaborate with school personnel. Expected learner outcomes are clearly stated for all courses, and assessments are clearly related to these outcomes. The conceptual framework includes data-driven decision-making. Faculty report extensive use of the Student Opinion Survey as well as systematic observations of student performance to guide changes in course content, instructional strategies, and assessment tools.

Candidate interviews indicated that they believe their instructors are sincerely interested in their learning. Many candidates said their learning is assessed through long-term projects on which

they receive feedback from their instructors at several points during the quarter. This helps to assure a successful learning outcome at the end of the quarter. Faculty provides assistance to candidates who have difficulty in achieving learning outcomes. For example, they provide both group and individual assistance in helping students gain the knowledge needed to pass the Reading Instruction Competency Assessment, which is required of prospective elementary teachers.

Faculty encourage students to engage in critical thinking and reflection through class discussions and assignments such as analyzing case studies and keeping reflective journals. They have students engage in activities which encourage the development of appropriate professional dispositions such as service learning projects. Faculty employ a wide variety of instructional strategies including lecture, small- group discussions, large-group discussion, debates, simulations, peer teaching, and on-line discussions.

Diversity is reflected in every facet of instruction from making sure content is presented from multiple perspectives to using culturally responsive pedagogy. For example, candidates earning credentials in physical education learn about sports and games in many cultures. Candidates in a TESOL course who are reluctant to present their views in front of a whole class might e-mail their classmates.

Faculty use instructional technology in many ways. About half the instructors use WebCT in some aspect of their courses. Several courses are offered completely on-line. Most faculty use PowerPoint. DreamWeaver, Flash, and Fireworks are a few examples of software programs used in selected courses. The Student Scholar's Training Program offers a series of workshops on the instructional use of technology. Faculty can take their classes to any workshops relevant to their courses. Classroom sets of wireless computers are available for use by faculty in any classroom.

Candidate performance is assessed in numerous ways. Journals, action research projects, analyses of case studies, group and individual projects and presentations, annotated bibliographies, and field reports are all methods used to assess candidate competence. In general, authentic assessment is stressed.

Faculty report that they make extensive use of Student Opinion Surveys and observation of candidates in the field as they engage in self-assessment. They regularly revise course content and instructional strategies based on their self-assessments.

Modeling best professional practices in scholarship

Faculty are expected to engage in scholarly activities such as writing journal articles, book chapters, and books; presenting at professional conferences; and writing grant proposals. From 1999 through 2002, faculty engaged in 311 scholarly activities. Faculty discuss their scholarly activities with students, and when feasible, involve them directly in these activities. For example, some faculty have co-authored books with their students and many have presented with students at state-level professional conferences. Approximately 75 percent of the faculty engage in scholarship of some type.

Modeling best professional practices in service

Faculty are involved in a wide variety of service activities. They serve on numerous committees at the division, college, and university level. One of the most outstanding characteristics of this college's faculty is the range of service activities they provide to the school districts and communities in the university's service area. A few of the many notable service projects designed and implemented by faculty are described below:

Inclusive Education for Young Children Professional Development Center—This center was developed in 1999 by faculty belonging to the Early Childhood Cluster in the CCOE. The center has offered eight day-long conferences over the past five years to encourage best practice and networking and to support the professional development of early childhood practitioners in the Los Angeles.

The Accelerated Schools Project – This center's main function is to support existing Accelerated School sites and to launch new schools. CCOE faculty and staff serve as coaches for the schools.

CHESS (Charters Evolving as Successful Schools) – This program offers evaluation of charter schools, designs new programs, writes grant proposals, and provides collaborative research regarding issues specific to charter schools.

Collaboration

Within the CCOE faculty collaborate primarily with other faculty and with staff members through the school-wide governing body known as the SAW (School as a Whole). In addition, they collaborate through cluster groups, which are small groups of faculty interested in a common issue. Faculty collaborate with other faculty outside the CCOE through special projects such as the Better Educated Science Teachers (BEST) program in which faculty from the CCOE worked with faculty from the natural sciences to develop a blended teacher preparation program in science. CCOE faculty engages in an impressive number of collaborative projects with public schools. Candidates have the opportunity to participate in and learn from many of these projects.

Unit evaluation of professional education faculty performance

Full-time and part-time faculty are evaluated on a regular basis. Tenure track faculty who are Probationary are evaluated on an annual basis for retention. Tenured faculty are evaluated for promotion, and full professors are evaluated every five years. Criteria for evaluation include teaching, scholarship, and service. Teaching and related activities are given the greatest weight. The quality of teaching is assessed using student evaluations, class observations, and examination of information about teaching such as course syllabi. Part-time faculty are evaluated each semester. Faculty use the evaluation process to improve all aspects of their performance.

Unit facilitation of professional development

The faculty have professional development opportunities related to each criterion on which they are evaluated. The CCOE and the university provide numerous opportunities for professional development. Examples include—

Access to a full-time staff member who provides technology training for faculty on a one-on-one basis.

Opportunities to apply for Creative Leave Sabbaticals

Travel funds to make presentations at conferences possible

Opportunities to attend workshops provided by the Center for Effective Teaching and Learning

Overall Assessment of Standard

The faculty model best professional practices in teaching, scholarship, and service. They collaborate with other faculty, school personnel, and community members. The faculty take advantage of the numerous professional development opportunities available to them

C. NCATE Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 6: Unit Governance and Resources

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

A. Level: Initial and Advanced

B. Findings

Unit Leadership and Authority

The Charter College of Education is the professional education unit for Cal State University, Los Angeles (CSULA). The CCOE provides the leadership to coordinate all programs at CSULA that are designed to prepare education professionals to work in the P-12 schools. The information obtained from interviews and minutes indicated that the institution has designated the Dean of the college as the head of the unit. The dean has the responsibility for the overall administration and coordination of programs, for all degrees in education and for all credentials, and standards leading to teacher licensure/certification (initial and advanced). The authority and leadership of the Dean of the CCOE was reaffirmed in June 2000 by the University President, and by the University's Academic Senate, in their recommendations to the Chancellor of the CSU to re-charter the College. The CCOE administrators are the Dean, the Associate Dean for

Student Services and Coordination, the Associate Dean for Curriculum and Assessment, and the Special Assistant to the Dean. Support personnel include:

- Three academic technology support persons
- An instructional technology design consultant (to assist faculty and staff in software implementation and classroom applications)
- A full-time chair (twelve month contract) in each division
- 34 critical staff positions
- A data analyst.

The CCOE is governed by an all-college group known as the School-as-a-Whole (SAW), in which faculty, staff, candidates, and community representatives have an equal vote in major decisions. The charge of SAW is to establish/approve whole school governance structure, to examine and develop school mission and vision, to complete school-wide needs assessment, to establish priorities for clusters and themes, to establish criteria and standards for clusters, to establish criteria and standards for themes, and to delegate administrative tasks to the Administrative Council. The governance includes the Administrative Council and the standing and ad hoc committees of the SAW. The standing committees are as follows:

- Steering Committee
- Academic Information Committee
- Innovation, Curriculum and Assessment Committee
- Faculty and Staff Committee
- Fiscal Resource Development Committee
- Student Development Committee

The unit is part of the University's Division of Academic Affairs. The Provost and V.P. for Academic Affairs preside over the Council of Deans where issues involving the preparation of educators in all colleges are discussed. Minutes indicate that regular briefings on topics such as new accreditation or credential standards are given to the Council by Associate Deans who are members of the Teacher Preparation Leadership Team (TPLT) that includes the Associate Deans and all subject matter coordinators from the Colleges with these programs (initial and advanced). At the present time,

TPLT does not hold an official role in the Academic Governance organization of the university. The Team was established by the Provost. College faculty are working with the Deans of Graduate and Undergraduate Studies to propose a formal role for the TPLT in which the team will act as the approval body for curricular decisions related to teacher education. A review of documents and interviews reveal that the TPLT is effective in facilitating collaboration with other units and assure that candidates are meeting the standards. The faculty members (initial and advanced) of the unit indicate that they interact with colleagues in other units and P-12 schools to provide leadership and ensure that candidates meet standards in the following ways:

- Membership on committees of the University Academic Senate involved in policy and curriculum related to educator preparation.
- Membership on Advisory Committees for the CCOE and other units.
- Regular meetings of the undergraduate and graduate associate deans, especially those involved in blended undergraduate programs and subject matter preparation.
- Regular meetings of the elementary subject and single subject matter teacher preparation college advisers and meetings with university supervisors of student teachers.
- Membership on special task forces created to plan and deliver new programs (e.g. the Elementary Subject Matter Task Force)
- Members of the professional community participate in program design, implementation, and evaluation through regular meetings of Division Advisory Committee Meetings.

- Professional Development workshops for P-12 practitioners and faculty from other CSULA units.
- Participation of full time faculty in P-12 schools.
- Leadership to local public schools through membership in LAUSD Focus on Achievement Partnership and the Institution of Higher Education Consortium.
- Collaborative decisions made by the Deans/Associate Deans have included the creation of blended undergraduate teacher preparation programs housed in four different colleges;
- Collaboration in implementing the CSU /High School Collaborative Academic Partnership initiative (CAPI), an academic partnership program with 10 local high schools which receive academic tutors from CSULA in English and Mathematics for underachieving students;
- Planning for campus-wide activities to improve articulation and relationships with feeder community colleges;
- and submitting business plans which identify centers of excellence in each college and prioritize strategic initiatives.

Unit programs at the initial and advanced levels are managed and coordinated through the structure of the Administrative Council and the SAW governing group. The Administrative Council members are the Dean, chairs of the four divisions, the two associate deans, a representative from the faculty, a staff representative and the fiscal officer. The role of the Council is to provide advice to the Dean concerning policies recommended by the SAW and other organizations. The minutes indicate that the Council meets every two weeks to discuss management issues regarding enrollment, scheduling, budget, personnel, facilities, accreditation, assessment, and evaluation. The Council also meets once every quarter for a one-day retreat and once per summer in a two-day retreat to discuss specific issues in greater depth. Faculty, staff, and candidates serve on committees at the program, division, college, and university levels. Candidates are represented on numerous committees. CCOE faculty members, P-12 practitioners and employers design programs and participate in implementation and evaluation of the unit's programs by participating in the work of Division Instructional Policy Committees, Community Advisory Committees, and in other projects.

The Administrative Council and the SAW Full Steering Committee consistently monitor the recruiting and admissions practices to assure that they are clearly and accurately described in publications, catalog, and on the college and university websites. The staff members in the CCOE Office of Curriculum and Assessment collaborate with staff in the University Offices of Undergraduate and Graduate Studies and the Office of the Associate Vice President for Academic Affairs to assure that the catalog copy is correct and current. There is adequate information from documents, faculty input, and administrator comments to verify that the recruitment, candidates, and admissions policies are accurate and current and very clear. The constructive changes were made based on the information obtained from a survey. Candidates are advised regarding policies about specifics in the programs by numerous procedures.

Unit Budget

The CCOE's ending budget for the 2003-2004 was \$13,190,587 based on the full-time equivalent students (FTES). The Academic Budget portion of the CSULA General Fund budget is administered by the Provost, who allocates funds to each college based upon the previous year's target enrollments. The strategic planning process allows for specific allocations that are related to the strategic initiatives. The process has allowed for some augmentations based on

changes in the numbers of FTES per campus. The State Budget request is made one year in advance and includes the following:

- the Sustaining Budget or General Fund for mandatory costs and pay-offs on revised budget and salary increases
- the aggregate CSU enrollment adjustments;
- the Special Initiatives Budget;
- the capital Budget requests for major renovations and new construction.

Since 1997 an agreement has existed between the state legislature and the CSU system to increase the base funding by 2%-4% for each percent added to the base if the CSU system increases enrollments by 1% per year. Enrollment increases in the unit have met their annual targets each year since the last NCATE/COA visit, with the exception of the last year. The number of FTES has increased from 1564 in the Fall quarter of 1997 to 2225 in Fall 2003. The student-faculty ratio has fluctuated over the same time period. The CCOE enrollment has decreased significantly during the last year due to the phase out of emergency teaching permits. There is sufficient evidence that the Unit is receiving their fair share of the general fund budget. In fact, the expenditures per student for 2003-2004 revealed that the Unit is the second highest when compared to other colleges-second to Engineering. The 2003-2004 budget was \$13,190,587.

Augmentations to the budget from the reserve are negotiated mid-year with college deans, resulting in additional funding for more class sections of courses needed for emergency permit teachers. The strategic planning process allowed for development of 26 distance learning courses. The CCOE Dean allocates money for faculty positions and operating expenses based on assigned target enrollments, which must be met in order to retain the allocation. Almost ninety percent of the unit's general fund budget dollars, more than eight million per-year, are used for faculty, staff, and administrative positions. Additional funding comes from credential servicing fees, student activity fees, extended education courses, contracts and grants, and funded projects, private sources, and any augmentations. The unit also receives a portion of the California Lottery Fund, which has been used for technology equipment upgrades, faculty development, innovative initiative proposals, and library support. The following are specific budgetary allocations that permit the unit to extend beyond the unit to P-12 education and other programs in the institution:

- CCOE Innovative Initiative Program Grants
- CCTC Grant (for blended programs)
- CSU Grant (for assessment activities)
- Scholarship Donors-(approximately \$99,000 per year)
- Foundations (W.K. Kellogg for Cultural Proficiency CD Rom development); (Stuart Foundation for blended undergraduate programs)
- CCOE State Pre-Intern Grant
- CCTC Grant for Interns
- Local District and State Grants

In addition, the faculty members also participate in university grants for the U.S. agency for International Development, the U.S. Department of Education Gear-UP, and a Title 5 grant for Hispanic-Serving Institutions. The Division of Special Education faculty are involved in 18 grant funded projects, such as training grants for orientation and mobility and education specialists in visual impairments, low incidence early childhood, early literacy support for Harrison Elementary School, school-to-work transition and training of early childhood inclusion support providers.

The College of Health and Human Services follows the same discretionary allocation procedures to fund personnel and operating funds to departments. In 2001 the Department of Nursing was reorganized into a School within the college. It also projects an annual schedule tied to the units for classes for credential candidates.

Personnel

Workload policies and practices (initial and advanced) permit and encourage faculty to be involved in a wide range of professional activities, including teaching, scholarship, research, advising, collaboration with faculty across campus and the school districts. The standard workload for a full-time faculty member is 15-quarter hour units, with 12 units designated for teaching and/or field supervision and three units for advisement and other service or professional. Field supervision for teacher candidates in the Division of Curriculum and Instruction and Special Education is assigned to faculty on a ratio of one unit for every two candidates supervised. In the Administration and Counseling Division, the ratio varies slightly due to accreditation requirements of professional associations such as CACREP and NASP. No differentiation is made in the CSU system-wide workload formula between graduate and undergraduate faculty.

The Dean's Office (with approval of the Provost) assigns release units to faculty for special projects and development of innovative curriculum. Examples of this kind of support include: release time during the initial year for new faculty; units for faculty serving on the Accreditation Task Force, and units for faculty in the Urban Learning program to support continuing development of the degree program. The guidelines for part-time faculty are discussed in Standard five.

There are two graduate assistants funded from the general fund and two from grants. The graduate assistants do not teach classes or supervise field experiences. There are 79 full-time faculty, one endowed chair, four full-time temporary faculty (advisors), 47 part-time teaching faculty, 35 part-time supervisors, and 13 FERF faculty. The guidelines for part-time faculty are discussed in Standard five. FERF are faculty members preparing for retirement and have volunteered to a reduced work-time program in which the faculty member will work less than full-time with a prorated reduction in salary and benefits.

Of the 19 Library professionals, two are assigned to the CCOE. The two professionals are well-qualified and very supportive of the unit. These two librarians are responsible for keeping the CCOE of library related matters, providing instruction, providing in-depth reference, maintaining recommended website pages, and collection development for both print and electronic resources. The faculty and candidates were very positive concerning the support given them by the Library. They described the library staff as being very "user friendly." There is evidence that the Library resources are very adequate and that they have an excellent inter-library loan system. The Library has virtually become the "student center." The liaison librarians attend SAW meetings to communicate the latest library information. They meet regularly with the Division Library coordinators, and they announce new acquisitions via e-mail. They also provide course integrated information literacy instruction for CCOE classes. In fact, within the last 6 years they have taught 541 classes, involving over 13,000 students from the CCOE.

Unit Facilities

The facilities adequately support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its application for instructional purposes. The interviews with the faculty and candidates, and observations indicate technology and the proper use of technology are a high priority. Full-time faculty members are assigned permanent office space that is generally shared by two faculty members. Each faculty member has a personal telephone, computer, printer, bookshelves, filing cabinets, and desk space. Part-time faculty members are assigned office space on an as-needed basis. The unit has adequately met the challenge of increased enrollments and increased demand for classes from currently employed teachers serving on internship credentials or on emergency permits, by securing adequate space. In addition to regular classrooms, King Hall houses Curriculum Labs for Literacy, Science, and Mathematics education. A Reading/Language Arts Clinic and the C. Lamar Mayer Learning Center are open to community children and their parents. A Child and Family Counseling Clinic, a Communication Disorders Clinic, and Audiological Testing Clinic, and a Diagnostic Resource Center are also available to faculty, candidates and staff.

Unit Resources Including Technology

The majority of the classrooms for the degree and credential programs of the CCOE are in the Martin Luther King Hall. King Hall has two lecture rooms for large classes, designated as smart classrooms. A “smart” classroom for the unit is a room equipped with a computer connected to the internet, VCR and/or DVD Player and projector. In addition to the lecture rooms, there are 11 “smart” classrooms and six computer classrooms and an equipment lending library, as well as traditional classrooms. The equipment lending library houses laptop carts, “smart” cases, portable VCR’s, portable DVD’s, digital camcorders, laser pointers, wireless microphones, and PA Systems. The laptops are wireless and wireless network is available on the 1st and 2nd floors of King Hall.

The interviews with faculty and candidates indicate there is sufficient technology support at the initial and advanced levels. There are three Information Technology Consultants (ITC) and one Instructional Designer (ID). Responsibilities of the ITC’s include: 1) support faculty and staff through consultation for information technology in instruction and research, 2) provide software training on PC and Macintosh platforms, 3) serve as the liaison between faculty and staff to other technology-related departments, 4) manage and maintain CCOE website, 5) maintain all technology related equipment, 6) review and recommend technology resources for CCOE faculty and staff, 7) develop multimedia presentations (digital video, audio, etc.) for faculty to incorporate into the curriculum. The Instructional Designer’s responsibilities include working with faculty in developing electronic instructional presentations-using Power Point, scanners, and layout techniques; etc.

The faculty and administrators of the unit are active in securing grants to provide additional resources for instruction, for example:

- CSU Chancellor’s Office for a CSU/High School Collaborative Academic preparation Initiative (\$500,000)
- National Writing Project and California Writing Project (\$291,000)
- State Grant for Beginning Teacher Support and Assessment (BTSA)-(\$299,000)
- Training Grant for Bilingual Spanish or Asian Language School Psychologists (\$684,000 over four years).

A review of documents and interviews revealed that funding and implementation of the assessment system has totaled nearly \$60,000, since 1999, with over \$40,000 from the CCOE Dean's budget, and the remainder from CSULA and CSU sources. The Office of Curriculum and Assessment provided additional supplies and administrative support staff.

The Educator Preparation Assessment Clearinghouse (EPAC), funded by a small grant from the CSU Center for Teaching and Learning, has placed the unit in a position of being recognized as an information technology resource to the institution and to the other cooperating institutions in the Los Angeles Basin-CSU Pomona, Long Beach, Northridge, and San Bernardino..

Overall Assessment of Standard

The unit performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The collaboration within the unit and with the other colleges is at high level. There is sufficient evidence that technology is an area of excellence and is used extensively by candidates and faculty. The unit's budget and technology support are on par within the institution. The library is exceptional in terms of electronic publications, books, other materials and computers and is perceived as "user friendly."

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement:

New: None

Continued: None

E. State Team Recommendation: Standard Met with Concerns

The team identified a concern related to elements of the CCTC Common Standard #6, "Advice and Assistance." Even though faculty advising was found to be a particular strength, a preponderance of students reported inconsistencies in information provided, frequently misplaced or lost materials, and, at times, a less than friendly attitude toward student needs in the advising center. Even though some changes have been made, students still reported the need for consistent information.

Internship Issues for State Report :

Common Standards 1 and 2 – Leadership and Resources

Resources including CFASST training are provided by the school districts to prepare district support providers. Additionally 40 hours of new teacher workshops are provided by the Los Angeles Unified School District to interns from CSULA teaching in the district at the beginning of the school year.

Common Standard 6 – Advice and Assistance

Intern Coordinators advise the interns and communicate with school personnel to facilitate the assignment of support providers. They work together with interns to develop their individual professional development plans.

Common Standard 7 – School Collaboration

CSULA has an official Memorandum of Understanding with each school district in which an intern is employed. Per the agreement, the district provides each intern with a support provider. Selection of appropriate school site support providers for intern credential candidates is paramount to the process of providing effective collaboration between the university and the schools where interns are placed. The selection of appropriate support providers is made with the assistance of the site principal. Support providers are assigned in the same specialization as the intern.

Common Standard 8 – District Field Supervisors

Support providers take on a special role for interns already teaching in the schools. The university provides information about the program to both the intern and the assigned certificated support provider working with the intern. Support providers work with interns on the ways to effectively address the six domains of the California Standards for the Teaching Profession as well as the 13 Teacher Performance Expectations addressed in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (SB 2042).

PROGRAM STANDARDS
Multiple Subject Credential
Multiple Subject Internship Credential
Multiple Subject BCLAD Emphasis Credential
Multiple Subject Integrated Program

Findings on Standards

After review of the institutional report, supporting documentation and the completion of the interviews of candidates, graduates, faculty, and employers, the team determined that all program standards are met for the Multiple Subjects Credential Program.

The faculty in the Charter College of Education encourages all students to adhere to high standards of professional conduct through course syllabi, classroom activities and personal models. The core values of the conceptual framework that guide the teacher preparation program and the TPEs are reflected in the course work and field experiences.

Both in its undergraduate preparation programs and in its credential programs, the program emphasis reflects a strong commitment to educating diverse learners in the urban environment. The program integrates the development of literacy for English language learners and incorporates meaningful collaboration and consultation with school and community partners involving various constituencies. The CSULA Charter College of Education has had a long history of offering bilingual credentials in Spanish and in several other languages.

Fieldwork experiences provide opportunities for credential candidates to work with children at different grade levels as well as with children of varying abilities and learning needs. Candidates also have opportunities to work in inclusive classrooms and where the special needs of all children are accommodated.

Credential candidates receive appropriate advisement regarding program prerequisites and requirements.

Strengths

Candidates appreciate the cohort model, which facilitates enrollment in required courses in a meaningful sequence. The cohort design also fosters camaraderie, mutual support, and professional networking. It also enhances collaboration and planning among faculty.

Interns consistently express satisfaction for support they received from the credential program particularly in their fieldwork.

Students consistently praise the preparation they receive in their credential program. They are to have faculty who are knowledgeable, enthusiastic, and readily accessible. The fact that faculty members themselves are former K-12 teachers makes them credible and inspiring.

Faculty, supervisors, mentor teachers and credential candidates collaborate to promote active family involvement in student learning through workshops, career days, literacy nights, and other school/University partnership activities.

Concerns

None noted.

**Single Subject Credential
Single Subject Internship Credential
Single Subject BCLAD Emphasis Credential
Single Subject Integrated Program**

Findings on Standards

After review of the institutional report, supporting documentation and the completion of the interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Single Subjects Credential Program.

Faculty in the Charter College of Education encourage all students to adhere to high standards of professional conduct through course syllabi, classroom activities and personal models. The core values of the conceptual framework that guide the teacher preparation program are reflected in the course work and field experience.

The Single Subject credential program design and its implementation adhere to core values and beliefs stated in the Charter College of Education conceptual framework. These core values and beliefs place special emphasis on collaboration, learner development and learner assessment. The curriculum design and content is based on a critical pedagogy of social justice and social action. There is ample evidence that the candidates are provided guidance and opportunities to design teaching experiences that ultimately lead to decreasing the achievement gap for poor and minority students. Candidates, graduates and faculty were able to articulate components of an instructional design that specifically addresses diminishing the achievement gap.

Strengths

The Single Subject program is to be commended for their commitment to serve the needs of urban school children and their passion to work towards closing the achievement gap for poor and minority children.

Concerns

None noted.

**Reading Certificate
Reading/Language Arts Specialist Credential**

Findings on Standards

Based on candidate, faculty, employer and field supervisor interviews, document review, site visits, and interviews with graduates of the reading programs, the team determines all standards are fully met.

The program faculty is commended for providing their reading certificate candidates, their reading specialists candidates, and their masters candidates with a well-balanced reading program that prepares teachers to teach reading to a diverse student population. The course content, assignments, and field experiences clearly demonstrate the commitment of the faculty to enhance the growth of California pupils in these teachers' classrooms.

Candidates expressed appreciation for one-on-one interviews at the beginning of their program to explain all the options and timelines. They feel they received good guidance along with positive support and feedback.

Candidates and graduates enthusiastically shared the projects some of them have developed at their schools to assist struggling learners, including tutoring programs and after school clubs.

Graduates feel well-prepared to communicate their research-based knowledge with their school colleagues through focus groups and the modeling of good teaching.

Interviews showed that the reading faculty is very involved in the preparation of their reading teachers in order to assist them in providing reading instruction based on the needs of their pupils. Course assignments and student work demonstrate the connection between the university and the schools.

Strengths

None Noted

Concerns

None Noted

Adapted Physical Education Credential

Findings on the Standards

After review of the institutional report, supporting documentation and the completion of the interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Adaptive Physical Education Credential Program. Faculty encourage all students to adhere to high standards of professional conduct through course syllabi, classroom activities and personal models. The conceptual framework core values in the Charter School of Education are equally explicit in the Adaptive Physical Education Credential Program.

The guiding philosophical principle of the Adaptive Physical Education Credential Program is the belief that "every person has an innate right to move and should be given the opportunity for quality physical activity. Based on this concept, the Adaptive Physical Education Credential Program is designed to prepare "special personnel" to ensure that the rights of persons with disabilities to have fulfillment in physical activity, whether in an adapted physical education class, home, or community.

To translate these concepts into action, the Adaptive Physical Education Credential Program has been designed so that candidates for the Adapted PE supplemental credential authorization internalize the philosophical foundations of education, the disposition, attitudes, and skills specified in the program.

Assessment of candidate performance, both in the classroom and in the field, is ongoing. However, before candidates are recommended for certification, they must present a professional portfolio, pass a written exam, and have an oral interview with the program director.

Strengths

None noted

Concerns

None noted

Education Specialist Credential Programs
Mild/Moderate Level I Including Internship
Moderate/Severe Level I, Including Internship
Early Childhood Special Education Level I
Physical and Health Impairments Level I, Including Internship
Visual Impairments Level I, Including Internship
Clinical Rehabilitative Services, Orientation and Mobility

Mild/Moderate Level II
Moderate/Severe Level II
Early Childhood Special Education Level II
Physical and Health Impairments Level II
Visual Impairments Level II

Findings on Standards:

After review of the programs, supporting documentation and completion of interviews with candidates, graduates, faculty, employers, supervisors, and community advisory committee members, the team determined that all the program standards for Level I and Level II Mild/Moderate, Moderate/Severe, Early Childhood Special Education, Visual Impairments, and Physical and Health Impairments and corresponding Internship credential programs are fully met. Further, the team determined that all the program standards for the Clinical Rehabilitation Services: Orientation and Mobility credential are fully met.

Strengths:

The Special Education programs at California State University, Los Angeles are of high quality. Division faculty are highly regarded by peers, graduates, employers, candidates, and community advisory council members. The themes of collaboration, inclusiveness, and cultural, ability and linguistic diversity, derived from the Conceptual Framework, were especially evident throughout

all of the programs. Diversity among faculty members and candidates provides a rich base for teaching and learning across all programs.

The university is to be commended for its support of low incidence programs during the present times of fiscal restraint. Faculty members in those programs have demonstrated creativity and have given significant extra efforts to assure quality experiences for all of the candidates they serve.

The recent reorganization of the Unit divisions, that places Special Education and Counseling programs in the same division, offers possibilities for increased program development opportunities and interdisciplinary interactions between faculty and candidates.

Effective and responsive leadership for the division by faculty is to be commended. Faculty members assume leadership within the division, in their professional areas and to the state of California. The candidates and graduates interviewed consistently expressed appreciation for the availability, accessibility, and guidance and care provided to them in a timely manner. Faculty adherence to advising hours is also noted as a strength of the programs.

Faculty are to be commended for their willingness to identify and address challenges that surface as they attempt to implement their programs. Creativity has been demonstrated in numerous ways during present times of fiscal reductions. Faculty members in those programs have demonstrated creativity and have given significant extra efforts to assure quality experiences for all of the candidates they serve. Additionally, faculty members have remained committed to assuring that quality programs are provided while assuming increases in class sizes due to budget cuts.

Faculty are to be commended for pursuing grants and developing partnerships, special programs and projects that provide added enriching dimensions to faculty research and development activities as well as to candidate experiences in their programs of study.

The Endowed Chair position has brought expertise and innovations to the Special Education programs, and benefits derived from contributions by those in that position have been realized by faculty and candidates.

The Division Seminar Series delivered by faculty, focusing on multicultural and multilingual issues, is noteworthy.

Well-balanced, cohesive, and relevant curricula are evident across all programs. Validations of the programs' strengths are evidenced in comments from master teachers, intern support providers, advisory board members, administrators, community advisory council members, candidates, and graduates of the program. Online learning initiatives are also available. The range of program offerings provides many opportunities for candidates and graduates to pursue numerous specialization options.

Routinely scheduled candidate orientation sessions and information meetings have resulted in meaningful forums for new candidates and have strengthened the admissions process.

The C. Lamar Mayer Learning Center (Saturday School program) provides a rich opportunity of early field experiences for Mild/Moderate, Moderate/Severe and Visual Impairment candidates

that results in multiple benefits to candidates, faculty, and parents and children from the community at large. The collaboration with the Counseling Program candidates, who provide seminars for coordinating Saturday Parent Seminars, is to be applauded.

Candidates in the Physical and Health Impairments credential are provided with thorough instruction in the use and appropriate application of low and high technologies. The candidates are encouraged to take leadership in their communities and professional organizations.

The Orientation-Mobility program is well regarded in the professional community. Employers report that graduates of the program are well-trained and knowledgeable regarding techniques for training and assisting clients.

The Early Children Special Education program has an exemplary on-site program, Center De Ninos , that benefits the university, the community, as well as providing opportunities to candidates for applied training experiences.

Concerns:

None noted.

**Clinical Rehabilitative Services Credential:
Language Speech and Hearing
Audiology
Special Class Authorization**

Findings on Standards:

After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, clinical faculty, employees and supervising practitioners, the team has determined that all program standards are met for the Clinical Rehabilitative Services Credential in Language, Speech and Hearing. A question was raised regarding adequate institutional funding for support to the department's programs, but this will be addressed in the Common Standards.

Strengths:

The Department of Communicative Disorders maintains a combined academic preparation and clinical program currently serving approximately 40 undergraduate students, 45 graduate students (combined speech/language and audiology), and 40-50 post baccalaureate students. Roughly 50 students were turned away in the admissions process and the clinic has a waiting list of 23 clients seeking services. The 2 year full-time undergraduate and 2 year full-time graduate programs offer a wide variety of coursework for students pursuing degrees in either speech-language pathology or audiology leading to the acquisition of both credential and master's degree. Students report a high degree of satisfaction with the academic preparation they receive owing in large part to the highly skilled and knowledgeable faculty. A large offering of topics in coursework are available and required of students including augmentative communication, sign language and multicultural/diversity issues. Substantial changes in curriculum offerings were implemented a few years ago to increase broad based knowledge and to direct students'

programmatic choices. Accreditation from the American Speech-Language-Hearing Association (ASHA) was authorized for the period of 2001-2009. Students report good advisement and direction in the course of their movement through the program. In addition to their coursework, students have exposure to invited speakers currently working in the field.

The clinical experience is begun in the graduate year, but undergraduates must participate in observation experiences to help them explore the nature of clinical practice. The on-campus clinical experience is well supervised with a good selection of diverse clients with varying handicapping conditions. Two clinics essentially exist under one umbrella: the speech/language clinic and the audiology clinic. The speech/language clinic has 9 therapy rooms with observation facilities which avoid intrusion into the therapy session. The clinic is well-stocked with testing and therapy materials and generates revenues which help to support the work of the clinic. The audiology clinic has a sound suite for assessment/training purposes. This requires the purchase of “big ticket” items and is sometimes a challenge to accomplish. The “smaller ticket” items are reported to be within the budgetary constraints. Accruing the required clinical clock hours in the various clinical experiences does not appear to be a problem. The clinical process is well organized with on-going supervision and feedback.

Students have access to a large selection of off-site externships in hospitals, schools, and clinics. Clinical faculty, supervising practitioners and employers deem graduates of the program well prepared and highly competent. The Praxis examination results are excellent. All graduates are offered employment.

Concerns:

None noted.

Health Services (School Nurse) Credential Program

Findings on Standards

The findings and recommendations are based on data gathered from the program report, review of supporting documentation, and interviews with faculty, candidates, graduates, employers, clinical preceptors and Advisory Committee member. The team determined that all program standards for the Health Services (School Nurse) Credential are met.

A formal linking of the college of Health and Human Services through the formation of a leadership committee with the Charter College of Education and other colleges with credential programs is a positive step toward greater collaboration, coordination, and understanding of mutual programs.

Discussions are currently underway for the school nurse credential program faculty and faculty outside of nursing who teach core courses for the credential are to meet regularly to discuss the curricular framework and alignment to standards of the professional school nurse preparation program.

The use of instructional technology is being expanded in the college of Health and Human Services. In addition, there has been a significant commitment to release time for a faculty

member who will work with Information Technology Services to enhance the College's presence on the website.

Strengths

The program coordinator is highly commended by candidates, graduates, community members and faculty for her personal commitment and enthusiasm for the program. In addition her ability to individualize the program to meet the diverse needs of candidates is noted as a strength. The coordinator is further commended for using her release time to her choice to stay current as a practicing school nurse/school nurse practitioner with a local school district. This models the integration of theory and practice.

Candidates, graduates, and preceptors interviewed report on the high professionalism, supportiveness and challenge to excellence by the program coordinator.

Feedback from surveys of candidates, alumni and coordinators of health programs in local school districts is used for continuous program improvement. An example is the offering of a creative schedule that meets a variety of student work and family needs. Also there are opportunities to take courses in a shorter, more intensive format, particularly during the summer quarter. Based on the positive responses from these changes other scheduling changes will be tried to meet the needs of the candidates--98% of whom work full time as school nurses.

Concerns

None Noted

Pupil Personnel Services Credential: School Counseling with Internship Child Welfare and Attendance

Findings on Standards

The institutional report, with supporting documentation was reviewed. Candidates, graduates, field/internship advisor, employers and Advisory Committee Members were interviewed over a three-day period. After reviewing documents and conducting numerous interviews the team has determined that all program standards for the School Counseling Program, including internship and Child Welfare and Attendance, are met.

The team determined that the program is highly regarded by students, faculty, field supervisor, and employers. Many graduates expressed a highly personal level of gratitude to faculty for their continued support even after graduate.

Strengths:

The candidates and graduates interviewed consistently expressed appreciation for the availability, accessibility, and care provided them by faculty. They felt that the cohort format was very successful in effectively producing a high quality of accessibility and helped with the

retention of candidates. This enables candidates to form a support group that remain after graduation.

Concerns

None noted.

**Pupil Personnel Services Credential:
School Psychology with Internship
Child Welfare and Attendance**

Findings on Standards:

The institutional report, with supporting documentation was reviewed. Candidates, graduates, employers, internship supervisors, advisory committee members, University administrators, faculty and local educational agencies were interviewed over a three-day period. Based on written documentation and interviews it was determined that all program standards for the School Psychology Program including internship and Child Welfare and Attendance are fully met.

Strengths:

The preparation program in School Psychology with Internship at CSULA has established itself as the place to find candidates with cultural diversity and sensitivity, excellent work ethic, well schooled in behavioral and bilingual assessment, and professional in deportment. Representatives from varied school systems including the Los Angeles Unified School District consider them to be the top ranking prospects for their respective districts.

There were many candidates who had been accepted into other programs who chose the CSULA program having researched and interviewed PPS professionals in the Los Angeles area before applying to the program. The NASP certified program is a model for other California State programs that serve a diverse population with candidates who reflect that diversity. The program is available to a wide variety of qualified candidates who find program and faculty access to be excellent.

The director and her faculty are a team blended with experienced and newer energetic and highly motivated individuals. Graduates singled out the director as the heart and soul of the program. Her 11-year tenure as program director has provided continuity of quality and ongoing vigilance. She has balanced the scientific with the humanistic aspects of the professional preparation of school psychologists by incorporating the dispositions of the Conceptual Framework; recruiting students with these qualities. The added value of the professional skills has produced candidates that embody both the personal aptitudes and professional skills of the School Psychologist

Concerns:

None noted

Administrative Services Credential Preliminary Preliminary Internship Professional

Findings on Standards

After review of the institutional report, supporting documentation, and the completion of interviews of candidates, graduates, and faculty the team has determined that program standards in both programs are met.

One of the areas of focus of the Charter College of Education is urban education. Candidates were able to articulate ways in which they were instructed in challenging current practices that have limited the student achievement of diverse populations. They read, discuss, plan and practice in their field-work alternative designs for school curriculum and delivery of instructional programs that encourage, support and expect high student achievement. There is attention to the role of schooling in a democratic society and interactions between schools and the communities they serve.

Candidates spoke highly of their field experiences--how they were designed jointly between the candidate, field supervisor and university supervisor. There is an informal process of orientation to the field supervisor role and evaluation which is being formalized as the program is being redesigned to meet the new California standards.

Candidate competence is determined through multiple measures, including coursework assignments, feedback from fieldwork placements, candidate reflections and portfolio review. Graduates and candidates alike were complimentary of the personal attention and commitment to their success that they felt from their professors. They were particularly enthusiastic about the cohort model. They noted that there was a lot to be learned from one another--especially in the area of diversity. Candidates said that because they were so diverse they had to learn and practice skills, attitudes and sensitivity in this area. There is some frustration expressed by candidates as the program moves to a new division as files, other paperwork, registration and information is moved to new staff who are learning the Educational Administration program.

There was special attention given to the Demonstration of Mastery option for the Professional Administrative Services Credential. Graduates were positive about the re-design that allowed them the opportunity to earn the credential through demonstration of learning in a portfolio with guidance from a university supervisor. They were appreciative that they could use and reflect upon their current administrative position experiences in planning for their continued professional development.

Faculty look forward to growing the program provided that the faculty positions can be filled and continued units provided so that faculty might recruit and advise incoming candidates. Advisory Board members spoke highly of the process underway to re-write the program in order to meet the new standards and are excited about maintaining and enhancing the program quality.

Strengths

None noted

Concerns

None noted

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Multiple Subject Credential

Currently there is not a cohort of students sufficient in size to support separate sections of bilingual methods courses for the Bilingual Emphasis program. Bilingual credential students are enrolled in methods courses with non-bilingual education students. However, it was indicated by the Dean that, when a sufficient number of bilingual students enroll, there would be a high probability of separate bilingual methods course sections being offered. It is suggested that the Charter College of Education may want to consider a process to recruit students into the bilingual program in order to reach an adequate enrollment.

Reading/Language Arts Specialist Credential

The college is strongly encouraged to explore options to expand the Literacy Lab. This lab is used by all the candidates, RICA tutors, grades, and Tutors by 9 (LA Times). The room is very small for the purposes it exists; sometimes students are sitting in the hall waiting to use the room. This lab is filled with books, class sets, etc. for teacher to use or borrow. The lab is also in need of computers for candidates to explore ways of using a variety of software to enhance their pupils' growth.

Adapted Physical Education

The candidates consistently express satisfaction with the Adapted Physical Education Program. However, they wished that more than one professor could teach in the program so they could get broader perspectives. They also expressed frustration at having to wait too long for some courses to be offered.

Education Specialist Credential Programs

The faculty is encouraged to pursue the many Special Education-General Education interface initiatives they discussed with the team during this review process.

There is a perception among some of the Level I Mild/Moderate and Moderate/Severe candidates interviewed that there is more of a focus on elementary education than secondary education. Faculty are encouraged to engage in further discussion with their candidates to determine if there is validity to this perception.

It is recommended that the formative and summative components of the division's assessment system be more explicitly defined and clearly linked to the Conceptual Framework.

Faculty should explore the effectiveness of field supervisor assignment practices relative to the intern experience to ensure that those in the early and mid-portion of their internship are consistently provided with effective and timely support from both university supervisors and intern support providers.

Health Services (School Nurse)

The Nursing School is encouraged to continue with great effort to move forward with their plans to develop a Master of Nursing track for school nurse candidates. The formation of a School Nurse Advisory Committee with representatives of many constituencies may provide the necessary input to determine program development and viability.